

INTERIM REPORT FOR UNICEF

South Africa's peer education programmes:

Mapping and fieldwork plan

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20 December 2007

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**Human Sciences Research Council
2007**



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ACRONYMS

ABC	Abstain, Be faithful, Condomise
ACEs	AIDS Community Educators
ACTIVE	AIDS Conscious Teens Initiating Values Education
AIDS	Acquired Immune Deficiency Syndrome
ASHYO	AIDS Sexuality and Health Youth Organisation
CATCH	Caring, Affirming, Training, Children
CAWO	Christian Assemblies Welfare Organisation
CIHC	Centre for Institutional HIV Coordination
CSA	Centre for the Study of AIDS
CYCAD	Child and Youth Care Agency for Development
D4L	Dance 4 Life
GoLD	Generation of Leaders Discovered
HAICU	HIV and AIDS Co-ordination - UCT
HIV	Human Immunodeficiency Virus
LC	Life Centre
LGBT	Lesbian, Gay, Bisexual, Transsexual
MAP	Men As Partners
MAP	Muslim AIDS Project
NGO	Non-governmental organisation
OIL	Ownership, Invest, Live
PGDP	Provincial Growth and Development
PPASA	Planned Parenthood Association of South Africa
RADS	Radically Different Species
RYDO	Rainbow Youth Development Organisation
SA	South Africa

SABC	South African Broadcasting Commission
SHARP	Students HIV and AIDS Resistance Programme
SRH	Sexual and Reproductive Health
SU	Scripture Union
TB	Tuberculosis
UCT	University of Cape Town
UN	United Nations
VCT	Voluntary Counselling and Testing [for HIV]
YFC	Youth For Christ
YMCA	Young Men's Christian Association
YSD	Youth Skills Development

TERMS OF REFERENCE

Work Assignment:

The purpose of the consultancy is to document, map and critically analyse peer education programmes for young people aged 10 to 18 in South Africa. The objectives of the assignment are:

1. To review and map the different types of peer education programmes for young people in South Africa. Peer education programmes to be reviewed should include, and pay specific attention to, those dealing with the prevention of alcohol and substance abuse, reproductive health and adolescent sexuality. These should cover programmes that are school based as well as those functioning in other institutions such as restorative justice centres, municipalities, youth clubs, and those that are health services based. Special emphasis will be placed on mapping and detailed description of participation and development activities focusing on HIV prevention among young people and protection of children and adolescents affected by the pandemic.
2. To assess the impact (potential and real) of these activities, projects and programmes in line with predetermined goals and objectives, and the National Strategic Plan on HIV and AIDS as well as other relevant government objectives and strategies.
3. To propose a pragmatic and innovative conceptual framework on children and adolescents' participation in peer education programmes (including a vision for an adolescent/youth health promotion strategy and approaches for achieving positive adolescent development).

Scope of Assignment:

Major questions which the study should provide answers to include:

- What are the main types of peer education programmes implemented in South Africa for the specified age group?
- What are the focus, scope, coverage and impact of the initiatives?

Within the context of children and AIDS:

- What kind of activities (information, skills and services) are carried out specifically for HIV prevention among adolescents?
- What is the level of involvement of children and young people affected by HIV and AIDS in such prevention interventions?
- How is participation in peer education programmes contributing to destigmatisation, reducing discrimination of children affected by HIV and AIDS

and enhancing children's rights promotion and access to primary (adolescent/youth friendly) health care and VCT?

- How can peer education programmes be organized to monitor the implementation of NPA/NSP and enhance social accountability and mobilization?
- How age-specific and gender-responsive are the programmes?
- Are the activities based on sound causality analysis and conceptual frameworks on health promotion and social mobilization? In other words, what is the underlying philosophy (normative basis) of peer education activities?
- Are peer education programmes integrated with large-scale national policy/development initiatives in the country? How can peer education activities be structured to inform and influence policy process?
- Do the interventions leverage adequate partnership and appropriate opportunities for overall adolescent development and active participation?

In concrete terms, the assignment will gather data and information on the following areas/issues:

- General situation analysis of adolescents in South Africa
- What do we know about adolescents? A brief baseline on the situation of adolescents in the country is necessary. Information should include the health and development challenges confronting young people. What gaps in knowledge exist?
- Brief inventory of the types of peer education activities promoted by government, UN agencies and NGOs.

The study will document the various types, models or formats of peer education programmes and activities implemented by various entities.

Impact of the peer education projects/activities:

- Have the peer education activities contributed to the fulfilment of children's rights, such as rights to services, education, health, protection, information etc?
- Do the peer education programmes strengthen capacity? Do they assist children to develop a relevant range of skills and increase their confidence, self-esteem and powers of self-expression and ability to contribute to enforced accountability?
- Have the peer education programmes helped the community know more and understand better children's overall rights, specifically their rights to participation, access to health services and correct information and have they strengthened partnerships around child participation and child rights in the community and nationally?

The sustainability of Peer Education Programmes:

- Is the peer education an ad hoc event or long-term activity? If it is a long-term activity, how has sustainability been addressed?

- Did the peer education programme make a difference in the day-to-day lives of adolescents and young people and in key settings where children and young people spend their time?
- Was the peer education programme an independent intervention or was it integrated in other projects?
- What Monitoring and Evaluation Frameworks exist?
- Was/is the peer education programme monitored and measured in terms of outcomes and impact?
- What resources are made available to the peer education programmes and how cost effective are such programmes?
- How replicable are the peer education programmes?

The nature and extent of children's participation in the peer education programmes:

- What is the level of involvement, in terms of number of children and young people who are actively participating in the various activities:
- At what level was the participation activity implemented: family, community level (school, youth centres), district level, or national level?
- Is participation activity of real relevance to children themselves and is it linked to children's day-to-day experiences? Who will be assessing this? The different groups may have different perceptions on whether participation was relevant.
- Have goals and targets of the participation activity been agreed with children?
- How was selection of children participating in the programmes done? Have the most marginalized and at risk children been involved? What are the ages of children that have been involved?
- How was the gender and disability dimension addressed in the project?
- Have children been prepared for the programmes through a set of training procedures and capacity building?

Partnerships:

- What networks and referral systems are in place for young people and custodians of peer education programmes?

Methodology and data collection:

- The assignment will involve the 'triangulation' method: integrating the secondary and primary research methods. This includes:
 - Desk review of relevant documents and materials, reports, evaluations, studies from 2002-2006.
 - Surveys, depth interviews and focus group discussions with programme implementers, government officials and other specialists in the field.
 - Site visits to peer education programmes.

The study has a significant opportunity to involve young people in conducting the exercise. This may mean more than interviewing them individually or in a focus group. The researchers will develop an appropriate participatory method that effectively gives voice to children and youths, involving interactive methods to gather data from community members, youth workers, teachers, parents and other duty bearers closely linked to young people.

The assignment will be guided by the following principles:

- Assessment of various projects and intervention based on a logical framework, - input, output, outcomes.
- Evidence on what works or what does not work. What is the value added of peer education in terms of both programme outcomes and children's capacity development? It will assess the quality of participation and assess if quality matters in relation to results.
- Quality of the product will be assessed in line with standard evaluation principles of efficiency, effectiveness, timeliness, objectivity, etc and the practical principles of effective and meaningful participation.
- The assignment should examine peer education at various programming phases and at various levels.

METHODOLOGY

The full project will comprise several elements, and the methodology for this full project is described below. Please note that this report addresses only the results from the first element (creating an inventory of, or “mapping”, peer education programmes), and provides a plan for carrying out the remainder of the fieldwork.

IDENTIFYING PEER EDUCATION PROGRAMMES

The Department of Health, in consultation with the Departments of Social Development and Education, identified relevant peer education programmes. We have reviewed as many of those programmes as would respond to our requests, and have also followed a “snowball” approach: that is, whenever we interviewed staff members at a peer education programme, we asked them if they knew of other peer education programmes. If these other programmes were not on our list, we also approached them for inclusion in the study.

The results of this phase of data collection are summarised in our section on mapping, below. From these programmes, we selected a further set of programmes for a more in-depth review, on the basis that a programme fulfilled at least one of the following criteria:

- The programme has been in continuous operation since 2002;
- The programme uses manuals and an evaluation framework to deliver programming;
- The programme works in partnership with government, NGOs and UN agencies;
- The provider runs multiple peer education programmes;
- The programme is community-based.

IN-DEPTH REVIEWS

A variety of methods will be used to examine projects in greater depth. The data will be gathered via document review, individual interviews, and focus group discussions. In keeping with the principles of participation, peer educators will be included as co-facilitators of these focus group discussions wherever possible.

Document review

Once programmes have been identified, they will be requested to send relevant documentation to the HSRC for review. Documents will be reviewed against the attached [document review guide](#) (see Appendix 1). Any information that is not readily available in the documentation will be sought from interviews with programme staff.

Interviews

Interviews will then be conducted with selected elements of the following:

- Governments, NGOs and UN agencies which fund these programmes;
- Those to whom the peer education programmes refer (where relevant);
- Peer education programme providers;
- Host of peer education programme (i.e. senior staff of soccer club/school etc)
- Peer educator trainers;
- Peer educators;
- Those who receive peer education;
- Parents of peer educators;
- Parents of those who receive peer education;
- Those involved in referral networks.

More details about each interview category are given below, and the actual interview schedules are also provided in Appendix 1. Directors of programmes have already been interviewed, so that accurate programme information could be included in the inventory. The site visit schedule (included after the mapping) indicates which other elements will be covered in the various programmes selected for site visits.

Programmes were selected on the basis of several criteria. First, we wanted to include programmes from each province, so that we could ensure that the relatively better and worse resourced contexts were included. Second, several organisations (for instance LoveLife, Soul City, and Scripture Union) run a very large number of peer education programmes in almost every province; we aimed to include 2 sites per national programme, so that we could get a sense of best practice in implementation when an organisation runs many projects in very different areas. Thirdly, two of the major methodologies are those developed by GoLD (Generation of Leaders Discovered) and by RADS (Radically Different Species); again, we tried to include at least two sites using each, preferably one run by the organisation which developed the methodology. Fourth, we looked for unique methodologies, such as the Mayihlasele Izazi Girl Child programme, which targets only girls and their mothers; or The Silver Ring Thing, a programme which does not promote the “ABC” (Abstain, Be faithful, Condomise) approach, but emphasises an abstinence-only approach. Fifth, we sought programmes run by different types of organisation, such as government departments, by faith-based organisations, and small projects. Sixth, we sought to include programmes that worked in a diversity of sites, such as schools, libraries, community centres, and soccer clubs.

Peer educators will be interviewed in each site, as will the provider organisation and (in most cases) hosts. Interviews with other groups of interest (such as parents of peer educators, and learners) will be interviewed in a range of different sites. Since information gathered using interview methodologies typically very quickly saturates (that is, interviewees tend not to say much new after the first few interviews), we have selected representative groups or people from different categories. For instance, we will not interview the teacher in charge of peer education programmes in every school

we visit, since schools are a common site for peer education programmes. Rather, we will interview a selection that includes teachers at schools that host peer education programmes, and also staff of libraries and soccer clubs.

This study has been approved by the Research Ethics Committee of the Human Sciences Research Council. In order to protect the confidentiality of participants, each interviewee will be required to sign an informed consent prior to interview.

Interviews with funders:

Key objectives in these interviews will be to find out how programmes are funded; and what constraints the funder places on the provider in terms of objectives for the programme. We will also be exploring whether the funder requires (and funds) any monitoring or evaluation: unless this is specifically programmed and provided sufficient budget, it is unlikely to occur. Monitoring and evaluation is one of the Rutanang Collaborative's ten principles for effective peer education programmes (Rutanang Collaborative, 2003).

Funders selected for interview include local and foreign NGOs, government bodies, and corporate donors.

Interviews with peer education programme providers:

Provider staff members will be asked to describe their programme(s) in terms of their focus, content, scope and coverage. Are these viewed as adequate with providers, trainers, peer educators and recipients of the programmes?

They will be asked to describe the logical framework ("log frame") of each programme, and how they monitor the programme against this. If a formal evaluation has been carried out, they will be asked for copies of the evaluation report. If there is no formal evaluation, they will be asked whether they assess for impact, and if so, how. This will be assessed against their own log frame, and the log frame in turn assessed against the literature.

Other areas to be explored with these informants will include sustainability of the programme, and their referral networks.

Interviews with peer educator trainers

If those who train the peer educators are different people from the programme provider, they will be asked how they select and train the peer educators, and how they support the peer educators. Issues of participation will be explored with the trainers. If they are involved in monitoring and evaluation, they will be asked for their assessment of impact. Note that impact should occur at two levels: the peer educators, and their peers who receive their services. Issues of partnerships with other programmes will also be explored with the trainers.

Interviews with peer educators

Peer educators will be asked for their impression of the programme: is it sensitive to their contexts, are they appropriately trained and supported, and what is their assessment of the impact of the programme on themselves and those who receive their services? Is the content adequate for their needs?

Interviews with those who receive peer education

Issues of impact will be explored with those who receive peer education. They will also be asked if the content is adequate to their needs.

Interviews with the host organisation

“Host organisations” are those within which the peer education programme operates, such as schools or soccer clubs.

These interviews will focus on issues of process – how does the peer education programme fit within the broader programme of the host institution? - and on issues of impact – how has the peer education programme had impact on the host organisation? For instance, in a school, has it affected rates of school dropout, absenteeism, behavioural problems, pregnancy, sexual and other forms of violence? And if so, how?

Interviews with parents of those who receive peer education

Similarly, parents of those who have received peer education will be interviewed, also to explore programme impact.

Interviews with peer education programme partners

Those to whom the peer education programme refers, or who refer to the peer education programme, will be asked about the extent of the partnership.

LITERATURE REVIEW

Information gathered from interviews and programme documentation will be triangulated against two elements of a literature review:

- A review of literature that reflects on the situation of adolescents in South Africa in general, including health and development challenges.
- A review of the literature that reflects best practice outcomes locally and internationally in peer education programmes. This review will focus on relevant documents, reports, evaluations and studies from 2002 until the present.

TIMELINE

The draft report will be provided to UNICEF and the National Department of Health by 10 March 2008. UNICEF and the National Department of Health have undertaken to provide feedback on this draft report by 17 March 2008. This will be necessary in order for the final report to be provided to UNICEF and the National Department of Health by 24 March 2008, the termination date of this project.

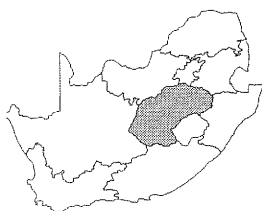
MAPPING PEER EDUCATION PROGRAMMES

Criteria used to include peer education programmes in this study included the following: they should address HIV risk behaviours and/or substance misuse; and they should target the age group 10-18 years. Although some programmes on university campuses are included in the description below, they will not be included in the set of programmes investigated for a deeper impact review, because their target age-group overlaps only slightly with ours (most university students are over the age of 18). Programmes that target children in our age group but rely on education from adults (such as teachers) are not included, as they do not use peer education as a central modality.

Overall, the project reviewed 40 agencies/organisations running peer education programmes throughout South Africa. The list below includes programmes running in urban areas and in rural communities, in schools, tertiary education centres, youth clubs, churches and social meeting spaces shebeens and dance clubs. A brief description of each programme is given below, together with their contact details.

ORGANISATIONS/AGENCIES RUNNING PEER EDUCATION PROGRAMMES IN SOUTH AFRICA

Alliance Against AIDS



The Alliance Against AIDS runs one peer education programme, focusing on youth and HIV/AIDS, Tuberculosis (TB) and teenage pregnancy. The programme has been in operation since 2004 and is only one component of the organization. It trains 10 Peer Educators a year, who then reach about 180 peers. These peer educators work with youth in and out of school, in churches, schools and youth clubs around the areas of Bloemfontein and Botshabelo. Alliance Against AIDS receives funding and training from the Department of Health of the Free State Provincial Government.

Contact details:

Programme	Contact name:	Address:	Contact Details
Alliance Against AIDS	Vusi Ngamlane	P.O. Box 6828 Bloemfontein 93000	Allianceagainsthivaidsl@hotmail.com Vusi.ngamlane@yahoo.co.uk (051) 432 9477

CATCH



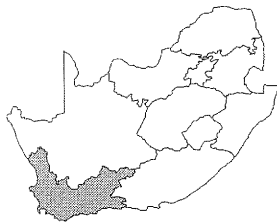
CATCH (Caring, Affirming, Training, Children) rolls out peer education activities and youth clubs in schools in the Gonubie district of East London. CATCH targets children and youth between the ages of 9 and 16 years. The programme aims to develop youth to become resilient and promotes academic and physical stimulation to ensure that boredom does not lead to self-destructive behaviour.

Content activities cover sport, crafts, art, drama, English and computer literacy, cognitive skills training, counselling skills, rights and responsibilities and referring of peers for help. CATCH also works in partnership with therapy groups and social workers to provide specialized help and counselling for those who need it.

Contact details:

Programme	Contact name:	Contact Details
CATCH	Sue Davies	(tel) (043) 740 2607 (fax) (043) 740 0625 (cell) 083 444 6020 sue@catch.org.za

CAWO (Christian Assemblies Welfare Organisation)



CAWO is a youth organisation based in Kraaifontein, Cape Town. It runs peer education programmes using the GoLD model in 6 high schools around Kraaifontein. Through this programme they hope to assist and equip peer educators to fulfil clearly defined performance standards and responsibilities and to make an impact on the lives of their peers. The programme has been in operation since 2006. Peer educators are selected from

Grade 10 upwards and are trained in the areas of self-development, leadership and communication skills, community upliftment, and advocacy and reproductive health. The primary goal of the programme is to change the mindset and attitude of learners in order to make them effective agents of change in their respective communities.

Contact details:

Programme	Contact name:	Contact Details
CAWO GoLD Peer Education Programme	Adam Cloete	0734814230

Centre for the Study of AIDS (CSA)

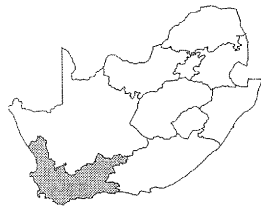


The Centre for the Study of AIDS runs three programmes at the University of Pretoria. One on the main campus in Pretoria, named "Future Leaders at Work", has been in operation since 1999 and was also introduced to the Mamelodi Campus in 2001. The peer educators are students at the University of Pretoria and volunteer their service at the VCT clinics as counsellors. CSA also runs a programme for their staff called "NAHAWU" which has been in operation since 1999. Its main focus is creating awareness around HIV and AIDS prevention, as well as living positively with HIV and AIDS and the reduction of stigma. In addition to these two programmes, CSA also runs the Youth Skills Development (YSD) programme.

Contact details:

Programme	Contact name:	Address:	Contact Details
Future Leaders at Work	Johan Maritz	Centre for the Study of AIDS University of Pretoria Pretoria 0002 South Africa	Tel: +(27) 12 420 4410 Email:johan.maritz@up.ac.za

Centre for Institutional HIV Coordination (CIHC) – Stellenbosch University



Stellenbosch University's Centre for Institutional HIV Coordination initiated the "Grow Up and Get Tested (Know your Status)" peer education programme in 2004. Based on the Rutanang principles, the peer education component focuses specifically on discrimination, race, homosexuality, normalising behaviour and problem solving. Gender sensitivity, prevention of sexually transmitted diseases, self-awareness, support and developing leaders is the main goal of the programme. Between 60 and 70 students a year are trained in these areas. A programme aimed specifically at men - MAP (Men As Partners) – forms part of the suite of peer education programmes offered by CIHC.

Contact details:

Programme	Contact name:	Address:	Contact Details
Stellenbosch University's Centre for Institutional HIV Coordination	Jaco Brink	HIV Programme African Centre Stellenbosch University 3 rd floor, Industrial Psychology Building, Stellenbosch, 7602 WESTERN CAPE	(021) 808 2865 (CELL) 084 676 5523 www.sun.ac.za/fact www.sun.ac.za/hiv

Child and Youth Care Agency for Development (CYCAD)



The Child and Youth Care Agency for Development implements the Circles of Care peer education programme in Phutadijhaba, Qwa Qwa, in the Free State Province. The project was started in 2000, and is aimed at creating social support for youth and encouraging them to access the support given to them by the programme through youth mentors. The project's Youth Development

Programme, which has been running since 2002, focuses on teenagers between the ages of 12 and 18 who are affected by HIV, AIDS and poverty. The programme is running in four schools in the Bluegumbush and Bolato areas. A key component of their work is the link between the schools and the young person's home. The programme runs informal group meetings where young people can interact and find solutions to the problems that they face together.

Contact details:

Programme	Contact name:	Address:	Contact Details
Circles of Care Youth Development	Jacqui Michaels	37 High Road Gardens Johannesburg 2192 GAUTENG	(012) 662 1422 084 401 8459

Dance4Life South Africa



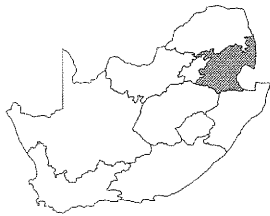
The goal of Dance4life South Africa (D4L SA) is to contribute to the reduction of HIV in young people aged 13 to 19. D4L SA's Life Skills Programme started in 2006. It was implemented in 30 high schools in the Western Cape and KwaZulu Natal during 2007; in 2008, it will expand to additional schools in the Western Cape and KwaZulu Natal, and begin working in schools in the Eastern Cape as well.

The programme seeks to address the needs of young people who are at highest risk of contracting HIV by facilitating better decision-making around sexual and reproductive health (SRH) issues, and stimulating peer-to-peer discussions with the aim of making youth aware of choices they have with regards to their relationships and sexual behaviour. D4L SA also implements a school programme around Sexual and Reproductive Health (SRH) and Advocacy; this component addresses SRH issues young people face (including STIs, teen pregnancy and HIV/AIDS), and empowers young people to develop an advocacy campaign around an SRH issue affecting them. D4L SA will train 7 new facilitators to implement the school programmes in 2008. These are young adults who show ambition, enthusiasm, drive and who are role models in their communities. During the Life Skills workshops, facilitators use drama, dance, debate, art, poetry, song and discussions to unpick the issues behind the problems young people face, and to empower the young people with the appropriate life skills for addressing these issues.

Contact details:

Programme	Contact name:	Address:	Contact Details
Dance4Life South Africa	Mandy Govender (Director)	FNB House Office 206, 151Musgrave Road Musgrave 4001 KwaZulu Natal	(031) 202 0555 mgoven@sa-dance4life.org.za www.dance4lifesa.org.za

Desmond Tutu Centre for Leadership



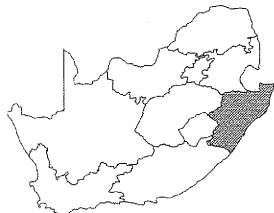
The Desmond Tutu Centre for Leadership, an NGO based in White River in the Mpumalanga Province, launched the Mont de Delui programme in 2003. The programme is aimed at assisting children in distress. The growing number of AIDS orphans and vulnerable children is the programme’s main concern, and it aims to address their psychosocial needs through community-level responses.

This programme aims to ensure the safety and security of vulnerable children within the communities in which they live. Ninety schools are served, and the target group is children up to the age of 18. In-service training on counselling and leadership skills is provided for 70 volunteer peer educators a year. Many of the educators are themselves orphans. The peer educators provide counselling to their peers through support groups called Kids Clubs and serve as role-models for the children.

Contact details:

Programme	Contact name:	Address:	Contact Details
Mont de Delui	Chuck Stephens	P.O. Box 2510 White River 1240	(013) 750 1277 www.pecan.org.za

DramAidE – University of KwaZulu Natal



DramAide is a non-profit organisation based at the University of KwaZulu-Natal, and operates from the University of Zululand and University of KwaZulu Natal. DramAidE runs a peer education programme which is based in schools and tertiary institutions. DramAidE works with school-going young people of various age groups, ranging from Grade 7 learners (approx. 13 years of

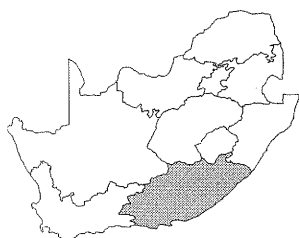
age) to University students (approx. 23 years of age). The programme started in 1996 and has been running ever since. It trains about 500 peer educators each year. The programme uses drama methodologies to engage young people to communicate effectively about issues relating to sex, gender, sexuality, HIV/AIDS and culture. It

promotes prevention of HIV using the ABC approach. The programme aims to equip young people with increased knowledge about HIV/AIDS and the skills to inform and communicate with others about sexual health. The goal is to create a network of peer educators that practice safer sex and other positive behaviours, and to initiate a social movement that promotes healthy lifestyles.

Contact details:

Programme	Contact name:	Address:	Contact Details
DramAide	Mkhonzeni Gumede	Graduate Programme in Cultural & Media Studies University of KZN King George Avenue Durban 4024 KWA ZULU NATAL	(031) 2601565/4 gumedem3@ukzn.ac.za www.dramaide.co.za

Eastern Cape AIDS Action



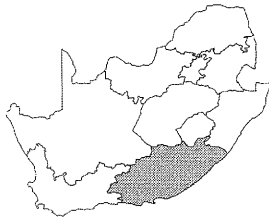
The Eastern Cape HIV/AIDS Action Programme has been running the "Bright Futures" peer education programme since 1998. The programme reaches 27 areas of the province. The programme aims to develop HIV/AIDS-competent individuals, communities and community-based organisations. With its central objective being to combat HIV/AIDS in the province, the programme aims to provide prevention, care, support,

treatment and education for people dealing with HIV/AIDS. The programme identifies areas within communities where there are high rates of transmission of HIV and that are frequented by young people (especially young women), such as shebeens, communities, schools, hospitals and sports clubs. Twenty peer educators are trained to spread awareness and knowledge of prevention strategies in these sites. They hold small group meetings, do presentations how to use condoms, provide condoms, provide counselling, and make referrals if necessary.

Contact details:

Programme	Contact name:	Address:	Contact Details
Eastern Cape AIDS Action	Paul Cromhout	PO Box 11208, Southernwood, East London, 5213 5 St James Road, Southernwood, East London, 5201	Tel: (043) 743 9592 Fax: (043) 743 4721 spfinfo@intekom.co.za www.spf.org.za/ www.aidsaction.org.za

Eastern Cape Department of Education



Recognising the great challenge of the high rates of HIV and AIDS in the Eastern Cape, the province's Department of Education developed the Provincial Growth and Development (PGDP) Strategy 2004-14, which set the development agenda for monitoring and sustaining peer education in 1 004 primary and high schools in the province. The HIV and AIDS Directorate within the

Department of Education aims to extend the current programme to include unemployed youth, who will be trained as Peer Group Trainers. The Peer Group Trainers will assist and support the learners who are affected and infected by the HIV and AIDS pandemic by assisting them to continue their education, to give them information about available resources and how to get help they need, to assist communities to reinforce the messages of positive values about relationships and sexuality, and to bridge the gap between communities and schools.

Contact details:

Programme	Contact name:	Address:	Contact Details
Eastern Cape Department of Education	Yandisa Plata		Tel: (040) 608 4734 Fax: (040) 608 4748 Cell: 082 209 3473 Email: yandisa.plata@edu.ecprov.gov.za

FAMSA Northern Mpumalanga



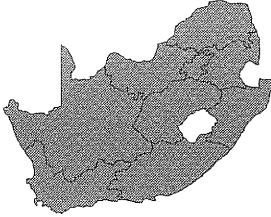
The Northern Mpumalanga branch of FAMSA runs HIV and AIDS programmes in local communities in the Dullstroom area. In addition to home-based care, peer counselling is a central component of their programming. The peer counselling programme is based in primary and secondary schools, and is aimed at teaching basic counselling and life skills to youth from Grade 6 upwards.

It trains around 700 learners a year. The programme focuses on issues of self-awareness, life skills, conflict resolution, adolescent relationships, sex and sexuality, sexual abuse, family violence, teenage pregnancy, HIV/AIDS and substance abuse. The trained youths provide counselling for their peers and share the knowledge with other members of their communities.

Contact details:

Programme	Contact name:	Address:	Contact Details
FAMSA	Sue Solesbury	P.O. Box 272 Dullstroom 1110 MPUMALANGA	(013) 2540 343

Focus on the Family

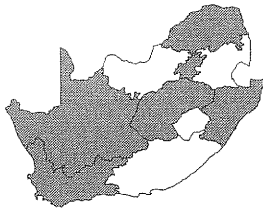


Focus on the Family runs the “No Apologies, the truth about life, love and sex” peer education programme throughout South Africa. Based in Hillcrest in KwaZulu Natal, the programme has been running since 2002 and has reached learners in all nine provinces. The peer education curriculum is aimed at learners in Grades 6 and 7 in primary schools, and Grades 11 and 12 in high schools. In conjunction with the Departments of Education in the various provinces, the programme aims to mobilize youth through peer-to-peer education. The focus of the programme is on all high-risk behaviour including sex before marriage, and drug and alcohol abuse. Their main objective is to aid learners to make wise decisions about their future. The project trains 30 peer educators at a time. Through media literacy, understanding risk and an emphasis on abstinence, educators teach skills to their peers to help them to avoid high-risk behaviour.

Contact details:

Programme	Contact name:	Address:	Contact Details
Focus on the Family	Gavin Kruger / Debbie Gibson	Private Bag X1023 Hillcrest 3650 KWAZULU NATAL	Tel: (031) 716 3300 Fax: (031) 766 1113 gavink@fotf.co.za

Gateway International



Heartlines is a school-based peer education programme that is the main component of Gateway International. It was initiated in 2004. The Heartlines programme runs in schools in Gauteng, Limpopo, Free State, Northern Cape, KwaZulu Natal and Western Cape. The focus of Heartlines is on HIV, life skills, health promotion, positive sexuality, and values and norms. The programme targets young people between the ages of 10–18 years, and uses the RADS methodology (see below for a description of the RADS programme). The objective of the programme is to equip, encourage and develop young people to reach their full potential. The peer educators themselves are involved in programme design, so that programmes can be adapted to the local conditions of each community.

Contact details:

Programme	Contact name:	Address:	Contact Details
The Gateway International	Warren Friend	15 th Avenue 570 Rietfontein GAUTENG	Tel : 012 330 0718 Cell : 079 883 8339 Fax : 086 619 6844 Email : WarrenFriend@vodamail.co.za

GoLD Peer Education Development Agency



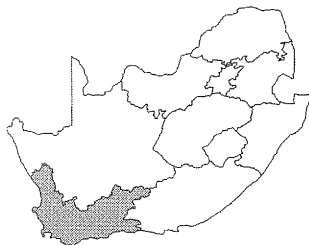
The GoLD (Generation of Leaders Discovered) Peer Education Development Agency was established in 2004, and its model of peer education is now implemented widely in Southern Africa - in South Africa, by 18 different organisations in 95 secondary schools and community sites in the Western Cape, Eastern Cape, KwaZulu Natal and Mpumalanga provinces. The GoLD model entails a three-year peer

education programme with an optional fourth year. Adolescent peer educators are trained at schools and are equipped to act as role-models for healthy and positive behaviour, educate their peers in a structured manner, recognise the needs of their peers and refer them to the right contacts for assistance, and uplift their communities through advocating for appropriate resources and services for their peers. The method to peer education involves chat-room-style discussions and strategic chats that allow for youth issues to be raised informally.

Contact details:

Programme	Contact name:	Address:	Contact Details
Gold Peer Education Development Agency	Susannah Farr	P.O. Box 120 Rondebosch, Cape Town 7701	(021) 685 5038 (cell) 082 805 9391 Susannah@goldpe.org.za
WESTERN CAPE			

HIV/AIDS Coordination - UCT (HAICU)



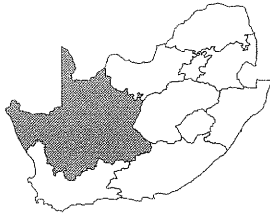
HAICU, based at the University of Cape Town (UCT) in the Western Cape launched a peer education programme called the Students HIV/AIDS Resistance Programme (SHARP) in 1994. In 2005 the organisation launched the AIDS Community Educators (ACEs) peer education programme. The programme is based within the university and provides students with basic information about HIV/AIDS. The goal of the

programme is to "Build an AIDS-competent UCT", to ensure that people who graduate from the institution are skilled and sensitive to HIV/AIDS issues. The programme trains about 45 peer educators each year, in the second year of their university studies, who then educate peers during orientation week and host a variety of discussions and events on HIV-related issues throughout the year.

Contact details:

Programme	Contact name:	Address:	Contact Details
UCT SHARP/HAICU	Lusina Augustine	28 Rhodes Avenue Mowbray 7700	021 650 1004 lusina.augustine@uct.ac.za
WESTERN CAPE			

Life Centre



Life Centre was founded as a non-governmental organisation in 2000. With the Life Centre's mission being "Equipping young people for life", the NGO runs training, outreach and peer education programmes for Grades 8-11 at 25 high schools in the Francis Baard district of the Northern Cape. These programmes are components of their Life Skills Unit that was established in 2002 with the support of the provincial Department of Education. The programme areas include Capacity Development/Training, Education, Counselling and Therapy, and Leadership development. The scope of peer education is targeted at 13-18 year old youth and covers problems and issues relating to sex, virginity, poverty and inequality, teenage pregnancy, HIV/AIDS, alcohol abuse, drug abuse. The programme also covers project planning to prepare peer educators for beyond the programme. The programme has long term visions to instil skills for life in youth that will make them responsible adult citizens; to reduce teenage pregnancy and alcohol abuse, encourage a positive self-image in youth, allow for "positive" peer pressure to influence behaviour of youth and to deal with the problems that they encounter. The Life Centre's Girl Mentorship Programme assists girls in Grades 5 and 6 with their physical needs such as uniforms, transport money and food, and also emotional needs where they are mentored by older girls and teachers about their changing bodies and sexual health. Girls in Grades 11 and 12 are trained as peer educators to interact and communicate effectively with their younger counterparts on knowledge on responsible sexual behaviour and decision-making choices.

Contact details:

Programme	Contact name:	Address:	Contact Details
Life Centre	Jasper Marisa	PO Box 2962, Kimberley, 8300	Tel: (053) 832 4916 Fax: (053) 842 1621 (cell) 082 3429834
		23 Eugene Court, Crandon Street, Herlear, Kimberley 8300	ishet@mweb.co.za
		NORTHERN CAPE	

Life Choices



Life Choices rolls out a GoLD peer education programme in 14 different high schools in the Western Cape. This programme has been in operation since 2006 and targets youth between 14 and 18 years. The programme trains 35 peer educators per school. Peer educators are expected to fulfil 4 roles: to educate peers, to recognize and refer those in need, to role-model a healthy lifestyle, and to mobilize and advocate for community upliftment.

Contact details:

Programme	Contact name:	Address:	Contact Details
Life Choices	Sofia Neves	310 Lansdowne Road, 8077 WESTERN CAPE	(021) 696 41876

LoveLife

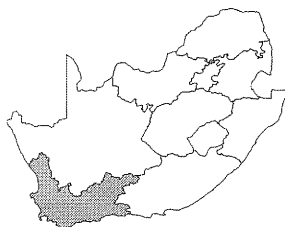


LoveLife is a national youth programme that addresses youth issues through a variety of peer education programmes. The head office is based in Johannesburg, Gauteng and the programmes are rolled out in all nine provinces. The various programmes all have the goal of reducing the spread of HIV/AIDS, sexually transmitted infections, and teenage pregnancy among young people between the ages of 18-25 years. The programmes are based in schools, community-based organisations, soccer clubs, clinics and churches. The GroundBreakers youth development and peer education strategy is the most ambitious of their HIV prevention methods. Young educators are trained as “Ground Breakers” in HIV/AIDS related issues, life skills and community organisation. Over the past 5 years LoveLife has graduated over 5 000 GroundBreakers.

Contact details:

Programme	Contact name:	Address:	Contact Details
LoveLife	Judy-Marie Smith	P.O. Box 45, Parklands 2121 Gauteng	(011) 523 1000

Ma Afrika Tikkun

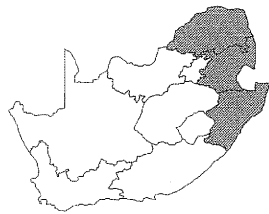


Ma Afrika Tikkun provides a range of peer education programmes in 22 primary and high schools across the Western Cape. Based at schools in under-resourced communities that are experiencing the negative results of poverty and gang violence in the Cape Flats, the programmes provide learners with alternatives to the violence and poverty they face on a daily basis. The programmes focus on life skills, enabling young people to become socially aware and to deal with the difficult situations they face. The *Student for Student* programme trains learners in Grades 10 and 11 to become junior facilitators, who then present 3 full-day workshops for Grade 7 learners from feeder primary schools. Ma Afrika Tikkun also rolls out a GoLD programme in 3 schools in the Cape Town city bowl, training 130 peer educators in peer-to-peer training, counselling, advocacy, education and role modelling, referrals and community event.

Contact details:

Programme	Contact name:	Contact Details
Ma Afrika Tikkun	Ms Lizeka Rantsane (Manager of Education Programmes)	Tel: 021 461 6404. Fax: 086 520 1113 Email: maafrikatikkun3@ctjc.co.za

Mamogale Maphiri Peer Education Project

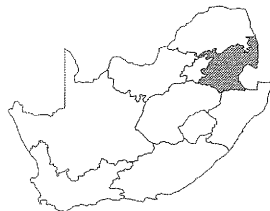


Mamogale Maphiri Peer Education Project is based in Phiring in the Mpumalanga Province, and runs peer education programmes at schools and community centres in the KwaZulu Natal, Limpopo and Mpumalanga provinces. They have 35 peer education programmes that form part of the other components of the organization. The project was initiated in 1997 and is supported by the Mpumalanga Department of Health. The focus of the peer education programme is on HIV and AIDS awareness, adolescent and reproductive health, VCT and sexually transmitted infections. The programme targets youth between the ages of 14 and 25. It trains about 50 volunteer educators a year, and the peer educators reach the community through their outreach meetings. These meetings entail visiting "hotspots" like pubs and shebeens where HIV and AIDS awareness can be communicated. The programme's specific goals are to reduce HIV rates and sexually transmitted infections, promote ABC (Abstain, Be faithful and Condomise).

Contact details:

Programme	Contact name:	Address:	Contact Details
Mamogale Maphiri Peer Education Program	Johan Maseko	86 Vernoopem Street Bethal 2310	Tel : (017) 647 6840 Cell : 072 097 1911 Fax : (017) 647 3692 Email : Coosthuizen@gmx.net

Mayihlasele Izazi Girl Child Programme



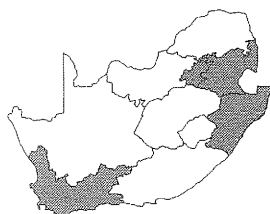
The Mayihlasele Izazi Girl Child Programme was launched in 2005 as a joint venture between the Department of Education and the Department of Social Services in the Mpumalanga Province. The programme focuses on abstinence and knowledge of one's HIV status. Primarily it targets grade 10 girl learners between the ages of 14 and 16 and their mothers. The focus of Mayihlasele Izazi is on VCT and teenage pregnancy, and it promotes abstinence from sexual intercourse. The aim is to empower female learners, through peer education, to make informed decisions about their sexual health. The programme trains 20 learners as peer educators using

the RADS Methodology, and each learner is expected to reach at least 5 learners. The objectives of the programme are to promote VCT and healthy lifestyles, and to enhance care and support for those infected and affected by HIV/AIDS.

Contact details:

Programme	Contact name:	Address:	Contact Details
Mpumalanga Departments of Health and Education	Thuli Nagel	Government Boulevard Riverside park Extension 5 Nelspruit 1200	Tel : 013 766 5482 Fax : 013 766 5580 Email: Tledwaba@mpg.gov.za

Muslim AIDS Programme (MAP)

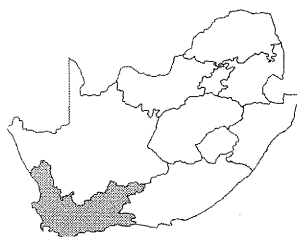


MAP has run peer education programmes from their offices in the Western Cape, Gauteng, Mpumalanga and KwaZulu Natal since 1997. MAP runs life skills and peer education programmes for learners in Grades 6 to 12 and across diverse cultures, socio-economic backgrounds and faiths. The focus of these programmes is on healthy relationships, the consequences of pre-marital sex, refraining from sex, the dangers of alcohol and drugs, and media literacy. One of their main objectives is to develop youth into responsible members of their communities and promote abstinence amongst youth.

Contact details:

Programme	Contact name:	Address:	Contact Details
Muslim AIDS Programme (MAP)	Suraya Nawab	P.O. Box 42930 Fordsburg 2033	(011) 373 8080/3 Fax (011) 3738099

OIL



OIL is a community development organisation that strives to help young people to “take Ownership of their lives, to own who they are, to Invest in their lives and to Live their lives to the maximum”. One of its activities is to implement a GoLD peer education programme in 4 high schools based in the Cape Peninsula of the Western Cape. The programme targets youth between the ages of 14 and 18 years. OIL’s goal is to facilitate the GoLD model and play a role in implementing it. The programme educates approximately 200 peer educators over the three-year track. These peer educators are expected to be role models who reflect positive sexual behaviour and who actively share information on HIV and AIDS, teenage pregnancy, sexually transmitted infections and drug abuse

with their peers. Peer educators are trained to talk to their peers about issues such as these, and to identify and refer friends who are in distress for help either to trained OIL counsellors, or to the relevant community service provider.

Contact details:

Programme	Contact name:	Address:	Contact Details
OIL	Shanileza Prinsloo	1 st floor Warwick House 150 Main Road Fish Hoek WESTERN CAPE	Tel: (021) 782 0701 Fax (021) 782 0700 079 415 1072 shan@oil.org.za www.oil.org.za

OUT LGBT Wellness



Out LGBT (Lesbian, Gay, Bisexual and Transgendered) Wellness is an education programme aimed at creating awareness around issues of HIV and AIDS, as well as ensuring that issues around sexuality are addressed within communities and organisation. Out is aimed at sensitising the communities around sex and sexualities and promoting self-awareness in those struggling with their sexuality. Out LGBT

aims to reduce heterosexism and homophobia in society at large. It is targeted at youth and other members of the community who also face problems and stigmatization with their sexuality. The programme commenced in 2003 in black communities around Pretoria.

Contact details:

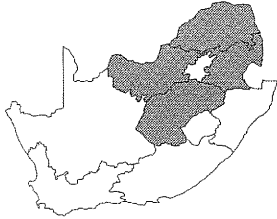
Programme	Contact name:	Address:	Contact Details
Out LGBT Wellness	Jay Matlou	Arcadia Pretoria GAUTENG	(012) 344 5108 Fax (012) 344 6501 email: fieldworker1@out.org.za

Planned Parenthood Association of South Africa (PPASA)

Contact details:

Programme	Contact name:	Address:	Contact Details
Planned Parenthood Association of South Africa (PPASA)	Obvious Mahuza Vidah Mayana	81 Main and Simonds Street Johannesburg 2000	Tel: (001) 634 1500 Fax: 011 634 1501 Fax: 086 662 0523 Cell: 078 350 0523

RADS-Radically Different Species



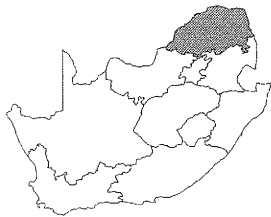
RADS is a school-based peer support programme. The programme was developed in 2003 for the Department of Education in the Free State, but is now running at schools in the Free State, Mpumalanga and North West provinces, and is shortly to be initiated in the Limpopo Province. The primary objective of the programme is to support and reinforce life skills and HIV/AIDS education in schools.

The focus of RADS is on life skills education, including sexuality education, substance abuse, abstinence from sex, and decision-making. The programme promotes “save sex” (saving sex – abstaining from sex until marriage), rather than “safe sex”. The programme targets Grade 10 youth between the ages of 14-18, and they are involved in the programme until they reach grade 12. The programme trains 600 educators a year using the RADS methodology. Peer educators are selected when they are considered leaders and are reliable.

Contact details:

Programme	Contact name:	Address:	Contact Details
RADS	Mrs Harriet Speckmeier	P O Box 13521 Noordstad 9302	Tel : 051 404 8328 Cell : 082 882 7818 Fax : Email : specky@edu.fs.gov.za

Rainbow Youth Development Organisation (RYDO)



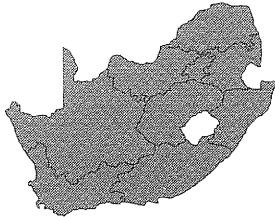
Peer education is one of the three components of the Centre for Positive Care run by the Rainbow Youth Development Organisation (RYDO). The peer education projects were initiated in 1999 and run across various communities in the Limpopo Province. The projects target youth between the ages of 12 and 17 years and are adapted to specific age groups. The primary focus of the peer

education programme is HIV/AIDS, VCT, sexually transmitted infections, substance abuse and teen pregnancy. Every year refresher training sessions are conducted with the 403 voluntary peer educators to update their knowledge for better service delivery and awareness campaigning. The objectives of the peer education projects and youth groups is to reduce the spread of STIs and HIV/AIDS, promote safer sexual practices, facilitate support group formation, and improve the quality of life for people living with and affected by HIV and AIDS. By providing factually correct information, the youth groups aim to dispel the myths around HIV and AIDS and encourage acceptance of those living with the disease. The Centre for Positive Care uses a participatory approach to their community interventions through stage drama, songs, role plays and picture codes.

Contact details:

Programme	Contact name:	Address:	Contact Details
Centre for Positive Care	Mr Maluta	91 Tamboti Street Sibasa 0970 LIMPOPO	Tel : 015 963 2012 Cell : 082 507 4914 Fax : 015 963 2014 Email : Posicare@mweb.co.za

Scripture Union (SU)



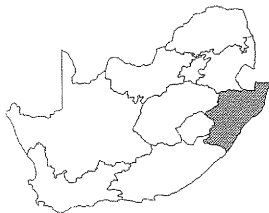
Scripture Union (SU) is a national faith-based programme, and has operated at churches, in youth groups and at schools across the country for 14 years. SU runs four different peer education programmes nationally in all provinces. They are "Jika Generation", "Decide Right", "All the Right Moves" and "Crime Free" (the latter operating in the Western Cape only). Based in Rondebosch

in the Western Cape, the organisation operates life skill courses and runs camps with the aim of impacting positively on the sexual and decision-making behaviour of youth in the country. Targeting youth between the ages of 10 and 22 years, SU focuses on HIV and AIDS prevention, crime prevention, substance abuse and teenage pregnancy. SU trains 300-500 educators a year and operates youth camps throughout the year. Youth are provided with the appropriate skills and knowledge to avoid HIV infection, develop their leadership qualities, and enhance their self-esteem and self-respect.

Contact details:

Programme	Contact name:	Address:	Contact Details
Scripture Union Life Skills	Oscar Siwali	P.O. Box 291 Rondebosch 7701 WESTERN CAPE	(021) 686 8595

Sethani



Sethani is a community-based organisation situated in the semi-rural area of KwaNgcolosi in KwaZulu Natal. Sethani implements a GoLD Peer Education Programme in 2 high schools in KwaNgcolosi and 3 high schools in the neighbouring tribal area of Maphepherteni. The programme targets youth between the ages of 14 and 21 years (starting in Grade 10) who are predominantly Zulu speaking.

The area has one of the highest rates of HIV/AIDS infection rates in the country, and the programme's aim is to provide life skills, education and knowledge on relevant topics relating to sexual reproductive health, gender relationships, leadership, self-development and community action to youth in the target communities. With a strong belief that the "best message is the messenger",

approximately 300 peer educators are trained by facilitators. Facilitators are expected to be role models and to actively share information on the issues and challenges facing youth. As this rural area has scarce resources and service providers, peer educators are often the only people their peers can turn to when in distress or needing advice. They are trained to refer them to the local clinic or to Sethani for counselling.

Contact Details:

Programme	Contact name:	Address:	Contact Details
Sethani	Debbie Wells (Project Director)	Umshazi, KwaNgcolosi P.O. Box 336 KLOOF 3640 KWA ZULU NATAL	Tel: (031) 767 3815 Fax: (031) 767 1700 082 411 1561 debbie@sethani.org info@sethani.org www.sethani.org

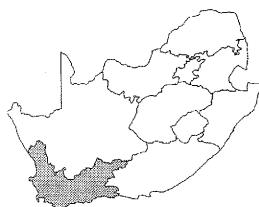
Soul City Institute for Health and Development Communication

Soul Buddyz is a joint initiative of the Soul City Institute for Health and Development Communication and SABC Education, in collaboration with the Department of Education. The programme was initiated in 2002 and formally launched in 2003. It is a television programme that allows for interaction and demonstration by the on-screen peer educators, and is aimed at young people aged 8-14. Aside from HIV/AIDS and substance abuse, the content addresses disability, nutrition, road safety, bullying, financial literacy, and trauma. Alongside from the television programme, clubs are formed with 15-20 children. Club activities include debates and discussions of issues affecting these children, and aim to find solutions to the identified problems. These clubs are located in schools and libraries in the communities of the young people they help.

Contact details:

Programme	Contact name:	Address:	Contact Details
Soul City Institute for Health and Development Communication	Charles Garth Japhet Donique de Figuiredo	P.O. Box 1290 Roseveld Park 2129 TSWANE	(011) 643 5852

The Abstinence-Faithfulness Peer Education Programme



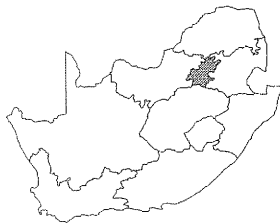
This programme targets university students, and emphasizes abstinence for youth, including delay of sexual debut, and mutual faithfulness and partner reduction for sexually active young adults. The programme works in partnership with the University of the Free State (Qwa-Qwa campus), the University of Limpopo (Pretoria campus) and

the Association of Catholic Students (ACTS) at the University of the Western Cape. The programme attempts to promote abstinence and being faithful as effective strategies to prevent sexually transmitted infections (including HIV) and unintended pregnancy. Peer educators conduct a series of 7 discussion groups with students across different year levels in the evenings in university residences. The interventions are based on a set curriculum developed jointly by partner institutions involved in the programme. Themes covered in these sessions are self-esteem, values, gender, decision-making, and negotiation skills.

Contact details:

Programme	Contact name:	Address:	Contact Details
UWC Abstinence-Faithfulness Peer Education Programme	Joachim Jacobs	University of the Western Cape	(021) 959 3091/2648 jjjacobs@uwc.ac.za

The Silver Ring Thing



The Silver Ring Thing is a Christian programme aimed at preventing the spread of HIV through abstinence. It originated in the United States of America and was established in South Africa in 2005. Their pivotal message is to abstain from sex until marriage. The focus is on the emotional, mental and relational results of pre-marital sex, and the rewards of abstinence. The programme is based in schools, and initiates clubs of young people who pledge abstinence until marriage. Other activities include acting and dancing, with messages delivered via edutainment. The peer educators that run the programme have themselves made pledges. The age group varies as it often encompasses youth from primary school age right through to tertiary levels of education.

Contact details:

Programme	Contact name:	Address:	Contact Details
The Silver Ring Thing	Gehart De Koker	P.O. Box 48690 Roseveld Park, 2129 GAUTENG	(011) 782 4222

Thusanang Youth Activity



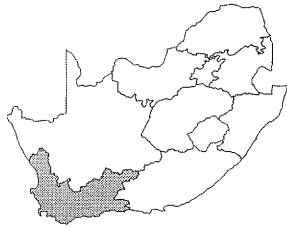
The "Awareness Through Education" peer education programme is a central component of the activities of Thusanang. Started in 2001, the programme aims to create an HIV-free generation. Based mainly in rural schools in the Northern Cape, and some in the Free State and North West Provinces, the programme trains 21

fieldworkers a year who go into schools during the Life Orientation period and teach young people about issues pertaining to HIV/AIDS, sexually transmitted infections, and teenage pregnancies. The programme facilitates informal discussions among peers to empower them to stand their ground and nourish their self-esteem and self-confidence.

Contact details:

Programme	Contact name:	Address:	Contact Details
Thusanang Youth Activity	Shepard Dikgetsi	Kimberly NORTHERN CAPE	(053) 497 3408

Ukuthasa Peer Education



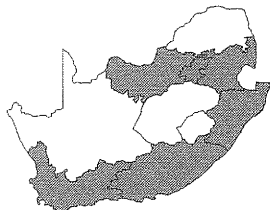
Ukuthasa, a British charity organization based in Somerset West in the Western Cape, implements a GoLD peer education programme in five high schools in the Helderberg Basin. Started in 2004, the programme is based on the premise that the fight against HIV/AIDS starts with education at an early age. The programme targets youth between the ages of 14 and 18 years.

Throughout the three-year track, close on 200 peer educators are trained to help young people understand that HIV is preventable and controllable. The GoLD portfolio gives peer educators easy access to detailed and interactive information on 6 major topics: Leadership, Self Development, Gender relationships and rights, sexual reproductive health, community action and communication skills, and cross-culture respect.

Contact details:

Programme	Contact name:	Contact Details
Ukuthasa	Charmaine Etson	(021) 083 5443916 www.ukuthasa.org

Youth For Christ (YFC)



Youth for Christ (YFC) is a Christian youth development agency that uses relationship-based models whereby Youth Workers/Facilitators work with targeted groups of youth over a period of time, mentoring and guiding them in a range of spiritual, physical, mental and social issues. Peer education has been formally used as part of the various programmes of intervention 'in order to empower young people to be models of change in their own settings, wherever they are'.

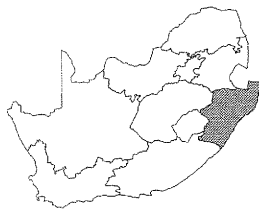
The organisation operates in 6 of the 9 provinces in South Africa: Gauteng, KwaZulu Natal, Mpumalanga, Eastern Cape, Western Cape and North West. Although the different programmes are used nationally, they are often adapted to suit local needs. Their programmes include:

- **ACTIVE Youth (AIDS Conscious Teens Initiating Values Education).** This programme aims to help young people develop good value systems that will decrease 'risky behaviour' and increase their knowledge of HIV and AIDS. A committee of young people is trained to run the ACTIVE Youth Programme in their school, with the support of a Youth Coach.
- **Siyithemba:** This is a schools development and intervention programme aimed at transforming dysfunctional and poor performing schools into centres of learning excellence. This particular intervention seeks to engage stakeholders in a community to assist schools to address identified challenges (e.g. drug abuse, lateness, disruptive behaviour). Young people are seen as key role players, and are encouraged to initiate activities of their own, such as a Volleyball Team or a Gardening/School greening group. Leaders of these activities are trained as leaders and in aspects of peer education.
- In working with out-of-school youth, Youth Clubs are used in some areas. Peer education is also a part of the programming of the clubs.
- The GoLD model is used in three YFC offices (Knysna, George and Nelspruit)

Contact details:

Programme	Contact name:	Address:	Contact Details
Youth For Christ	Mpho Monare	Gauteng	Tel: +(27) 11 615 8970 Cell: 083 710 3351 Email: mpho@yfcsa.org.za

Yazini (YFC)



Yazini (a Zulu word meaning "be informed") is a youth development project run by Youth For Christ in KwaZulu Natal. The programme deals with Peer Education Programme and Training of the Teacher. The Yazini project started as the Phakama (which means "rise up") project in 1997 in Pietermaritzburg, and it was extended to Durban in the year 2000. Yazini is rolled out in 12 schools in

Pietermaritzburg (in the Elandskop, Edendale and France communities) and in the Durban (in the Inanda and Ntuzuma communities) areas of KwaZulu. The programme targets youth between the ages 11-18 years, at both primary and secondary schools and has a commitment to working with parents as well with. The peer education programme was introduced in a classroom set up during life skills classes. The programme exists to serve schools and communities, using customized programmes that promote behaviour change in the areas of gender, sexual and reproductive health. Yazini facilitates training for learners to become influencers to their peer and parents. Teachers are also trained to partake and support the peer education programmes in their schools. The goal is to equip learners and their communities by providing correct

information on personal development, reproductive health and gender, so that they can make informed decisions resulting in behaviour change.

Contact details:

Programme	Contact name:	Address:	Contact Details
Youth For Christ	Nothile Ndlovu (Project Director)	P.O. Box 74574 Rochdale Park 4034 KWA-ZULU NATAL	(031) 303 1058 nothi@youthkzn.co.za

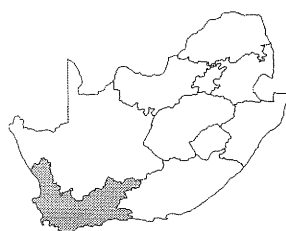
Youth Skills Development (YSD)



Youth Skills Development (YSD) is a community-based peer education and peer training programme aimed at youth empowerment. It has been in operation since 2002. The programme is a central programme of the Centre for the Study of AIDS at the University of Pretoria, but operates in the four Pretoria communities of Atteridgeville, Mamelodi, Soshanguve and Pretoria Centra, rather than on the university campus. The programme caters for youth between the ages of 16 and 27 years. YSD aims to ensure that youth have access to services such as counselling, representation at police stations, and help with issues pertaining to gender based violence. The main focus of the programme is HIV/AIDS prevention. The programme also has other awareness programmes that use edutainment and art to educate young people. Contact details:

Programme	Contact name:	Address:	Contact Details
Youth Skills Development	Sydney Montana	Centre for the Study of AIDS University of Pretoria Pretoria 0002 South Africa	Tel: +(27) 12 420 2710 E-mail: sydney.montana@up.ac.za

YMCA CAPE FLATS



The Cape Flats branch of the YMCA (Young Men's Christian Association) believes that children and youth are the first defence in the fight against HIV/AIDS in South Africa. It therefore runs a school-based peer education programme in 14 high schools in the Cape Flats area of Cape Town. The programme was initiated in 2004. Making use of the GoLD methodology, the three-year programme focuses on issues relating to HIV/AIDS prevention, substance abuse and sexual and reproductive health, with a specific focus

on teenage pregnancy. The programme targets youth between 14-18 years and trains 100 educators a year. The objectives of the programme are to create supportive environments for children within their schools; to initiate community upliftment and awareness of context-specific social issues, and for peer educators to influence peer behaviour and refer them to relevant help desks.

Contact details:

Programme	Contact name:	Address:	Contact Details
YMCA Cape Flats	William Charles	7 Pisa Close Portlands Mitchells Plain	(021) 391 1096 cflatsy@mweb.co.za www.capeflatsYMCA.co.za

FIELDWORK PLAN

Fieldwork will be carried out in all nine provinces in January and February 2008. Peer education programmes typically follow the school year. In the coastal provinces (the three Cape provinces and KwaZulu Natal), schools open on 16 January 2008; in other provinces, on 9 January 2008. As described in Appendix 2, site visits will take place between Monday 21 January and Friday 24 February 2008. Further details of the methodology are provided above, on p. 9 and following, and in Appendix 2, which lays out in detail the programmes and sites to be visited. Since many programmes have been largely unavailable for the month of December, adjustments to this plan may be made as the site visits begin.

Reference List

Rutanang Collaborative (2003). Ten standards.
<http://www.hsph.harvard.edu/peereducation/> [On-line].

APPENDIX 1: INTERVIEW SCHEDULES

Document Review Guide

Programme name:		
Informant's name (name of person who sent documents):		
Contact Details:		
Topic	Specific questions	Answers
Length of programme operation	Has this programme been in continuous operation since 2002?	Yes / no
Programme content	Briefly describe the programme content. Is it viewed as adequate by peer educators and those who receive the peer education?	
Partnerships	Does this programme work in partnership with government, NGOs and UN agencies?	Yes / no If not, why not:

	<p>If yes, describe:</p> <p>The nature of the partnership List the agencies with which it works</p>	
<p>Number of peer education programmes run</p>	<p>Does this organisation run multiple peer education programmes? If yes: How many programmes? Describe each programme briefly, in terms of: Where it is based (school, soccer club, etc.) Whether it is an ad hoc or centrally programmed activity How many peer educators it trains How training is conducted (how many sessions, and what they cover) The focus of peer education (HIV, substance abuse, etc.) What are the programme's specific goals? How long the programme has been in operation</p>	<p>Yes / no</p>
<p>Community base for</p>	<p>Does the peer education programme consider</p>	

<p>programme</p>	<p>itself "community-based"? What does the programme understand by that term?</p>	
<p>Programme has clear goals and plan, and is based on a needs assessment</p>	<p>Is there a clear plan in place? Is there a time frame for the current year? Are there clearly defined opportunities for delivery in place for peer educators? Does the programme demonstrate knowledge about basic youth issues? Does the programme demonstrate understanding of the basic needs of learners, in the programme's specific context, around sexuality and risk? Is the plan included in the school/organisation/higher education institution's annual programme and calendar? Is there a medium term plan in place i.e. 2-3 years? Is the peer education programme informed by a local needs survey? What did this entail, and how is it incorporated into the programming? Is the plan regularly evaluated and updated? How is it evaluated? Is there a positive public relations plan in</p>	

	<p>place? If so, describe it.</p>
<p>Programme is appropriately integrated into its context</p>	<p>Is there commitment, understanding and support from the leadership of the school/higher education institution/community in which the programme is working? What is the nature of this relationship/commitment?</p> <p>Are there shared vision, structure and resources between the programme and the context (school, etc.) in which the programme is working?</p>
<p>Links with other programmes</p>	<p>What partners and support structures are in place for the programme?</p> <p>In what way do these partnerships operate (e.g., as referral sources to the peer education programme, or for peer educators to refer to)?</p>
<p>Selection of peer educators</p>	<p>Have peer educators been carefully selected, trained and contracted, with clearly defined roles, performance standards and graduated responsibilities?</p> <p>What criteria are used to select peer educators?</p>
<p>Support for peer educators</p>	<p>How are peer educators and supervisors managed?</p> <p>How are supervisors selected, trained and</p>

	contracted?	
<p>Recognition and growth opportunities for peer educators</p>	<p>Are there reward mechanisms in place to ensure growth, development and advancement opportunities for peer educators and for supervisors? What are these? Are they sufficient?</p>	
<p>Monitoring and evaluation</p>	<p>Does the programme have a realistic monitoring and evaluation plan that includes documentation and information management? Describe the M&E plan or process.</p> <p>If so, have copies of the manual and evaluation framework (sometimes called logical framework, or "log frame") been received?</p> <p>Has this programme been evaluated? If so, request a copy of the evaluation report.</p> <p>Is the delivery of all four roles of peer education (education, role-modelling, referral, advocacy) quantifiable and happening effectively? How are these recognised?</p>	<p>Yes / no</p> <p>Yes / no</p> <p>If not, request them and note that request here:</p> <p>Evaluation report requested (name of person from whom requested, date requested):</p> <p>Evaluation report received: Yes / no</p>
<p>Impact</p>	<p>Is the programme effective? In what ways has the programme demonstrated its effectiveness?</p> <p>How is impact measured?</p> <p>What is the programme's estimate of the</p>	

	<p>number of "peers" reached by the peer educators? What difference has the programme made in the lives of recipients?</p>	
<p>Sustainability</p>	<p>Is there a practical and operative sustainability plan dealing with compliance, public relations, staffing, funding and peer ownership?</p> <p>Compliance: Does the peer education programme comply with (or been checked against) national policies and legal requirements?</p> <p>Public Relations: Who are the various stakeholders in this peer education programme? Are they kept informed, e.g., by being invited to lessons or training events? Have peer educators been trained to write press releases? Are at least 3 press releases written a year? Have community newspapers been invited to visit projects? Is there a newsletter distributed to stakeholders?</p> <p>Staffing: Is programme ownership shared to ensure continuity?</p>	

	<p>Are the rewards and growth opportunities sufficient to retain peer educators and supervisors in the programme?</p> <p>What happens when peer educators and supervisors leave? Are there definite succession plans in place for supervisors and peer educators?</p> <p>Are definite career path planning mechanisms in place for supervisors and peer educators?</p> <p>Funding:</p> <p>What non-financial resources are required by this programme?</p> <p>What does this programme cost?</p> <p>Is the programme included in the school/organisation/higher education institution's annual budget? When is funding received - at what stage (planning, design, implementation)?</p> <p>Who funds the programme? How long is funding for?</p> <p>Are supervisors and peer educators involved in raising funds from local business? Is a diverse, secure and consistent funding base in process of being developed?</p> <p>Are supervisors, managers and the advisory committee involved in a comprehensive</p>	
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	<p>fundraising plan?</p> <p>Peer Ownership: Are peer educators involved in the design, planning and delivery of aspects of the programme? In what ways are they involved/excluded? Were the goals and targets of the programme developed in participation with children and youth who are the focus of the programme? Have peer educators been allowed to feel directly responsible for the success and survival of the programme?</p>	
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Interview sheet for funders

Funder:	
Informant's name:	
Contact Details:	
Date:	
Place:	
Interviewer:	
Topic	Answers
Specific questions	

<p><i>Sustainability</i></p>	<p>Describe your relationship to the programme? Why has this organisation chosen to fund peer education programmes? What role do you see for peer education programmes rather than other methods of delivering health information? Are there eligibility requirements for funding programmes? What types of initiatives are funded? What are the funding criteria – in other words, how do you select a programme for funding? On what basis will you continue to fund a peer education programme? What exit strategies have been developed – if any</p>	
<p>Mapping peer education programmes</p>	<p>How many peer education programmes are funded by this organisation? Please give me their names, and contact details of the director of the organisation which runs each programme. Are you in networks/partnerships with other organisations that run peer education programmes? What are these?</p>	

Monitoring and evaluation	<p>When you fund a programme, what reporting criteria do you set in place? In other words, how do you assess them to ensure that they are doing what they said they would do?</p> <p>Do you fund monitoring and evaluation of peer education programmes? If yes, why; if not, why not?</p>	
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Interviews with peer education programme providers and trainers

Informant's name:
Name of peer education programme and organisation which runs the programme:
Contact Details:
Date:
Place:
Interviewer:
<i>Fill in information on Document Review Guide, where it is missing.</i>

Interviews with peer educators

These interviews will be conducted as focus group discussions, with 8-10 of the peer educators of a particular programme. Where there are more peer educators than this, we will randomly select peer educators for participation, from a list provided by their trainer. In these focus groups, we will take every step possible to ensure that there is an equitable representation of the different genders and age groups involved in the programme.

Peer education programme name:

		Answers
Date:		
Place:		
Interviewer:		
Topic	Specific questions	Answers
Introduction	What is your understanding of the programme and why it was initiated? Tell us about the peer education programme (what is its name, where does it operate, what are its goals?).	
Programme content	Describe the programme content. Is this content sufficient for your needs and those of the people you educate?	
Selection of peer educators	How did you become peer educators? Was there a process of selection? What do you call yourselves? How was that name chosen?	

	Was there training? What did it cover? How long was the training? What was helpful about the training? What needed improvement?	
Roles as peer educators	What do you do as a peer educator? (Probe for: structured delivery of education, role modelling, referral and advocacy) Are there clear goals for the programme?	
Links with other programmes	Do you link with any other programmes? For instance, are you referred any clients? Or do you refer people to other places (such as for "VCT" – voluntary counselling and testing)? If you do, what are these other programmes?	
Support for peer educators	Do you have any kind of supervision or support? What is helpful about that? What could be improved?	
Recognition and growth opportunities for peer educators	Are there reward mechanisms in place to ensure growth, development and advancement opportunities for peer educators and for supervisors? What are these? Are these sufficient to keep you involved in the programme?	
Monitoring and evaluation	Are you involved in any sort of monitoring and evaluation? How do you collect information and to whom do you give it?	

Participation	<p>Were you involved in the design of the programme? To what degree do you feel involved in the programme?</p> <p>Do you enjoy being a peer educator? What do you/don't you like?</p> <p>Are there boys and girls in the programme? Does this impact on your experience of the programme? How would you change this?</p>	
Impact	<p>Has young people's behaviour changed through this programme? How do you recognize this? Do you get any feedback?</p> <p>Aside from behaviour, what else has changed for young people?</p> <p>Through being a peer educator, have you made any changes in your life? What are those?</p>	
Sustainability	<p>How long have you been a peer educator? What happens to the programme when you leave the school or community?</p> <p>Are you involved in fund-raising for the programme? If so, in what way?</p> <p>Are you involved in publicity for the programme? If so, in what way?</p>	

Interviews with peer learners (recipients of the programme)

These interviews will be conducted as focus group discussions, with 8-10 of the peer learners who have been recipients of a particular programme. Learners will be randomly select with the assistance of peer educators and programme providers. Where possible, peer educators will be trained as co-facilitators of these groups – in most cases, this will mean involving peer educators from one programme in the evaluation of another. Peer educators should not be involved in evaluation of their own programme lest they bias the findings through the learners’ not wanting to criticise the programmes openly in front of them. In these focus groups, we will take every step possible to ensure that there is an equitable representation of the different genders and age groups involved in the programme.

Programme name:		
Date:		
Place:		
Interviewer:		
Topic	Specific questions	Answers
Overview	<p>Have you heard about this peer education programme?</p> <p>How did you hear about this programme?</p> <p>Do your parents know you about the programme? What are your parents’ reactions?</p>	
Impact	<p>What is your understanding of the programme and why it was initiated?</p>	

	<p>and why it was initiated?</p> <p>What issues does it deal with? Does it deal with things that are important? Are these issues relevant to everyday life in your community?</p> <p>What other issues should it deal with? Why are these issues important for this programme to address?</p> <p>What do you enjoy about the programme?</p> <p>What do you least enjoy?</p> <p>What have you remembered/learned most from the programme?</p> <p>How could the programme be improved?</p> <p>Do you like your peer educator? Why? Do you think he/she is a good/healthy role model? In what way?</p> <p>Aside from being a role model, what other things do peer educators do (education, referral, advocacy)?</p> <p>Has the programme changed your life or thinking in anyway? Explain.</p> <p>Has young people's behaviour changed through the programme? How do you recognise this?</p> <p>What else has changed for young people?</p> <p>Do you think this is a worthwhile programme? What would happen if it didn't continue?</p>	
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Interviews with host organisations

These interviews will be conducted as individual interviews with senior staff members in the host organisation – for instance, the principal or deputy principal of a school, or the senior coach in a soccer club. Questions may be adapted slightly for the context.

Programme name:	
Date:	
Place:	
Interviewer:	
Topic	Answers
Specific questions	

<p>Process</p>	<p>Who initiated the programme – were you approached by the peer education programme staff, or did you approach them?</p> <p>Describe how it fits into your programme (time set aside for it, staff resources, etc.).</p> <p>Why did [this organisation] agree to, or want to, host the peer education programme? What benefits did you think it would have for your [organisation]?</p> <p>Have there been any problems in fitting this peer education programme into the rest of your programme? If so, please describe those problems and what you have done about them – have these measures helped?</p>	
<p>Impact</p>	<p>Has this programme had the benefits to your organisation that you thought it would have? Please describe those.</p> <p>Has it had any other benefits? For instance, would you say that any of these other problems [pick as appropriate to host organisation and peer education programme] have decreased: school dropout, absenteeism, behavioural problems among the children attending this [organization], rates of pregnancy, sexual violence, violence in general?</p> <p>Has it made any other difference to you organization (good or bad)? Please describe.</p>	

Interviews with parents of peer learners (parents of recipients)

These interviews will be conducted as focus group discussions, with 8-10 parents of the peer learners who have been recipients of a particular programme. Learners will be randomly select with the assistance of peer educators and programme providers, and their parents subsequently approached. Where possible, peer educators will be trained as co-facilitators of these groups – in most cases, this will mean involving peer educators from one programme in the evaluation of another. Peer educators should not be involved in evaluation of their own programme lest they bias the findings through the learners' not wanting to criticise the programmes openly in front of them.

Programme name:		
Date:		
Place:		
Interviewer:		
Topic	Specific questions	Answers
Overview	<p>Have you heard about this peer education programme?</p> <p>How did you hear about this programme?</p> <p>Do your children know you about the programme? What are your children's reactions?</p> <p>What is your involvement, if any, in the peer education programme?</p>	
Impact	<p>What issues does it deal with? Does it deal with things that are important? Are these issues</p>	

	<p>with things that are important? Are these issues relevant to everyday life in your community? Are you satisfied with the programmes' goals and values?</p> <p>What other issues should it deal with? Why are these issues important for this programme to address?</p> <p>What have your children remembered/learned most from the programme?</p> <p>Has the programme changed your children's thinking or behaviour in anyway? Explain.</p> <p>What else has changed for young people through this programme?</p> <p>Do you think this is a worthwhile programme? What would happen if it didn't continue?</p> <p>How might the programme be improved?</p>	
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Interviews with referral networks of peer education programmes

Informant's name and organisation:		
Name of peer education programme:		
Contact Details:		
Date:		
Place:		
Interviewer:		
Topic	Specific questions	Answers

<p>Links with other programmes</p>	<p>How do you link with the peer education programme – do you refer to it, or does it refer to you?</p> <p>If you make referrals: Does the programme provide the services your clients need?</p> <p>If you receive referrals: Does the programme refer appropriately?</p>	
<p>Impact</p>	<p>Has the programme changed your client's thinking or behaviour in anyway? Explain.</p> <p>What else has changed for young people through this programme?</p> <p>Do you think this is a worthwhile programme? What would happen if it didn't continue?</p> <p>How might the programme be improved?</p>	

APPENDIX 2: SITE VISIT PLAN

Programme	Type of site	Interviewees ¹										Actual site	Dates for site visit				
		Funders	Hosts	Recipients	Peer educators	Peer educator parents	Recipients' parents	Recipients' parents	Parents of peer educators	Parents of peer educators	Providers / trainers			Partners			
Eastern Cape																	
E. Cape AIDS Action	Schools, shebeens, hospitals, youth clubs		x														Shebeen, hospital or youth club (to be selected) 12-19 Feb
E. Cape Dept of Education	Primary and high schools in rural areas and former homelands																Primary school (to be selected) 12-19 Feb

¹ An "x" indicates that this person or group will be interviewed during the site visit.

Programme	Type of site	Interviewees'										Actual site	Dates for site visit		
		Funders	Hosts	Recipients	Peer educators	Peer educator parents	Recipients' parents	Parents of recipients	Peer educators	Parents of peer educators	Providers / trainers			Partners	
Focus on the Family	Schools		x		x							x		St Andrew's Church; a high school in King Williams Town	12-19 Feb
Scripture Union	Schools, soccer clubs, communities, churches													A school in the Mthatha area (Scripture Union Wild Coast)	14 & 19 Feb
W. Cape															
OIL	High schools		x						x					Masiphumelele High School	28 Jan - 1 Feb
MaAfrika Tikkuun	Primary schools in W Cape													Lwandle or Mosheshwe Primary School, Khayelitsha	28 Jan - 1 Feb
MAP	School													A school in the Manenberg Area	28 Jan - 1 Feb
N. Cape															
Life Centre	Primary and High Schools													To be decided	21-28 Jan

Programme	Type of site	Interviewees!											Actual site	Dates for site visit			
		Funders	Hosts	Recipients	Peer educators	Peer educator parents	Recipients' parents	Recipients	Parents of recipients	Peer educators	Parents of peer educators	Providers / trainers			Partners		
Thusanang Youth Activity	Rural schools in N Cape, N West and Free State		x											x		Mogomotsi High School	21-28 Jan
Scripture Union KZN	Schools			x										x		To be decided	21-28 Jan
	Schools in Western Cape, KZN and Mpumalanga																
Dance4Life SA	Mpumalanga	x		x										x		To be decided	5-8 Feb
YFC Gauteng	Schools	x												x		A primary school in Sweetwaters, Pietermaritzburg	5-8 Feb
The Silver Ring Thing	Schools (incl. primary)			x										x		To be decided	2 & 3 Feb
Gateway International	Community centres	x		x												To be decided	21-25 Jan
Soul Buddyz	Libraries		x	x										x		To be decided	21-25 Jan

Programme	Type of site	Interviewees ¹										Actual site	Dates for site visit			
		Funders	Hosts	Recipients	Peer educators	Peer educator parents	Recipients' parents	Parents of recipients	Peer educators	Parents of peer educators	Providers / trainers			Partners		
Free State																
Alliance Against AIDS	Cluster of schools			x								x			Botshabelo, near Bloemfontein	25-29 Feb
RADS	Schools and communities											x			A RADS training camp in Kroonstad	25-29 Feb
CYCAD (Circle of Care)	Schools			x								x			To be identified	25-29 Feb
Mpumalanga																
Mayihlasele Izazi Girl Child Programme	Schools	x		x								x			To be identified	28 Jan - 1 Feb
YFC	Out of School Youth Club in Nelspruit	x	x												To be identified	28 Jan - 1 Feb
Desmond Tutu Centre for Leadership	Schools; specific focus on orphans			x											To be identified	28 Jan - 1 Feb
North-West																
Soul Buddyz	Libraries			x											To be decided	4-8 Feb

Programme	Type of site	Interviewees ¹										Actual site	Dates for site visit				
		Funders	Hosts	Recipients	Peer educators	Peer educator parents	Recipients' parents	Parents of recipients	Peer educators	Parents of peer educators	Providers /trainers			Partners			
LoveLife	Schools, soccer clubs, communities, churches	x		x												A soccer club (to be identified)	4-8 Feb
Thusanang Youth Activity Limpopo	Rural schools in N Cape, N West and Free State	x		x												Thuso Itsile Senior Primary	4-8 Feb
Rainbow Youth Development Organisation	Community centres																
Magnogale Maphiri	Schools and community centres	x														To be identified	11-15 Feb
LoveLife	Schools, soccer clubs, communities, churches	x		x												A school (to be identified)	11-15 Feb
																A community center (to be identified)	11-15 Feb