Department of Nursing, Health and Culture

"Where I come from cannot make me who I want to be"

A Minor Field Study in the townships of Cape Town

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Title: *"Where I come from cannot make me who I want to be"* A Minor Field Study in the townships of Cape Town

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Abstract

Aims: The purpose of this thesis is to describe peer educators' experiences from the training given to them by The Leadership South Programme. The aim is also to describe the participants' perceived self-empowerment and perceptions about their own learning and experiences of being a peer educator. The study also aims to explore how peer educators share their skills with others.

Methods: Grounded Theory is the method used for the research presented in this thesis. The data collection was done by open-ended questionnaires followed by qualitative interviews.

Results: The results show that the peer educators who participated in our study show increased self-esteem and motivation. The training has also given them increased knowledge in communicating, listening and facilitating others. Furthermore peer educators experienced increased self-awareness and learned how to motivate and support their peers and share information.

Keywords: Empowerment, Young adults, Peer education, Health Promotion, South Africa

Titel: *"Where I come from cannot make me who I want to be"* En Minor Field Study i Kapstadens kåkstäder

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Abstrakt

Mål: Denna uppsats syftar till att undersöka hur ungdomar, som har genomgått Leadership South's program, upplever utbildningen. Syftet är också att analysera deltagarnas upplevda känsla av egenmakt, så kallad empowerment, och uppfattningar om deras eget lärande och erfarenheter av att vara en fadder (peer educator). Slutligen vill vi också undersöka hur respondenterna agerar för att dela med sig av sina erfarenheter.

Metod: Grundad teori är den metod som använts i forskningen som presenteras i denna uppsats. Datainsamlingen genomfördes med hjälp av en enkät med öppna frågor följd av en kvalitativ intervju.

Resultat: Resultatet visar att de ungdomar som deltagit i vår undersökning har stärkts genom ökad självkänsla och ökad motivation. Utbildningen har också gett dem ökade kunskaper i kommunikation, att lyssna och att facilitera andra. Vidare har ungdomarna, genom ökad självkännedom, lärt sig att motivera och stötta sina kamrater och tillsammans dela och sprida information.

Nyckelord: empowerment, ungdomar, faddrar, hälsopromotion, Sydafrika

Abbreviations

AIDS – Acquired Immunodeficiency Syndrome

GT – Grounded Theory

HIV – Human Immunodeficiency Virus

HP – Health Promotion

LSP – Leadership South Programme

MFS – Minor Field Study

NGO – Non-governmental Organisation

PE – Psychological Empowerment

Sida – Swedish International Development Cooperation Agency.

UN – United Nations

UNAIDS – the Joint United Nations Programme on HIV/AIDS

WHO – World Health Organization

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This study is dedicated to the future of young adults everywhere…

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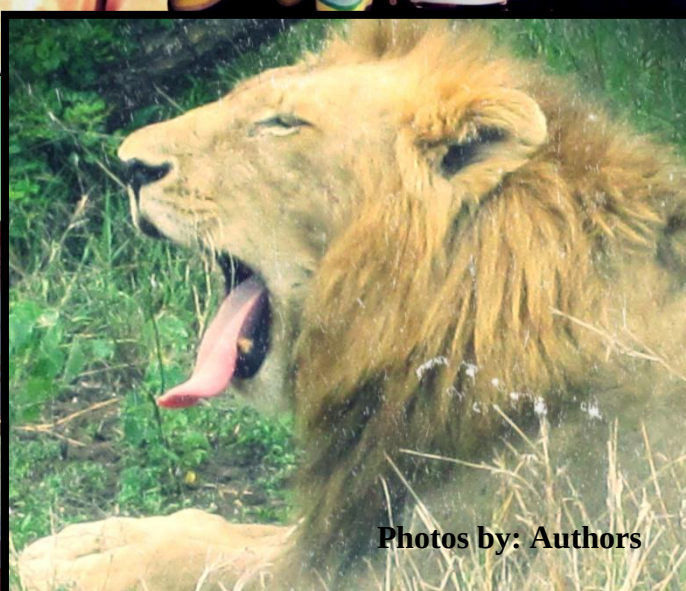

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1. Introduction

After travelling day and night we arrived in Cape Town, the capital of South Africa. For two months we were leaving cold and rainy Sweden behind, coming to a place where spring was just about to start. Immediately after leaving the airport we could see the beautiful Table Mountain rise above the shiny skyscrapers in the business districts. Looking to our left and right there were countless numbers of tin shacks lining up and as far as the eye could see the electrical cables were hanging in the air like a massive spider web. This was the place where we would have our first experience as researchers.

We had the opportunity to cooperate with the South African based Leadership South Programme (LSP), a Non-governmental Organisation (NGO), providing education and training with the aim of empowering and strengthening young adults around Cape Town. What enables LSP to keep on with their work are people contributing with their time and knowledge, along with various funding sources. We are studying our third and final year on the programme of Health Science with a Specialization in Health Promotion at the University West in Trollhättan, Sweden. Global health is a reoccurring subject in our education and the main point with this research is to get a better view of how health-promoting work can be carried out in a completely different context from what we are used to. The promoting work with health in a country with such a high rate of inequity as South Africa is very interesting and relevant to us. Both of us were curious and wanted to know more when we heard about the work of LSP since we are both interested in questions concerning knowledge, health and social development in developing countries. We also believe that our knowledge as Health Promotion students can contribute to the work of LSP. What made it possible for us to travel to South Africa performing this research was the Minor Field Study (MFS) scholarship funded by the Swedish International Development Cooperation Agency (Sida). Sida's aim with the MFS-scholarship is to improve knowledge in developing countries and to give Swedish students the possibility to broaden their views and to gain experiences out on the field. We went to Cape Town during the fifth semester and collected our data by conducting open-ended questionnaires and qualitative interviews which we used in this bachelor thesis. By doing this research we hope to discover if and how the participants in LSP have been empowered by the training given to them.

While reading articles and papers within the field of peer education programmes, mainly focusing on HIV/AIDS and empowerment, we noticed that there is a general belief that the use of peer education programmes is a successful strategy for health promoting and empowering interventions (Ebreo et al., 2002; Ochieng, 2003). It is our understanding that the

focus is more commonly put on delivering information and training to young adults about HIV/AIDS for example, but few studies address the peer educator's perspective (Ebreo et al. 2002). Research such as ours is bound to a specific context and may not be generalizable to other situations. But we believe the broad structures that form the base for such an empowerment oriented programme like LSP may be general and can serve as a base for similar efforts throughout South Africa and for other NGOs and organisations working with similar objectives.

1.2 Purpose

The purpose is to describe the peer educators' experiences from the training given to them by The Leadership South Programme.

1.2.1 Research Questions

- To analyse the peer educators' perceived self-empowerment.
- To explore the peer educators' perceptions about their own learning and development as peer educators.
- To explore the peer educators' strategies for empowering their peers.

2. Background

Here follows a short background of the South African history and some relevant demographic figures that contribute to an understanding of the current health situation. This chapter also presents a more detailed explanation of LSP, what they believe is a sustainable way of working with young adults, and how their programme is designed.

2.1 Demographics

South Africa is populated by more than 50 million inhabitants of diverse origins, cultures, languages and religions. There are 11 official languages and in the Cape Town area Xhosa, Afrikaans and English are most common. The people of South Africa are officially divided into four ethnical categories; Africans, Europeans, Coloured and Asians. These categories are a relic of the apartheid[1] era (Statistics South Africa, 2011). About one third of the South African population is younger than 15 years and 7.4% is older than 60. In contrast, the age composition in Sweden is totally different, with one sixth of the population younger than 15 and 25% older than 60 (Globalis, 2009). The population in South Africa is increasing by a few percentages annually but the trends have plateaued and now there is a threat that the population will decrease in the future because of the heavy disease burden, including the HIV/AIDS[2] epidemic (Landguiden, 2012). The World Health Organization (WHO, 2010) estimates that 17.8% of the population is HIV positive and the high prevalence of HIV/AIDS is a major reason for keeping life expectancy estimates low; 54.9 years for males and 59.1 years for females (Statistics South Africa, 2011). There has also been a significant emigration by the white and well educated South Africans. Due to improved economic conditions South Africa also struggles with diseases such as cancer, diabetes, cardiovascular issues and obesity. In addition to these non-communicable diseases there is also an increasing rate of violence and traffic related accidents (WHO, 2009). South Africa's tough struggle with the heavy disease burden and social injustice are important areas of work for the huge number of NGOs working in South Africa (Swilling & Russel, 2002). The non-profit sector is a major force in South Africa and it is estimated that more than 2 million people volunteer their time, talent and expertise in different NGOs annually. There are also hundreds of thousands employed in NGOs working with public health issues (NGOPedia, 2009).

[1] Apartheid is Afrikaans for separateness, separation and a term for both the policy of racial segregation and the discriminatory system carried out through political, economic, and social institutions that prevailed in South Africa from 1948 to 1994

[2] HIV is the virus that sometimes leads to Acquired Immunodeficiency Syndrome (AIDS).

2.2 The History of South Africa

In the 17th century South Africa was colonized by Dutch and English settlers who took control of the land and established a system of domination over the native Africans. In 1910 the country gained independence from the British Empire and the new constitution gave the power to the white minority who institutionalized discriminatory policies against the native Africans and other non-whites living in the country. The native Africans, who constituted 80% of the population, were allowed to reside in homelands that covered only about 13% of the country's area. These residential locations were the least fertile lands located mainly in the central parts of the country (Landguiden, 2012). The institutionalized racism escalated in 1948 when the system of apartheid was introduced which enforced the separation of the African, European, Coloured and Asian parts of the population (UN, 2012). This resulted in further inequities between the different ethnicities. In the early 50's peaceful mass protests grew led by Nelson Mandela, leader of the African National Congress (ANC). The protests were met by violence from the regime and in 1964 Mandela was sentenced to lifetime in prison. In 1990 Mandela was released and the ANC once again was allowed to participate in the elections. South Africa democratic governance is a young one; the first democratic elections with voting rights for all citizens were held in 1994, with the result that Mandela and the ANC won (Landguiden, 2012). The gap between rich and poor is still significant with high rates of unemployment and wide gaps in the education level between the white (European) minority and the non-white (African, Coloured and Asian) segments of the population (WHO, 2009).

Sweden and South Africa have a long lasting relationship that began in the 1960's when aid was sent to support organisations that fought against apartheid. The humanitarian aid pattern has changed over the years and consists now primarily of sector support, like for example between different cities and assistance to the police force and the tax agency. The main focus of official developmental support from the Swedish side is the exchange of experiences and knowledge. However, Sweden has a development goal to help South Africa to reduce the spread of HIV/AIDS, which is a major problem in South Africa (Sida, 2010).

2.2.1 South Africa Today

During the last decade South Africa has become known as a tourist destination, due to its stunning nature, vineyards, game spotting and adventurous activities for all ages (Landguiden, 2012). The world famous Table Mountain is one of the new seven wonders of nature[3] and the FIFA world cup was held here in 2010. Today the city of Cape Town is designated to be the design capital of the world[4] in 2014. Compared to other countries in the Sub- Saharan region South Africa is relatively well developed, and despite the great injustices and inequalities it has the continent's strongest economy mainly on the account of its rich natural resources (WHO, 2009).

Poverty is a prevailing problem, especially in the areas known as "townships" located not far away from city centres. Wherever there is a town or village in South Africa you will find a township, an area formally allocated for housing[5]. In South Africa the townships are a creation of the apartheid system and the African, European, Coloured and Asian parts of the population were ordered by law to live in separate areas (UN, 2012). These are characterised by high rates of unemployment, constant lack of money and a high density of people living in a deficient environment where housing, water and sanitation is below the standards in the richer parts of Cape Town (Campbell & Mac Phail, 2002; Landguiden, 2012). The inequalities are also to be found within the townships. Some residents live in small houses, sometimes painted in beautiful colours. Others live in shacks made of corrugated iron, wooden poles and what-ever there is to build with and sometimes people live in the street, lacking a property of their own. The schools are free of charge but often under-funded, struggling with large classes and under-qualified teachers (Campbell & Mac Phail, 2002).

[3] New Open World Corporation had an open voting during 2011 and Table Mountain was placed on the list which is believed to contribute to an increased tourism in the future

[4] World design Capital is named by the International Council of Societies of Industrial Design, a partner of the International Design Alliance (ICSID IDA). This award shows the artistic and creative side of Cape Town and that things are changing for the better

[5] Graham Phippen, Director at The Leadership South Programme. Interview 14 December 2011

2.3 The Leadership South Programme – LSP

LSP was founded by Graham Phippen in 1986. Phippen is still the director and "captain of the ship". LSP is a registered NGO and during the past 26 years the organisation has developed and run a range of programmes and activities, such as conflict resolution, reproductive health, life-skill training and peer education programmes. The training provided by LSP targets learners aged 13 to 18 and is usually held in contracted high schools after scheduled school time. Three years of participation is recommended and Phippen estimates that about 1500 peer educators have completed the programme. LSP provides training at 16 schools in the townships around Cape Town, where the need for voluntary assistance is extensive.

LSP's main purpose is to equip young adults with knowledge and skills, enabling them to act as peer educators. For example, managing the HIV/AIDS situation in South Africa in a constructive and caring manner is of importance for the organisation (LSP, 2010). Therefore different forms of education and experiences are offered by LSP, which aim to increase the young adults' self-empowerment and self-confidence. Their vision of leadership is:

> *We understand leadership to be the mental, physical and spiritual coordination of self that equips each person to make a constructive difference in the development of their own lives and of those around them and to the upliftment of their communities and society in general.* (LSP, 2010, p. 1)

The aim is to empower the peer educators through sharing their experiences and knowledge with their peers and others in their community (LSP, 2010). During the whole education process each individual is responsible for training and facilitating for their peers by informing, teaching and mentoring them. The programme is roughly designed as follows:

- **Year 1 – Junior.** A first year where the learner gets an introduction and education in the basic skills such as: speaking in front of an audience, mediating and supervising during behavioural changes, acting as a role-model, overcoming one´s barriers and sharing experiences and knowledge.
- **Year 2 – Senior.** Continued work with improving the skills. The focus is on the sharing of skills, inclusion of younger learners and gaining more experiences. Year 1 and 2 are structured with a syllabus which is a demand by the government.
- **Year 3 – Mentor.** Not structured with a syllabus. The peer educators meet learners from the previous years. The mentors act as facilitators in group discussions on

subjects like for example; healthy sexual behaviour and behavioural change. Continued focus on sharing experiences and individual knowledge.

Each high school is responsible for teaching subjects like healthy sexual behaviour and everyday problem-solving at a primary school (LSP, 2010). Most of these teaching opportunities are handled directly between the school and the peer educators, which gives a great level of freedom and responsibility for all involved. The peer educators also arrange different sessions and theme-days which become a part of their own training. During the holidays LSP arrange camps with up to 60 young adults where peer educators have different responsibilities depending on their confidence. From earlier evaluations LSP got the impression that many of the younger learners felt more at ease speaking about private matters with their peers. Although the camps are run mainly by the peer educators, employees from LSP are close for support and consultation (LSP, 2010).

As the societal situation in South Africa changed LSP has done the same, adapted their programmes and interventions to match the current needs. However, in April 2009 conditions for running LSP radically changed. As a result of the political situation a major restructuring of the Health and Education Department was made. The health sector got less funding, which resulted in decreased economic support for LSP. These challenges had a major impact on LSP and led to the closure of their consulting business, where they mainly worked with the HIV/AIDS issue. All focus was now put on the training of peer educators. They had enough finances for continued work until the end of 2011 but were not awarded new contracts with the former cooperating schools. This resulted in major cutbacks of the staff and only the board continued working for the future of LSP.

3. Theoretical Framework

This is where a short introduction to the main theories and methods is presented. This chapter will make the results more understandable and applicable to a broader area. It will give a framework for reaching a more abstract and theoretical perspective. Earlier studies of relevance to the area of this research are also presented.

3.1 Health Promotion – HP

Health, which is the base of this study, is a wide concept that can be defined in many different ways. Generally when discussed, there is a distinction between positive health, commonly known as well-being, and negative health, illness. In the middle of the 1850s most interventions within the health sector were preventative, focusing on sanitation, protection and control of diseases. In the beginning of the 20th century people's lifestyle was regarded a great concern of public health and the paradigm of Health Education took shape (Bunton & MacDonald, 2002; Naidoo & Wills, 2009). On the first international Health Conference[6] in 1946 WHO defined health as: "*A state of complete physical, mental and social well-being, not merely the absence of disease or infirmity*" which embraces the many dimensions of health (WHO, 1946, p. 2). According to Naidoo and Wills (2009) health is a holistic concept and includes different dimensions that need to be considered. These dimensions are physical, mental, social, sexual, spiritual and emotional which are also affected by the environmental, societal and global conditions (Naidoo & Wills, 2009). In other words health is a complex concept bound to its specific context. It is important to include the social factors as an essential component that affects people's health and to not only think of health as an individual matter. (Naidoo & Wills, 2009) This holistic view of health is also known as Health Promotion (HP) which is a relatively new concept and based on a wide variety of disciplines. HP was introduced in the *Lalonde report*, 1974, written by Canada's minister of National Health and Welfare, Marc Lalonde. The minister presented a new perspective on health including main determinants from genetic factors to environmental factors (Bunton & MacDonald, 2002; Naidoo & Wills 2009). Three years later, in 1977, WHO proposed a broader and more positive view on health at their conference *Health for all 2000*. The main focus was equity and the building of broad-based health strategies to a productive life for everyone through cooperation with the economic and social sector (WHO, 1977). The concept of HP played a significant role in the upcoming conferences proclaimed by the WHO. In 1986 the first *International Conference on Health Promotion* was held in Ottawa, Canada, which

[6] This was the first conference called by the WHO, held the 19-22 of June, 1946 in New York, and the constitution was signed by 61 nations

resulted in the *Ottawa Charter* document. This is a landmark and the starting point for further actions of strategic HP practice by a worldwide collaboration. The *Ottawa Charter* is concluded in three process methodologies; to advocate, enable and mediate a strategy to maintain, improve and promote health. The key concept in HP is that health, and not illness, should underpin health related work. (Bunton & MacDonald, 2002; Naidoo & Wills 2009). HP is a well-recognized concept in the Public Health sector and in the field of social science. It is seen as a complex and multidisciplinary social movement (Laverack, 2004). The debate about the growth of HP is a field of study for academics from different disciplines and Bunton and MacDonald (2002) argue that it is an emerging discipline. In broad terms HP is a process, a set of activities and principles to promote collaboration and participation in order to maintain or improve people's health (Naidoo & Wills, 2002). The following definition explains HP's holistic view of health:

> *Health Promotion is the process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical, mental and social well-being, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living.* (WHO, 1986, p.1)

An important determinant of HP is the concept of empowerment and community empowerment. Those are defined both as an outcome and a process by which individuals and communities gain more control and capacity to take action and create or resist change to increase control over people's health (Laverack, 2004). Laverack (2004) links community empowerment to the definition on HP and state that *"empowerment is the heart of the 'new' health promotion, and power is the core of empowerment"* (p. 33).

3.2 Empowerment

Today, empowerment, despite of its relatively short time on the scientific map, is a well-used concept. In his book *Pedagogy of the Oppressed* (1972) Paulo Freire writes about the importance of awareness-raising in order to achieve social equality and justice. Freire (1972) was striving for a critical consciousness among the illiterate and oppressed people in Brazil and through his pedagogy he intended to transform and empower them from being oppressed objects into becoming aware subjects. Early definitions of empowerment can be found in the article: *In Praise of Paradox: A Social Policy of Empowerment Over Prevention,* written by Rappaport where he states that the aim of empowerment "*should be to enhance the*

possibilities for people to control their own lives" (1981, p. 15). Today empowerment is most commonly described as a process in which people, organisations and communities gain power and control over decisions and resources of concern to them (Zimmerman & Rappaport, 1988; Oladipo 2009). The effects on the ones engaged in those empowerment processes are considered to be empowered outcomes (Zimmerman, 1995).

This thesis is focused on empowerment at the individual level, which is described by Zimmerman and Rappaport (1988) as a process of gaining mastery and control over one's life. Consequently it means having the capacity to control and influence your own situation. This individual focused construct of empowerment is described by Zimmerman (1990) as Psychological Empowerment (PE) and can be understood through an: *"Analysis of the effects of perceived benefits and costs of participation"* (Zimmerman et al., 1992, p. 171). The shape that PE takes depends on the context and the group of individuals included in the study, which makes setting up exact rules for measurement complicated (Zimmerman, 1990). PE may, in its most general case, be conceptualized to contain intrapersonal, interactional and behavioural components (Zimmerman et al., 1992). The first component is the interpersonal which concerns people's thoughts about their own capacity to change and/or affect political and social systems of importance to themselves, including motivation and perceived competence (Zimmerman et al., 1992). The second component of PE is the interactional and includes the development of skills in problem-solving and decision-making, which is a prerequisite for active engagement in the social environment (Zimmerman et al., 1992). The third component is the behavioural which refers to the individual actions one takes to influence his/her environment by taking part in activities and organisations (Zimmerman et al., 1992), like for example LSP. Oladipo (2009) argues that PE is a prerequisite for achieving economic or social empowerment in the general society. He also makes the connection between PE and the work of the many NGOs, and states that government should put focus on their people by saying:

> *When people are psychologically empowered, there will be a change in attitude, cognition and behaviour, which most assuredly will lead to a positive change in value orientation, increased patriotic actions, ability to postpone gratification of ones desires, improved self-esteem, self-efficacy, self-consciousness as well as better psychological well-being which will culminate in a peaceful and developing society.* (Oladipo, 2009, p. 122)

3.3 Earlier Studies

When viewing the field of earlier studies on NGO based peer education programmes there is a lot written and researched about different interventions aimed at increasing knowledge about HIV/AIDS among young adults and empowering them to increase their healthy sexual behaviour (Campbell et al., 2010; Campbell & Mac Phail, 2002; Ebreo et al., 2002; Selikow et al., 2009; Visser, 2005, 2007; Wegner et al., 2008). This is understandable due to the prevalence of HIV/AIDS, which has reached epidemic proportions, affecting young adults in particular since they are likely to engage in risky sexual behaviour (Visser, 2005, 2007). Earlier studies found that the use of peer educators is seen as an appropriate action and a successful strategy for health promoting and empowering interventions in young adult populations (Ebreo et al., 2002; Ochieng, 2003). However, as Ebreo (et al., 2002) states, there are many HIV/AIDS peer education programmes that have been used for delivering information and training to young adults but few studies that have assessed the impact of training on the peer educators themselves. The majority of the evidence-based interventions in this area of research are done in North America and there is a need for further research, focusing on health interventions, in other regions (UNAIDS, 1997). Therefore many international organisations and NGOs have to look elsewhere for suitable models and theories when designing their programmes (Wegner et al., 2008). Working with young adults as a target group is regarded important since they constitute one third of the entire South African population. Raising awareness about healthy sexual behaviour and HIV/AIDS through peer education programmes is contributing to the empowerment process and strengthening self-confidence among the young adults (Wegner et al., 2008). This has the potential of having a positive impact on young adults' critical consciousness and reducing the spread of HIV/AIDS and other sexually transmittable diseases (Campbell & Mac Phail, 2002; Hatcher, 2011).

Peer education can be used as an empowering action for successful HIV/AIDS prevention (Campbell & Mac Phail, 2002). Ideally, young adults participating in peer education interventions should develop a critical consciousness of socially constructed norms regarding masculinity and femininity, with the outcome of preventing risky sexual behaviour. This is seen as *"the starting point for the collective renegotiation of young people's social and sexual identities, and for the empowerment of young people to change their behaviour"* (Campbell & Mac Phail, 2002, p. 341). They also state that long-term activities are needed, for building young adults' confidence and ability to take control over their own health, to reduce unemployment and poverty. This is needed if the result of participating in peer education

programmes should give more than superficial empowerment (Campbell & Mac Phail, 2002). Peer education as strategy is an appropriate action for HIV/AIDS prevention among young adults (Campbell & Mac Phail, 2002). Discussing personal issues with peers is easier because of the more informal relationship and using a more common language, this can start a change from within the peer group (Visser, 2007). The inclusion of peer educators, as facilitators in for example NGO based programmes, is a design that contributes to positive outcomes (Svenson, 2002).

To create a lasting response to the HIV/AIDS epidemic peer education and community mobilisation is of major importance, as well as increased governmental and global participation in the community through sustainable investments (Campbell & Cornish 2010; Visser 2005, 2007). The capacity for the community to change lies within its residents' awareness and their community involvement. The climate for change is also to be considered when implementing an intervention (Campbell & Cornish, 2010; Visser, 2005).

4. Methods

In this chapter the research and analysis method, Grounded Theory (GT), is explained with a historic flashback of the origin and how the method is used in this research. Firstly a short introduction to different traditions used in scientific researches is presented.

A qualitative method was chosen to fulfil the purpose of this study, to describe the peer educators' experiences from the LSP training and to answer the research questions. It included analysing the peer educators' perceived self-empowerment, exploring their perceptions about their own learning and development as peer educators and also exploring the peer educators' strategies for empowering their peers.

The purpose of scientific studies is to gain new knowledge, verify the "truth" and with theories describe reality as true as possible. Traditionally there is a distinction between the positivistic and hermeneutic schools within the scientific tradition and these different research-approaches are generally quantitative (positivistic) and qualitative (hermeneutic) (Hartman, 2001). Linked to these traditions there are two different methods to justify upcoming theories about reality; the deductive- and inductive- method. The traditional positivistic scientists argue that knowledge and theories can only be developed by observing and measuring phenomena that appear by using quantitative research methods. This approach is traditionally used in the field of natural science where the researcher tries to prove or falsify a determined hypothesis, known as the deductive method (Hartman, 2001). Hermeneutic proponents, on the other hand, seek and expound immeasurable human behaviour like notions about phenomena that appear by using qualitative research methods. This approach is frequently used by researchers in social science whereby the researcher, without any preconceived hypotheses, tries to describe reality from the collected material, known as the inductive method. In qualitative studies the inductive approach is the most common because it is quite difficult to know in advance how complex human behaviour, views and situations will appear (Hartman, 2001). The distinction between the qualitative and the quantitative approach is discussed by Alvesson (2000) who argues that a qualitative research creates a condition to give broader and richer descriptions. According to Bryman (1992) it is through a qualitative research that the participants get the possibility to express their thoughts freely, whereby interesting tracks can appear. Bryman (1992) also points out, just like Alvesson (2000), the importance of getting close to the participants of the study as well as keeping a certain distance in order to still have an objective view of the situation.

4.1 Grounded Theory – GT

GT is a qualitative scientific method which is useful when researching in a relatively unexplored area. Its purpose is to generate new theories that explain human behaviour as close to reality, and as detailed as possible (Charmaz, 2006; Glaser & Strauss, 1967; Hartman, 2001). In the 1960's two professors in sociology named Barney Glaser and Anselm Strauss developed a systematic method to generate new theories. This is done by using a constant comparative analysis of systematically obtained data as an attempt to close the gap between social research and theory generating. Glaser and Strauss tested their analytic ideas, which were the origin of GT, during research on dying patients in Californian hospitals. GT was fully constructed and for the first time presented in *The Discovery of Grounded Theory: strategies for qualitative research* (Glaser & Strauss, 1967). At this time the qualitative research approach was losing ground since the positivistic school and the quantitative scientists were sceptical to qualitative research which they found unsystematic and biased (Charmaz, 2006, Glaser & Strauss, 1967, Hartman, 2001). Most sociological methods aimed at verifying hypotheses and theories, and there were assumptions that qualitative studies could not generate new theories. On the other hand Glaser and Strauss (1967) suggested GT as the best way to generate verified sociologic theories, which enabled prediction and explanation of human behaviour, easily understood and applicable to other studies. GT is intimately linked to data and can therefore be seen as trustworthy, and reliable (Glaser & Strauss, 1967).

Glaser and Strauss went separate ways and developed GT in divergent directions which resulted in two, quite different alternatives (Charmaz, 2006; Hartman, 2001). In this research Glaser's way of working with GT is used since his method is closer to the original version and also the most suitable for this study. Another source of inspiration is Kathy Charmaz, professor in sociology. Her interpretation and way of using GT was useful during the data collection and analysis of this study. Charmaz's (2006) version contains methodological guidelines and hands-on advice that can be useful when carrying out a GT-study for the first time, and according to her it can be used as a set of tools. Charmaz (2006) bases her interpretation of GT on the theoretical perspective of symbolic interactionism where she states that we are part of the world we study; the data we collect and every theoretical rendering is a construction of the studied world, not an exact copy of it. Using the GT method gives the researcher a systematic but yet flexible way of both collecting the data and analysing it, as well as methods to reshape and deepen the understanding about the phenomena (Charmaz,

2006). The researcher might, for instance, find gaps in the collected data which require more time in the field (Glaser, 1998).

Strong grounded theories are generated and may be built by diverse kinds of data, and Charmaz (2006) suggests that the way of pursuing rich data depends on the topic and access which make every GT study unique. The data collection in a GT study is done several times during the different steps of coding and analysing. During the whole process the researcher must put his/her previous knowledge aside and ideally not let any preconceived theories control the study, known as bracketing (Charmaz, 2006; Glaser, 1998). Towards the abstract theoretic dimension interesting tracks will hopefully appear as the theory takes shape. When using GT the researcher will see the data in fresh ways and bit by bit explore the theory through constant comparison of the data and the analytic notes, so called memos. The study will thereby result in an abstract theoretical understanding of the studied phenomena grounded in the data (Glaser & Strauss, 1967). GT builds useful middle-range theories that explain abstract renderings of specific social phenomena which can be useful and transmittable to other settings (Charmaz, 2006; Hartman, 2001).

4.2 Methods of Data Collection

The most important data required by this study was to be found among the peer educators who participated in LSP. In GT the research problem will become clear once the coding of the first data begins. The analytic process is performed in parallel to the collection of data through the constant comparison and conceptualization that is characteristic for GT (Glaser, 1992). Glaser (1998, p. 8) states *"all is data"* and it is important that the preconceived knowledge of the researcher is not the driving force of the study, this will only end up in *"forcing of the data"* as Glaser (1992, p. 22) explains it.

4.2.1 Sampling – Selecting the Respondents

The economic hardships of LSP, with no programs running since September 2011, resulted in no obvious research group. After recommendations Ntombi Thambela, a former LSP mentor and facilitator with a great network of peer educators, was contacted to act as "gatekeeper". Thambela, with assistance from Asiphe Ndinisa, with similar background, recruited the respondents for this study. Thambela handpicked roughly 30 respondents she knew were available, interested and who suited the purpose of this research. This is a so-called subjective sample and is a good way to reach an elusive population (Denscombe, 2009). This way of selecting respondents minimised wasted effort and time. Thambela and Ndinisa acted as

guides, interpreters and advisers during the hectic weeks of interviewing. They also made the main part of the phone calls and arranged most of the interviews used in this research. The peer educators participating were bilingual; fluent in English but with Xhosa as their first language. This made the interpreters and cultural guides indispensable.

The data collection was done in two phases; firstly, through open-ended questionnaires and secondly through qualitative interviews with assistance from the interview guide. A total of 27 peer educators filled out the open-ended questionnaire and 26 were handed back. The sample consisted of 13 males and 13 females aged between 13 and 18 years. In the second phase 23 of the respondents were interviewed of whom 2 were pilots. The complete data in this study consists of 17 interviews and 26 open-ended questionnaires.

4.2.2 Open-ended Questionnaire

Open-ended questionnaires (Appendix 1) were used in the first phase of data collection. This because open-ended questions open up for more nuanced information. This approach is a good way to elicit data from respondents who prefer to express themselves in writing instead of speaking (Charmaz, 2006). In the open-ended questionnaire the respondents were asked questions concerning their experiences about the concepts of leadership, participation, motivation, education and personal skills. These were formulated in a historical, a visionary, and a "how to get there-" perspective; in the following example focusing on leadership:

- **What is your understanding –** *of leadership?*
- **What is your story** – *your experience of leadership in the past until now?*
- **What do you want** – *your ideas about your leadership roles in the future?*
- **How will you get there** – *what support and training do you need for your future leadership roles?*

The open-ended questionnaire was based on an article on PE written by Zimmerman and Rappaport (1988) who state that a high level of involvement in community activities and organisations has an impact on one's sense of empowerment. The open-ended questionnaire also included a part where the respondents could describe, draw and colour their house and family. This brought a creative element into the open-ended questionnaire, as well as gave an understanding of how they would illustrate their living and family situation. On the last page they had the opportunity to write questions to us.

The meetings were held in two schools where the respondents were informed about the study and asked about their interest in participating. There were 27 questionnaires distributed and a total of 26 were returned, which made the response rate 96%. Those who answered the open-ended questionnaires were asked about their interest in participating in the qualitative interview as a further chance of sharing views and experiences.

4.2.3 Qualitative Interview

During the second and main phase qualitative interviews were used. Having a genuine interest in the respondents' main concerns is the philosophy of GT (Glaser, 1998). According to Charmaz (2006) a qualitative interview should consist of open-ended, non-judgemental questions that make the respondent feel free to choose direction and explain thoughts, feelings and actions related to the concept. A written interview guide (Appendix 2) was used. It was constructed according to the same structure as the open-ended questionnaire including the same concepts. The concepts of motivation and participation were based on an article on PE written by Zimmerman and Rappaport (1988). Both concepts are considered important in the individual-focused empowerment theory. Leadership, education and personal skills were also included in the interview guide. This since LSP strives for gaining knowledge and training of personal skills, such as problem-solving and sharing, as well as an improvement of the participants' self-confidence. Each concept was carefully treated to get a comprising and nuanced material. Even if an interview guide is considered to be well reasoned and carefully prepared, it is important to evaluate it in real life. This was done by recruiting 2 respondents in a pilot study, which in turn resulted in a few changes in the interview guide.

A total of 23 respondents were interviewed, meaning a loss of 3 individuals who only participated in the open-ended questionnaire. A selection was made before transcribing the qualitative interviews. A few of the interviews were of poor quality due to the environmental circumstances and in some interviews the quality of the recording simply was too poor to be fully transcribed and used as reliable data. After making this selection the data consisted of 17 interviews resulting in a loss of 26%. The average interview was 35 minutes which adds up to 10 hours of interview recordings.

4.3 Analysing the Data

The data from the open-ended questionnaires was carefully rewritten on computer and read several times before continuing with the second phase, the qualitative interviews. During the interviews a recorder was used and the data were transcribed after returning to Sweden.

Preferably the step of analysing the material is performed as close to the interview as possible even if Glaser (1998) himself advices not to record the interviews at all. He states that theoretical fullness only demands that memos are written during the interviews and that these, and other observations and field notes, are in constant comparison throughout the data collection. What is not written down will later appear in the memory (Glaser 1998). One of the reasons for using the more strict approach of GT, by relying on written notes during the interview, is that the method is economic and quickly limits the research area. Recording and later transcribing the interviews add a lot of work that, according to Glaser (1998), undermines the limitation which is necessary to reach the core category.

4.3.1 Coding

The coding is a central link between collecting the data and developing a theory which explains it (Charmaz, 2006; Glaser & Strauss, 1967). The analysis in this GT study is made through the use of codes which are put into categories, then sorted into core categories with an even higher level of abstraction, overarching large parts of the data. According to Charmaz (2006), coding within GT consists of at least two steps; initial and focused coding. These are similar to what Glaser (1992) calls open and selective coding. In this study initial and focused coding, as well as a third step that Charmaz (2006) and Glaser (1978) explains as theoretical coding, were used. The complete GT process, as Glaser (1998) describes it, is an on-going process of data collection, analysis, comparison of codes, reasoning of their connection to each other etcetera.

- Initial coding was the first step used in the analysing process. The data was carefully read through and words, lines and incidents in the transcribed data were highlighted. The search was about finding actions in the data, naming these codes in concise terms (Charmaz, 2006). An example of a code, when asking the respondent about motivation, is: *"having power to continue with training"*. As more and more codes emerge from data, grouping codes meaning similar things is important for a higher level of abstraction. Finally the codes generate categories and as the initial coding proceeds the categories might change or develop into new ones. All is done through constant comparison with data and other codes generated from it. The code mentioned above was finally categorized under *Strengthening Motivation*.

- Focused coding was the second step in the analytic process and much more selective than the initial coding. When the researcher finds a core variable in the initial coding and has a clear idea of what kind of codes to look for it is called focused coding (Glaser, 1992). The

focused coding can be used when explaining larger segments of the text, and the most frequent initial codes are selected if they reveal something that takes the analytic process forward (Charmaz, 2006). From the previous coding step you are getting directions of where the research is heading through the constant comparison of codes, memos and data. Moving on to the focused coding is not like turning a page; the researcher can still go back and study earlier data and get a better understanding of it, knowing what the rest of the data looks like (Charmaz 2006). *"Unexpected ideas emerge. They can keep emerging"* as Charmaz (2006, p. 59) says about the coding process within the logic of GT.

- Theoretical coding is the phase where you analyse the relationship between the codes and the hypotheses and how these could be integrated into a theory (Charmaz, 2006). Glaser himself describes theoretical coding as: *"The essential relationship between data and theory is a conceptual code"* (1978, p. 55). The codes become the theory which explains what is happening in the data and this is the phase where the puzzle is completed.

4.4 Ethical Considerations

Conducting research requires a particular approach to those involved and certain principles should be followed. Simply stated, the respondents' participation in the research is to be protected according to four main requirements (Vetenskapsrådet, 1990): 1) The Information Requirement, which states that all involved in the research should be informed about the approach and the intention of the study. It should also be clear that participation is voluntary and that any respondent at any time may terminate his/her participation. 2) The Consent Requirement, which states that the participants have to approve their participation in the research under prevailing conditions. If he/she is incapacitated, or less than 18 years old, an approval by a parent or legal guardian is needed. 3) The Confidentiality Requirement, which sets rules for how the respondents' names, opinions, and personal data are treated with utmost confidentiality. An agreement on confidentiality, and on how the material and data shall be processed and further used, should be signed by all participants in collaboration with the researchers. 4) The Working Requirement, which states that the collected data should be used only for research purposes (Vetenskapsrådet, 1990). In this study a consent and indemnity form (Appendix 3) was used to inform about the research and to obtain approval of participation. For participants under-age the signature of a parent or legal guardian was required. All existing data will be stored in a locked cupboard until this study is approved by University West and will thereafter be destroyed. All requirements concerning ethical considerations are met in this research.

5. Results

In this chapter the main outcomes of the study are presented. The results are grounded in data and show how peer educators who participated in LSP experienced the training given to them in terms of empowering factors. An overview of the results is provided and a more detailed presentation of the core categories is made.

The analysis resulted in a large number of codes condensed into 17 categories and 3 core categories. The first category is *Participating in LSP being empowering*. The second one is *Participating in LSP increasing own learning and development as peer educator.* Finally, the third category is *Strategies and actions for empowering others.* All have the overarching theme of *Perceived outcomes of participating in LSP*, as presented in Table 1, page 33. The theme covers all the empowering factors that the respondents say the participation in LSP has given. The concept of empowerment is the generic term of the study since the data indicates improved power, ability and strength within the individuals. Memos, literature review and theoretical framework also indicate that the concept of empowerment is of major relevance to this study. The quotes are written as respondents phrased or wrote them, during the interviews and in the open-ended questionnaires.

5.1 Participating in LSP is Empowering

This core category shows LSP's impact on the peer educators as strengthening the individual in various ways. The categories; *Strengthening feeling of own ability, Strengthening motivation, Overcoming fears, Strengthening well-being* and *Increasing meaningfulness* indicate that the peer educators have been empowered by the training given to them. Many of the respondents say they are glad they joined LSP and that their participation in the programme has contributed to strengthening their self-esteem. The data also shows that the involvement in LSP makes them feel good and affects their lives in a good way. Typical responses included the following:

> *It made me stronger because when I was doing LSP I was a bit shy so it helped me to grow as a person and know how to speak in front of the people.*
>
> *In the past I had a problem, my self-esteem was low then I joined the leadership programme it helped me a lot. I gained a lot experience starting on how to live as a person and how to help people.*
>
> *When I joined LSP it was a peer education programme it was dealing with HIV and leadership and dialogue so I took part in and it really changed me because*

before I could, before I joined LSP I wasn't, I couldn't stand in front of people, I couldn´t say what I wanted to say but after LSP, that programme changed, teaching me.

The quotes above show that LSP has been a motivational factor for the peer educators when it comes to fears like talking and presenting in front of a group. The responses indicate that the training has improved the respondents' self-confidence and belief in themselves. The analysis also shows that LSP has a positive impact on the peer educators' motivation. Many of them say that the programme has been motivating and encouraging in several ways. Furthermore, the respondents state that leadership and other topics brought up in the programme have inspired them to continue with their training:

Every session motivated me and changed my life in so many different ways. I used to think negative thoughts and say to myself: I´m weak less, but now I know that I am grateful.

I feel good, I have changed from what I was. Now I am someone who is a role-model for others.

Leading has thought me a lot and I wanna go somewhere with it.

You as the peer educator make the decision-making and let the person choose from the options that you have given. Than later on that will be that person's decision. That I want to do.

An overview of the core category *Participating in LSP being empowering* shows that involvement in LSP affects the respondents' well-being in a positive way. This is of major importance for the purpose of this study and actually shows that the peer educators have been empowered by the training given to them; at least LSP has had an important impact on the peer educators' view of life.

5.2 Participating in LSP Increases Own Learning and Development as Peer educator

This core category shows the importance of LSP teaching the respondents to act as peer educators. The categories are named; *Increasing communicatory skills, Gaining problem-solving skills, Learning how to behave, Increasing of leadership skills, Increasing of self-consciousness* and *Learning about a healthy sexual behaviour*. The categories demonstrate that the respondents have developed a range of knowledge and skills that they argue is

important when being a role-model, a peer educator. The analysis shows that the most common skills that the peer educators developed throughout the training are how to communicate with support, assist and facilitate for others when having a problem. According to the respondents the gaining of problem-solving skills is repeated several times in the data and therefore can be considered an important part of peer education. The problem-solving strategy is simply described as consulting, coaching and offering solutions when a peer is facing a problem. The results indicate that LSP has taught the peer educators useful skills and practical knowledge. Here are two examples of how the respondents still use their knowledge from the programme despite of LSP being ended:

> *They teach me, like, more about how to be a leader from others and how to keep myself communicated. Now, like, I can even advice others when they have problems, because of Leadership South.*

> *They gave us a training of how to solve a problem or how to council someone, they give us how to solve a problem and I still using those things.*

Another important leadership skill is to treat people equally and to respect their different opinions. The involvement in LSP has given the peer educators a broader way of thinking and understanding other people´s interests and views of life; it has also taught them to share their stories to support others. Many of the respondents state that they have gained understanding about others and that encouraging others has increased their self-consciousness. In LSP the peer educators have been taught how to handle different situations and support their peers. Caring for others has also resulted in strengthened belief in their own ability. Supporting and consulting others is a "win-win" situation for the peer educators since it empowers them through, as quoted by the respondents:

> *Making smart decisions and not only guiding others but to also improve my own abilities by considering other´s opinions with respect and honour.*

> *Peer education and peer counselling have given me a broader way of thinking, listening, giving and receiving information to others. Until now I can guarantee that I can offer a good leadership.*

> *Being able to hand out hand out information, ability to take information and accept it as it is. Forming an example toward others and not forcing them to follow you, but make them believe in your ability and their own abilities.*

I do make sure that I involve myself with different people so that I can be able to understand them, not to end up judging them ´couse, like, when people don't know you they start to judge you so like, I try to put myself in a level that they will understand me and I will understand them.

Besides these behavioural skills LSP also teaches the peers life skills where the main focus is the HIV/AIDS issue. All respondents mentioned the importance of sharing information about healthy sexual behaviour as well as a trying to prevent the spread of diseases. In LSP the peer educators especially learn to deal with sex and HIV/AIDS as part of their life skills training. The peer educators showed great interest in and knowledge about the HIV/AIDS issue linked to LSP:

If I get something on LSP, like, about HIV, yes, I do share them whit my class and debate about that.

I like to know everything like, especially HIV I wanted to be mostly involved in HIV tell people how to like, not get infected by HIV because I´ve seen how South Africa struggle with HIV and I wanted to make change, that was, that's what I tell myself when I go to this organisations, like I tell myself that I want to make change.

I´ve been the part of the L.S.P and I´ve been teaching my peers about HIV and AIDS and telling them that sex is not a right thing to do till you get married.

The results in this core category, *Participating in LSP increasing own learning and development as peer educator,* show that the peer educators in this study have increased their learning and development according to LSP's definition of leadership. The data shows that the participation in LSP is taken with maturity and willingness to learn and develop skills and knowledge.

5.3 Strategies and Actions for Empowering Others

The last core category that appeared in the data is S*trategies and actions for empowering others* which include the following categories: *Acting when being peer educator, Actions for being a good role-model, Motivation as empowering action, Encouragement as empowering action, Sharing as empowering action* and *LSP being life changing.* The aim of LSP's work is to train peer educators in sharing experiences and transferring skills and knowledge to others with the overall mission of improving the community. According to the analysis the informants performed their mission with great seriousness. When acting as a peer educator, setting an example, listening to and offering guidance to others are seen as the most important

actions. These quotes exemplify the respondents' interest in sharing ideas, views and information as an outcome of joining LSP:

> *Leadership south programme is all about learning your peers about learning other people sharing ideas with them, sharing information with them and make that they do get the information and they are also sharing with others.*

> *The thing, the nicest thing, you never see me sitting alone or something I always try to sit in groups with other people. I always try to involve myself in other things so I share my skills okay, I do, I do most talking, don't just talk, I talk about a lot of things that other people are talking about.*

> *I feel good because teaching children and they will always grow up with that thing. And maybe they will pass it over.*

Transferring of skills linked to motivation is the main mission for the peer educators and motivating others is of major importance in the role as a peer educator. To inspire and affect others the peer educators have to act in a good and respectful way so that others can follow. They receive training in how to support and encourage others to make them feel confident. Many of the peer educators say that they motivate others in the same way they themselves have been motivated by family, friends and teachers. Others motivate their peers through sharing their own mistakes. Below follow some thoughts about how to motivate others:

> *I think motivation is like giving someone the power to do what they like to do. Not exactly giving them the power but making them feel confident about what they want to do and supporting them, yeah.*

> *Well it becomes hard if I don't know that person but to motivate others, I always try to motivate a person, even if I don't know what to say, like, even if that person doesn't know where to go or is feeling down or something I always try to tell him. "Now, It will be okay!" But sometimes I feel like "Okay, what am I saying to this person? Did I scared him?" But then I usually comes around. I always, I don't like, talking negatively so I always try to bring the positive side to something.*

> *Like to motivate people because I don't wanna see them go the wrong way I have been. That's why I motivate people to go, to do right things, I don't want them to do the wrong that I´ve done.*

The last category, *LSP being life changing*, is of major relevance to this research and according to the data LSP has influenced and changed many respondents' lives. Some young

adults have joined the programme and thereby got a broader view on leadership and peer education. Others have changed their views and preconceptions about others and some regard LSP as a turning point in their lives. Regardless of the respondent's background LSP has acted as a helping hand and has supported and empowered young adults who now can share their peer educator skills among others:

> *Being a leader has made me realize how much precious life is. Since I´ve been in the leading phase I have learned a lot about life and the challenges that it brings/has for us. I have met so many people with similar stories like mine, abuse, the drinking of parents and other problems that we as the youth face. So being a leader boosts myself image, self-esteem.*

> *I've been, like, doing bad things and want life to change me. I think the programme is about how to change and showing how to be yourself.*

> *I feel good because I helping other people who can´t help themselves.*

5.4 Summary

Results show that training provided by LSP has a positive impact on the peer educators in our study. The programme is inspiring and encouraging for the individuals which in turn share their knowledge with peers, family and others in the community. Throughout the data there has been many indicators showing that LSP has a positive impact on the respondents. The overarching theme is to share and spread skills and knowledge which affect the peer educators as well as having an impact on how they reason about life and their future. These quotes demonstrate that LSP gives the young adults a solid foundation to start from on their journey of life:

> *As a peer educator we learn so much and experience lot of things about life. Peer education is a very nice and good programme to join as a teenager. I've learn that if you do have information you need to share it with other people, you need to be open with others and always tell the truth.*

> *When you motivate someone it is when you tell her how important life is, or how important the future is. What the future holds for you, yes.*

5.5 Perceived Outcomes of Participating in LSP

Table 1: Showing the coding process

Codes	Categories in %[7]	Core categories
Telling myself I'm gonna make it	Strengthening feeling of own ability 90%	Participating in LSP is empowering
LSP giving me a stronger self-esteem		
Programme being motivating	Strengthening motivation 30%	
Having power to continue with training		
I´m now used to talk in front of people	Overcoming fears 95%	
Do things you first were afraid of		
LSP makes me feel good	Strengthening well-being 100%	
Affecting my life in a good way		
Encouraging others-feel strength inside	Increasing meaningfulness 60%	
Result of own motivation is motivating		
I learned how to communicate	Increasing communicatory skills 100%	Participating in LSP increases own learning and development as peer educator
Learn a lot about how to support people		
Now I can assist people with problems	Gaining problem-solving skills 70%	
Knowing how to handle hard situations		
Learning to deal with sex & HIV/AIDS	Learning about a healthy sexual behaviour 80%	
Learning about life skills & human body		
Learning how to facilitate & lead	Increasing of leadership skills 85%	
I can handle sessions & help my peers		
Has given me a broader way of thinking	Increasing of self-consciousness 25%	
Understand and learn more about myself		
Learned how to respect people	Learning how to behave 40%	
Treating people equally, not judging		
Listening to others points of views	Acting when being peer educator 90%	Strategies and actions for empowering others
Advising decision-making & prob. solving		
Inspiring & affecting others	Actions for being a good role-model 45%	
Sharing leading skills-being good example		
Support & make someone feel confident	Motivation as empowering action 80%	
Motivating by comforting when failed		
Make others believe in their own ability	Encouragement as empowering action 80%	
Telling to focus & don't give up		
Sharing info with people in community	Sharing as empowering action 100%	
Sharing skills-talking, showing in actions		
LSP really changed who I am	LSP being life changing 30%	
Helped me quit drugs & gangsterism		

[7] Numbers showing roughly how many respondents mentioning each category in percentage

6. Discussions

This is where the methods and results of this research will be analysed and discussed. Introductory, the GT process is analysed and a discussion about the methods for collecting the data is presented. Thereafter follows a discussion of the validity and usefulness of the grounded theory generated in this research. Also, a discussion of the results, and how they relate to earlier studies and theories within the field, will be presented. Finally, a discussion about the relevance of this research for future work in the peer education field in South Africa is presented.

6.1 Discussion About the Methods

The choice of GT was made because of the unknown context and because it seemed like a suitable method for this study. GT enabled exploring the field without any previous knowledge, which is of major relevance when performing a GT study (Charmaz, 2006). The flexibility of GT and several options for data collection also suited this research, especially since the conditions in the townships and among the young adults change from day to day. The data collection started immediately upon arrival in Cape Town because of the time limitation of the study, which also is one of the criteria to perform a GT study. Due to the circumstances GT's was an excellent choice of method for this research. It has been a challenging journey though. The many steps of coding data in the analysis were quite complicated and time consuming. Charmaz (2006) points out that once the researcher get to know the method it becomes easier which is understandable. Even though both books and supervision were provided throughout the study obstacles appeared blocking the advancement of the analysing process. This might be a common feeling for first time users of GT since there are a lot of guidelines to consider in the many interpretations of the method. According to Glaser's (1998) version of GT he states that no recording is necessary because the researcher keeps in mind the most important occurrences. First time users of GT can hardly remember all important things without interpreting the process throughout the research, especially not in a brand new context, like this study. This is why Charmaz' (2006) interpretation of GT is used in this research and why the interviews were recorded and thereafter transcribed. The reason for recording the interviews was the limited time of nine weeks in the field. The strategy was to gather as much information as possible during the stay in Cape Town. This ended up in returning to Sweden with a lot of data not relevant for this research. The material was later sorted and big selections were necessary when coding the data because the amount was too large and wide for this study. A lesson learned from this

study is that GT is most suitable for long term studies where the field is explored back and forth and the researcher is given more time for reflection upon the findings.

The data collection exceeded the expectations since there were uncertainties regarding which method to use. In the data collection phase of GT it is not of major importance that everything is under control (Charmaz, 2006; Glaser & Strauss, 1967) and this flexibility suited this study. After consulting with the supervisor and contact person the data collection was conducted according to schedule. The open-ended questionnaires and qualitative interviews, were both very informative and a good way for answering to the purpose of this study. Even though the data collection went smoothly it can be constructively criticised and discussed. First of all, the selection of the respondents cannot consider being representative for the peer educators of LSP which a randomly selected group of respondents would have strengthened. The strategy of using a gatekeeper for finding the respondents was chosen because it was effective. This selection of the respondents is supported by Denscombe (2009) who argues that a researcher must take into consideration all resources like assistance, transportation, time and budget to fulfil the study.

The first phase of data collection, the open-ended questionnaire, was a good complement to the following individual interview. The respondents had the chance to express themselves in both writing and speaking which felt appreciated. Different methods of collecting data strengthen the study (Charmaz, 2006). Unfortunately the time to fill in the questionnaire was not enough for everyone and therefore some of the respondents took the questionnaire home to complete it. Every distributed questionnaire, except one, was handed back which also gave an indication of the relevance of this study.

The second phase of data collection was also successful after improving the interview guide during the pilots. Some interviews were richer than others but overall it was good, a feeling that followed through the whole research. The overall aim of the meetings was to make the peer educators feel comfortable and understand their experiences from their point of view. The meetings were held in a relaxed and informal way. The interviewer's role is to encourage and act interested in the respondent's story to get an honest and true picture (Charmaz, 2006). A weakness during the interviews was the limitation of time. The interviews were conducted during three hectic weeks, because the school ended in the beginning of December. Getting hold of respondents would be much more complicated after the school ending. This affected the chances of reflecting as much as we hoped to during the data collection.

The introductory meeting and half of the qualitative interviews were held in different schools where the respondents are all well settled and comfortable. This might have contributed to the open and relaxed atmosphere during the data collection. According to Charmaz (2006) it is essential to make the respondents feel confident since this affects the rest of the study. The fact that the data collection were done on school property may also have influenced the response rate because it gave the research authority. Some thought that the research was performed by LSP which may also have impacted the interest of participating, since LSP seems to have a good reputation. Our ethnic origin may also have affected the verity since some seemed to believe that we planned to start a new program. We made sure, several times, to clarify the nature of the study, that we were students aiming to gather data for this thesis and tried our best to eliminate possible biases. Glaser and Strauss stated that: *"it does not take a genius to generate a useful grounded theory"* (1967, p. 11). The most important quality is genuine interest and curiosity from the researcher (Charmaz, 2006). This was easy when coming from a different context. We believe this had a positive impact on the data collection as well as being a reason for using GT as a method. Having this genuine interest in the field of this study helped getting a rich and vivid material as a basis for analysing according to the guidelines, advices and perspectives that a researcher using the GT is given (Charmaz, 2006; Glaser & Strauss, 1967).

The verification in a GT study is not of major relevance since a theory generated from data is grounded and therefore verified several times through the comparison with data and memos in each step of the process (Glaser, 1998). Strauss, on the other hand, focuses more on evidence aspects of GT which separate the originators. This study goes between these two opinions and, like Charmaz (2006), considers the credibility and quality of the study by critically reflect on the chosen methods. During the data collection it is of major importance that the researcher measures what he/she claims to investigate. This is known as validity which ensures quality and credibility of the study. The quality and trustworthiness may be increased by using several methods of data collection (Charmaz, 2006). Two different methods of data collection was used which means that the validity of this study might considered to be high. The trustworthiness of this research might have been affected by the demand of remaining completely open minded with no preconceived thoughts and values (Charmaz, 2006; Glaser, 1998). The researcher is a part of the field that he/she investigates and forms the study together with the respondents Charmaz (2006).

6.2 Discussion About the Results

For reaching the purpose of this research an analysis, of the respondents' perceived self-empowerment and their perceptions about their own learning and development as peer educators, was made. The gathered data made it possible for this analysis to be done. Self-empowerment is similar to what Zimmerman et al. (1992) calls PE. When reading about how PE can be conceptualized there is to be found that it contains some general components. In the most general case these are the intrapersonal-, interactional- and behavioural- components (Zimmerman et al., 1992). The data in this research has captured most of these components and these are expressed in codes and categories in Table 1, page 33.

The first component, the intrapersonal, concerns the individual's motivation and perceived competence. Thoughts about his/her own capacity to affect or make a change in the systems of importance for the individual (Zimmerman et al., 1992). This study's findings show that LSP gives both motivation and competences for the peer educators. Because they refer to the peer education as giving them an increased motivation, a stronger self-esteem, ways' for overcoming their fears, competence to act respectfully and an increased meaningfulness (Table 1, p. 33). The intrapersonal component also contains the individuals beliefs of own capacity for changing systems affecting oneself. We state that, since our target group is young adults, this might not be as easy to pin down when being in this kind of interview situation. Being in an environment highly marked by injustice and inequities might have negative effects on the own capacity and believes, that changing of community and system of importance, is possible. Even if participation in LSP has positive effects on the peer educators' feelings of own ability and self-esteem this might not have been related to the capacity of change on a community level, but more on an individual and group level.

The second factor of PE, as defined by Zimmerman et al. (1992), is the interactional component which includes development of decision-making and problem-solving skills for an active engagement in the community. The result shows that there is an increase in communication and leadership skills among the peer educators. As well as a perceived feeling of gaining problem-solving skills and learning about healthy sexual behaviour as results of participation in LSP (Table 1). This might not be as clearly referred to as generating a more active engagement in the surrounding environment and community. The result clearly shows that LSP succeeds in the developing of decision-making and problem-solving skills among many of the peer educators, even if not all of them share this belief the majority still does. This might be because of the programme's peer educatory nature mainly focusing in the

sharing of skills between peers as well as others in their community. Peer education programmes, like LSP, are appropriate for providing a programme with empowering and health promoting outcomes (Ebreo et al., 2002; Ochieng, 2003). When it comes to providing young adults with competence regarding a healthy sexual behaviour, as an HIV/AIDS preventing effort, peer education is a successful strategy (Campbell & Mac Phail, 2002; Visser, 2007). This study shows that the use of peer educators seems to be an effective way of working for creating competence useful for facilitating peers and for generating a sustainable attitude towards the HIV/AIDS epidemic. It also shows that peer education, in this particular context and when performed in this way, strengthens the interactional component described in PE.

The behavioural component is the third and final and refers to the individual participation in organisations and activities that one makes for influencing his/her environment (Zimmerman et al., 1992). Since the data in this research is entirely generated from peer educators who have been involved in LSP they have categorically met this behavioural component and show a will and interest to work for a better situation in the community. Participation like this will assist in PE (Zimmerman et al., 1992; Oladipo, 2009). This finding address the importance of the work carried out by NGOs' and other organisations like LSP in the vulnerable areas of the world. Oladipo (2009) states that PE is the beginning for a positive spiral that will result in a developing community.

The theorists guiding the methods of this study match well with the results. This study aimed at describing the peer educators' strategies for empowering their peers. A strategy that most often takes shape as an approach on how to act as a peer educator when sharing skills and thoughts among others. This study also describes how young adults acts when being role-models and peer educators as well as how motivation, encouragement and sharing all can be empowering actions (Table 1, p. 33). When the peer educators discuss the competences and skills they have developed for empowering others, similarities can be found with theories described in PE. We believe that this individual based empowerment comes first and if you are, in some way, "empowered" yourself you are more likely to take the step and act as a peer educator for others. When a learner chooses to participate in LSP he/she has already reached a certain level of self-empowerment. This sharing of skills therefore comes as something quite naturally. Practicing and guidance is needed for becoming a capable peer educator but it appeared to be provided by the facilitators and employees of LSP until funding outs.

7. Conclusion

This is the final chapter where a short discussion and a common conclusion are presented. How this study has answered to the purpose and the research questions in a reflecting manner.

The purpose of this study was to describe if the peer educators' experiences from the training provided by LSP contributed to a perceived feeling of empowerment for them. We believe the purpose, as well as the research questions, has been answered and that the essence of what was stated in the data has been extracted.

Many HIV/AIDS peer education programmes have been used for delivering information and training to young adults but few researchers have studied the impact on the peer educators themselves (Ebreo et al., 2002). This study contributed to this part of the more unexplored field of PE. This study points to the need for more research on programmes like LSP. It is meaningful and of major relevance to focus on young adults as the results show that the peer educators have been empowered by the training given to them. The study also shows that being a peer educator in LSP has positive effects on the individual and his/her peers, which in turn may have positive impacts on the community, promoting health and well-being. Working with peer educators in the way that LSP do, focusing on resources and positive factors when planning and implementing interventions aimed at health and well-being seems to be a successful and important way to empower the young adults in Cape Town.

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Appendix 1: Open-ended Questionnaire

Considering your ideas and experience of leadership...

- What is your understanding of leadership?
- What's your story – your experience of leadership in the past until now?
- What do you want – your ideas about your leadership roles in the future?
- How will you get there – what support and training do your need for your future leadership roles?

Considering your ideas and experience of participation...

- What is your understanding of participation?
- What's your story – your experience of participation in the past until now?
- What do you want – your ideas about your participation roles in the future?
- How will you get there – what support and training do your need for your future participation roles?

Considering your ideas and experience of motivation...

- What is your understanding of motivation?
- What's your story – your experience of motivation in the past until now?
- What do you want – what do you think will motivate you in your future roles a few years from now?
- How will you get there – what do you need to stay motivated on your journey toward your future roles?

Considering your personal skills and education...

- What do you understand by personal skills and education?
- What's your story – skills and education you have acquired in the past until now?
- What do you want – skills and education you want to acquire in the future?
- How will you get there – how will you acquire these skills and education?

Please draw a picture (to the best of your ability) of your house and family…

Personal and Contact Information...

Name: Surname:

Sex: Age:

Grade: School / College:

Identity number:

Workplace:

Phone numbers:

Address:

E-mail:

What date and place will work for you for a follow-up interview?

Describe your home and family situation in your own words:

What would you like to ask about us?

I agree to the following – that this information will be treated with complete confidentiality and my name will not be published and I will remain anonymous and a copy of this document will be handed back to me for my own use and future guidance.

Print name	**Signature**	**Date**
_____	_____	_____

Appendix 2: Interview Guide

Considering your ideas and experience of leadership...

- Understanding of leadership
- Experience of leadership in the past until now
- Ideas about your leadership roles in the future
- Support and training needed for future leadership roles

Considering your ideas and experience of participation...

- Understanding of participation
- Experience of participation in the past until now
- Ideas about your participation roles in the future
- Support and training for future participating

Considering your ideas and experience of motivation...

- Understanding of motivation
- Experience of motivation in the past until now
- Motivation for your future roles a few years from now
- Stay motivated towards future roles

Considering your personal skills and education...

- Understanding of personal skills and education
- Skills and education acquired in the past until now
- Skills and education you want to acquire in the future
- How to acquire these skills and education

Considering your community…

- Visions for community in future
- Community participating
- Actions for getting there

Appendix 3: Consent and Indemnity Form

University West (Sweden) Minor Field Study is a two-step study which contains one open-ended questionnaire and one interview. We are studying Health Science with specialization in Health Promotion at University West in Sweden. The data we collect will be used to report on how young adults respond to leadership training and how it affects their future goals. The information will be treated with complete confidentiality and no names will be published in the thesis.

While the greatest care is taken to ensure safety and well-being, during the interview process, no liability can be accepted in the event of accidents, loss or injury. Accordingly, each participant, and their parent or legal guardian if under 18, is required to sign this indemnity form:

INDEMNITY

I hereby agree to participate in the research
…….

If under 18 I'll need parent or legal guardians signature:
…….

PHOTO/RECORDING

I further grant the **University West (Sweden) Minor Field Study** research the right to use, reproduce, assign and distribute photographs, films and sound recordings of the participant for use in materials they may create.

Participants
Name and Signature: _____ _____

If under 18
Parent or Legal Guardians
Name and Signature: _____ _____

As witness
Name and Signature: _____ _____

Kind regards

Josefine Johansson ……
072 031 3823

Mikael Andersson …….
072 031 2736