



# SAPS Peer Education Programme

## Situational Assessment Report

May 2010



## Executive Summary

The situational assessment of the South African Police Service (SAPS) peer education (PE) programme forms part of a broader strategy based on a long-standing partnership between SAPS and the Centre for the Support of Peer Education (CSPE). The goal of that strategy is to improve and reinvigorate the SAPS peer education programme.

This is a report of a pilot study in Gauteng Province that has 3 phases: 1) Rapid appraisal and situational analysis consisting of a questionnaire and scoping meetings; 2) A re-strategising and scoping of the approach to PE within SAPS; and 3) A pilot of a revised approach including M&E in 6 selected sites in Gauteng. This report summarizes Phase 1.

The objective of the questionnaire was to ascertain the current level of effort and management of activities conducted by PEs, and to establish insights into management and reporting structures, capabilities and trainings, and felt needs. Of the questionnaires distributed in all 10 Clusters, 219 responses were returned from 91 sites. In cases where there was an inadequate response from a specific Cluster, these Clusters were excluded in order to ensure overall data integrity. The study was both qualitative and quantitative and covered a broad range of issues. It asked about whether there were clear objectives for PE; perceptions of leadership; PE infrastructure; and the attitudes of peer educators themselves. It also invited respondents to address additional issues through open-ended questions.

In developing the survey CSPE attempted to identify the relevant drivers that would allow the SAPS PE programme to achieve optimal efficacy. Possible contributing factors were arrived at through discussions with managers both nationally and provincially, as well as from the literature on organizational development and peer education, and CSPE's extensive experience. Any important factors can of course be expected to interact with others; for example, leadership support and a clear sense of the roles and responsibilities of peer educators can be viewed together in order to produce a more composite picture.

Although limited to one province and only measuring the perceptions of peer educators, the survey results clearly demonstrate that the SAPS PE programme is operating at a sub-optimal level. Throughout this report there are constant references to a disconnect between management and peer educators. SAPS leadership at cluster and station levels is often seen as indifferent or even hostile to the programme (though it does not follow that leadership would be indifferent to an improved programme considered to be effective or promising). Many peer educators are driven by a spirit of volunteerism and are passionate about the impact they can have in the lives of others. However, they feel that their work is constrained by a lack of resources, recognition of the programme, and an operational structure that would give rigour and a sense of professionalism to PE. The result of this perceived disconnect is that peer educators feel de-motivated and report a high level of attrition among their ranks. To some extent this one-sided perspective is to be expected, but as national leadership suspected when it undertook this collaboration with CSPE, there is sufficient data to warrant a broader examination of peer education practices within SAPS, and the level and quality of support for the programme at the station and cluster level.

Almost 70% of stations reported that they have a PE coordinator and half claimed that they have an active programme in place. The findings indicate that having a peer educator coordinator at a station has a positive impact on the level of PE activity at that station. As would be expected, a crucial component of an effective PE programme – repeatedly highlighted in the Scoping meetings that were held subsequent to the survey – is the support the programme receives from station and Cluster leadership.

The survey explored the number of peer educators at station level, and the ratio of these to the number of staff at that station. These are important considerations, but conclusions about optimal ratios, and the relationship between ratios and both support for the programme within a station, and effectiveness of the programme with respect to behavioural impact, are not easily drawn. Most of the stations for which we have data have fewer than 50 employees, and 75% of these stations have 1-3 peer educators. There is an enormous difference between three peer educators for 50 staff, and a single isolated peer educator; regrettably our survey results do not enable us to distinguish. For a station of 50 staff or less, a team of 3 active peer educators is probably sufficient if other conditions are met (though usually to secure 3 peer educators who will be active and effective at any one time, a cadre of 4-5 needs to be recruited and trained). The relationship between size and quality is difficult to summarize, and is closely related to goals and activities. The fundamental goal is a cadre small enough to be motivated, well-supervised and managed, and busy rather than bored and inactive.

On being asked to rate the programme, half of all respondents indicated that the SAPS PE programme is in need of assistance. Only 19% felt that the programme was very effective and 17% felt that the programme was somewhat effective. Only 4% of respondents claimed that the programme was not at all effective.

Compared with other Clusters, Cluster 5 was more positive and enthusiastic about the existing SAPS PE programme on a variety of questions. It also had an astonishing response rate of 96%. It is likely that the same finding explains both of these: Three quarters of Cluster 5 peer educators have served for 6 months or less. They are new, highly motivated and enthusiastic, and have not yet experienced some of the frustration and lack of direction other peer educators report in due course. In a way, the Cluster 5 response suggests how peer educators feel when they first engage with the programme. Overall, more than a third of peer educators have only been employed in this position for under six months. The question is, what might enable them to feel as positive and productive after they have been active for a year or more? Consistent with this profile, the data suggests a fairly high attrition rate among peer educators, with only 11% remaining in the programme for five years or more.

While respondents see PE as a valuable component of social services within SAPS, they believe SAPS needs to provide enhanced support and guidance in a number of areas. These include coping with stress, drugs and alcohol; HIV treatment, care, support and referral; increasing the effectiveness of prevention strategies and behavioural change; obtaining a greater understanding of HIV and the law; attitudes within SAPS towards HIV and HIV positive people and impact of HIV on staff. All of these may be summarized by saying there is a strongly felt need for updated information on HIV and current strategies.

In the section dealing with the recruitment, training and retention of peer educators, the majority

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(59%) report having volunteered for this work. However, the motivation of peer educators is complex and cyclical, and it is a mistake to simplify it as a matter of individual passion and commitment. Most peer educators in almost all programmes are volunteers, and research indicates that they are often people who are activists in their communities and churches who engage with the struggle against AIDS and other health and social issues in all of their spheres of activity. However, it is clear that not all good peer educators are volunteers in the purest sense; many become peer educators because they are asked to do so by peers or supervisors because of qualities observed. It is a mistake to believe that unless a peer educator volunteers from her own passion and commitment, she will not be effective. It is also likely that considering the passion of a volunteer as a firm criterion for PE recruitment contributes to the absence of ranking uniformed officers and others who do not volunteer, and seriously weakens the programme.

At the same time, the passion and enthusiasm for PE may be an inner trait of individuals at the time of recruitment and first training, but it is either systematically supported or depleted in those individuals depending on the structure and quality of the programme. For the most part, a focus on “motivation” is a way of displacing responsibility for the success of a programme on individuals rather than on systems and structures. Selecting the “right” peer educators is considerably more complicated than asking for volunteers, and maintaining their active enthusiasm over time has less to do with how passionate they were at the outset than with what they encounter once they begin.

For example, although most peer educators have had prior training of varying duration, one of our most significant findings is that a shocking 48% of respondents indicated that they never received any in-service or refresher training. Although the peer educators feel competent in the area of HIV, the research found there is a pronounced need for additional training: Less than half the peer educators feel that they have the skills needed to be effective within their environment. The lack of in-service or refresher training needs to be considered as well in conjunction with the findings above concerning the many substantive areas in which peer educators feel further attention by SAPS is warranted. Many things might contribute to, and also follow from, greater levels of perceived competence in a higher percentage of SAPS peer educators, including a substantially different overall strategy for PE, an appropriately different training methodology, and more interest and support among station and cluster leadership.

Peer education activities seem to fall into two broad categories. The majority of time is allocated to the provision of condoms, the promotion of VCT and the coordination of awareness campaigns. PEs spend considerably less time conducting group discussions, facilitating face-to-face encounters, and providing counselling and support. Given the evidence on peer education, and CSPE’s approach to it, the strong implication is that there is a need to make and evaluate major changes in goals, role definition, and training. The process of doing so in selected pilot stations should involve consultation with station leadership as well as peer educators.

Of the 159 who responded to the question on how many hours were dedicated to peer education, 72% indicated that they spend less than two hours per month. The research also shows that, generally, SAPS’ participation in HIV and AIDS activities is relatively low. Minimal effort together with low participation means that it is difficult (in Gauteng at least) to have a tangible impact on employees. It comes as no surprise, then, that almost half of respondents (44%) claim there is no clear reporting system in place and 42% of all peer educators never report on their activities. The portrait that emerges from these data is that of a cadre of peer educators that has too little to do, much of it unrewarding and not seen as especially effective, with poor response from the target

audience and no one in supervisory or planning roles who cares how much and how well the PEs are working.

An insight into the constraints felt by peer educators themselves is revealed in the section that explores their attitudes and opinions. Although 95% had no difficulty in discussing sex with their peers, only 40% were comfortable discussing homosexuality and 44% discussing transactional sex. The most important attitudinal insights concern peer educators' attitude towards the programme itself. Half of the respondents are committed to the programme and will continue working even if no improvements are made – but it must be kept in mind that many of these are new to the programme. However, almost a third of peer educators stated that they would be committed provided real improvements were made. The dissatisfaction voiced by peer educators – as mentioned above – largely centres on the perception that peer education is not taken seriously, nor does leadership support it sufficiently, especially at the level of station Commanders.

It is perhaps noteworthy that 68% of those surveyed provided either no response, or an unusable irrelevant one, to the open-ended section on the strengths of the programme. There was a comparably low response to the section on the challenges confronting the programme.

### Conclusion

SAPS still has a substantial and enthusiastic body of peer educators, many with considerable experience. Their experience, however, may be a double-edged sword; for some veteran peer educators it may be difficult to adjust to a changed programme with different goals, emphasized activities, and reporting requirements. A substantial proportion of peer educators are new to the programme, but both new and experienced peer educators need more training and structure; better articulated goals, probably reflecting a different set of outcomes and activities; and the support and encouragement to spend more time on peer education activities.

CSPE's strong impression from the leadership workshops we conducted in all nine provinces in 2009 is that building upon the existing programme is similarly double-edged. Station and cluster support for the programme has been uneven and inconsistent, undoubtedly both cause and consequence of sub-optimal operations and impact. Ranking uniformed officers have rarely been peer educators. Nevertheless, it is our opinion that in some provinces, clusters, and stations, leadership feels the need for improved prevention and support for personnel, believes they themselves must play a role, and is hopeful that a re-vamped peer education programme can contribute.

Re-invigorating the SAPS PE programme means ensuring a strong PE cadre at every station. We consider "strength" to derive from the interaction between 4 highly inter-related factors:

- **System support and value:** Advocacy for the programme at the national level, accompanied by a clear commitment of effort and resources to re-invigorate the programme, should combine with support at the level of the selected pilot stations. In addition, follow-up to the national process of 2009 leadership workshops should be developed to keep SAPS more broadly engaged in the re-invigoration process.
- **Clear goals and appropriate activities:** The principal goals and functions of SAPS peer educators need to be reconsidered and changed. They should be encouraged and supported to spend more time in a greater variety of roles.

- **Effective management and supervision:** Stations selected for the pilot should engage in appropriate advocacy and planning with leadership, such that the new goals, structures and activities to be tested are seen as more rigorous, promising, and supportable. This includes a renewed commitment to sound monitoring and evaluation.
- **Improved and sustained training:** In the selected stations of the Gauteng pilot, a practical plan for enhanced and targeted PE training should be developed and implemented.

It must be noted that, because of the conclusion of CSPE's direct PEPFAR support, continuing assistance from CSPE must be contracted for by SAPS or funded by a donor interested in assisting SAG prevention initiatives.

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## **1 INTRODUCTION**

SAPS initiated an HIV/AIDS focused peer education programme in 1994, but over time it has come to feel its programme should be doing more to prevent and mitigate HIV/AIDS and other threats to the health of its members and their families. SAPS approached CSPE some years ago seeking help to improve and better integrate its peer education programme into the daily operations of this huge and complex system.

A national exploratory meeting was held in Port Elizabeth in 2005. For some time thereafter progress was delayed by SAPS reorganisation and other priorities and initiatives were sporadic. However, in 2008 the National office, in collaboration with the Gauteng provincial office -- acting as a pilot site -- approved a four-phase pilot strategy and a national advocacy process. And both of these are meeting with encouraging signs from line staff at all levels.

By the end of November 2008, CSPE had conducted advocacy meetings with leadership at each of the five pilot sites selected by SAPS in Gauteng – Pretoria, West and East Rand, Vaal and Soweto Clusters. A total of 283 peer educators and other stakeholders attended these day-long meetings organised by the Gauteng HIV and AIDS Manager, Senior Superintendent Linky Ramonwana. These meetings provided a wealth of information about what is working well, and what needs improvement, in the SAPS peer education programme. For the second phase in the Gauteng pilot, a questionnaire for current SAPS peer educators was developed and tested in April 2009, and approved by the Human Subjects Committee at the Harvard School of Public Health. It has been administered to several hundred peer educators in Gauteng to form a solid baseline for peer education activities. The survey was supplemented by a series of scoping meetings which took place after the survey and served to provide additional information and recommendations which could be fed into the final peer education strategy.

Phase Three will involve intensive planning, recruitment and training of peer educators and supervisors in the pilot sites when the baseline data has been collected. Training will also update peer educators and assist in changing roles. Phase Four will entail ongoing technical assistance and support to the implementation of these strategies, as well as strong M&E to enable us to document inputs, outputs, and outcomes and evaluate the improvement process overall.

Meanwhile, the National office has become increasingly committed to encouraging and securing the buy-in of SAPS leadership as a prerequisite to programme success. In May 2009, CSPE began to facilitate two-day advocacy workshops that engaged about 200 senior managers – including Commissioners, Directors, Senior Superintendents and Superintendents, and Station managers – across the country. For many in SAPS leadership, it was the first time they have taken a dedicated and insightful look at their peer education programme; it was also the first time they have spent this much time understanding the pandemic and the role they themselves must play to fight it.

## **2 BACKGROUND**

The situational assessment of the South African police service (SAPS) peer education programme forms part of a broader strategy between the SAPS and the Centre for the Support of Peer Education (CSPE). That strategy includes the revaluation and reinvigoration of the peer education programme within the police force and is based on a long-standing partnership between the two organisations.

This is a pilot study that was concentrated specifically on the Gauteng province. Of the questionnaires distributed to all 10 Clusters, 219 responses were returned from 91 sites. In cases where there was an inadequate response from a specific Cluster, these Clusters were ignored in order to ensure overall data integrity. The study was both qualitative and quantitative and covered a broad range on issues from whether there were clear objectives for peer education, perceptions of leadership, peer education infrastructure and the attitudes of peer educators themselves; it also provided ample opportunity for respondents to address additional issues through open-ended questions.

Central to the methodology of the survey was an attempt to identify the relevant drivers that would allow SAPS' peer education programme to achieve optimal efficacy. These contributing factors were arrived at through extensive discussions with managers both nationally and provincially. These factors shaped the questionnaire and the researchers have been interested in exploring the ways that issues could be clustered to produce meaningful findings.

### **3 KEY RESEARCH QUESTIONS**

The rapid survey was conducted to gather information about the current structure and goals of the peer education programme, the types of activities provided by PEs to SAPS officers, levels of training and assessment of in-service training as well as the management and reporting in place. An additional goal of the survey, in Gauteng, was also to review and establish formal information related to PE practice by a self-reported questionnaire instrument. The survey was designed to gather information about reporting and management systems, support to the PEs from the SAPS structures as well as level of comfort in dealing with the broader aspects of HIV and AIDS prevention, care and support and the ability of the PEs to respond to needs of their colleagues and to establish their additional training needs. Anecdotal information on the SAPS programme has identified a number of gaps in the scope of the PE programme and SAPS hopes to have some insights in order to respond and improve their strategy. SAPS hopes to take this process nationally.

SAPS have not had an opportunity to conduct any review of their PE programme since its inception. Nor has there been an analysis on baseline data to begin to establish the benefit of PEs to SAPS. SAPS hopes that this survey will begin to provide some of the more formal strategies required to influence and align a national strategy.

## **4 METHODOLOGY**

### **4.1 INSTRUMENT DEVELOPMENT PROCESS**

The SAPS questionnaire originated from a design by Professor David Dickinson of the Wits Business School who has been instrumental in the research of peer educators operating in the workplace. Although Dickinson's research has a different focus, it provided a rudimentary framework for the survey instrument for the SAPS programme. Consultative meetings with SAPS officials, HSPH and other stakeholders as well as some conceptual insights into how workplace peer education programmes can benefit the workplace contributed to the ultimate design of the instrument. Aspects that SAPS recognised as weak areas were included in sections reporting on management of the programme, initial training and in-service opportunities, as well as reporting systems and PE activities.

The survey instrument was approved through the HSPH ethics committee for use with SAPS.

#### **4.2 INSTRUMENT DISTRIBUTION**

Numerous meetings between CSPE and SAPS determined that the Cluster managers were key to the distribution and collection of the instrument to each cluster. To familiarize the Cluster managers with the research process, CSPE provided an overview of the process at the monthly meeting held at the provincial office. Each Cluster manager was provided with a sample of the instrument. CSPE was given the go-ahead to arrange distribution to each manager at their next meeting, with a date set for collection of completed surveys through the GP provincial office.

Each instrument was placed in a sealed envelope together with an Indemnity form, a letter from CSPE and a signed letter from SAPS endorsing the research. At this meeting CSPE confirmed the survey process, the distribution and collection, and goals of the survey. Each manager was also required to ensure that all the instruments were returned to the provincial office by the due date agreed at the meeting. Cluster managers signed a tracking form detailing their Cluster and how many instruments they received and returned.

#### **4.3 DATA CAPTURE AND CLEANING**

Instruments were returned to the SAPS Gauteng provincial office on the date agreed. A week prior, CSPE called all the Cluster managers to track progress. Not all of the Clusters were ready but promised to meet the submission deadline. Not all the Clusters returned the instruments and therefore an extension was granted. The instruments were collected a week later where CSPE and SAPS agreed this to be final.

CSPE developed a tracking form to record the number of instruments returned and the number of instruments that was completely and correctly filled in.

An MS Access database was developed to capture of data. In developing the database key data quality considerations were taken into account to minimise errors occurring as part of the data capture. A data capturer was trained on the use of the database and captured records were randomly spot checked for accuracy.

In cleaning the data two fields (Rank and Station Name) received changes based on acronyms and spelling to ensure consistency in the analysis process. Cleaning conversions are listed in the MS Excel spreadsheets and are available on request.

#### **4.4 DATA ANALYSIS**

All analysis was conducted using MS Excel and only frequency analysis was conducted for this research. The main functions used included simple logic functions, transformation of numbers to words and words to numbers, pivot tables of varying levels of complexity and the graph functions that serve as a part of MS Excel.

Initial analysis was conducted to identify trends within the data as a whole following from the analysis plan. Several cross tabulations were included in this analysis per the plan and the findings follow in this document.

CSPE requested SAPS to supply an accurate listing of stations within each Cluster in order to analyse aspects of PE practice within clusters. This information was collated with the data obtained through the survey manually and further analysis was conducted to enable a comparison of different Clusters.

The variation in response rates from Clusters was unfortunate as it places limitations on the analysis and conclusions that can be drawn from this study in its relation to the

implementation in different Clusters. While Cluster analyses have been included in this document these analyses must be seen in the light of the variance in the response rates from Clusters. Additionally it is important to note that Clusters 1, 6 and 10 have been omitted from the Cluster analysis due to the low response rates from those Clusters. This in itself is an important finding and further investigation may yield greater clarity.

## 5 SAMPLE INFORMATION

### 5.1 ANALYSIS OF QUALITY AND COMPLETENESS OF RESPONSES

Of a total of 219 instruments received from SAPS, 80% (174) of respondents have completed more than 80% of the instrument, and only 4% of respondents did not complete more than 60% of the instruments. This is positive from the perspective of the research as all instruments have been included in the analysis. A breakdown of the percentage of respondents completing different percentages of the instruments is presented in

**Table 1.**

% COMPLETE	# OF INSTRUMENTS	% OF INSTRUMENTS
<50%	6	2.7%
50-60%	3	1.4%
60-70%	12	5.5%
70-80%	24	11.0%
80-90%	84	38.4%
90-100%	90	41.1%
<b>TOTAL</b>	<b>219</b>	<b>100%</b>

**Table 1: Percentage of respondents to complete instrument**

Respondents completed the questions dealing with programme management and programme implementation more comprehensively than other sections of the instrument as illustrated below in

SECTION OF INSTRUMENT	% OF COMPLETED RESPONSES IN TOTAL FOR ALL RESPONDENTS
Biographical Data	85%
Programme Management	92%
Peer Education	78%
Programme Implementation	91%
Peer Educator Views	84%

**Table 2.** When distributing instruments for self-completion by selected respondents it is usually advisable to focus on quantitative questions, however the final section of the instrument used in this research was primarily qualitative. Responses show that respondents have considered their responses and researchers find that this data will provide valuable input into the current situation and needs of SAPS peer education programme.

SECTION OF INSTRUMENT	% OF COMPLETED RESPONSES IN TOTAL FOR ALL RESPONDENTS
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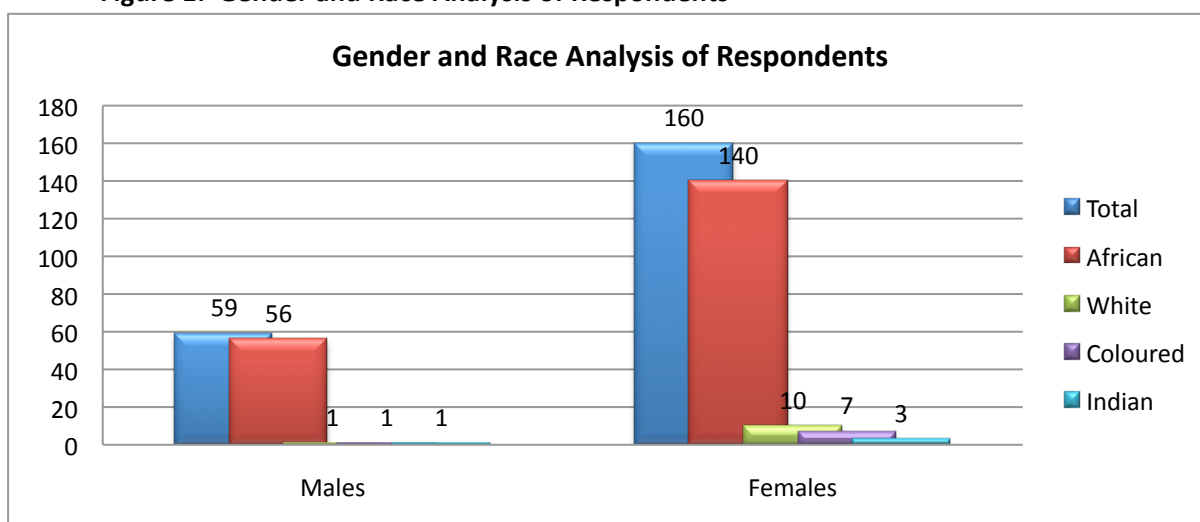
Biographical Data	85%
Programme Management	92%
Peer Education	78%
Programme Implementation	91%
Peer Educator Views	84%

**Table 2: Percentage of responses for each section of the instrument**

**5.2 SAMPLE COMPOSITION**

A total of 219 respondents completed the instrument, of these 73% (160) were female and 27% (59) male. **Figure 1** highlights that the majority of respondents for both males and females were African (196 or 90%), with other racial groupings making up only 10% of the total respondents.

**Figure 1: Gender and Race Analysis of Respondents**



Most respondents fell into the 31 – 40 Year old age group (55.71% or 122), followed by the 41 – 50 year old age group (21% or 46), the 21 – 30 year old age group (18.3% or 40). Only 1 respondent was younger than 20 with the balance of respondents (6) being older than 50.

Respondents represented peer educator respondents from 91 police stations in Clusters 1 to 10 in Gauteng. The greatest numbers of respondents were from Clusters 3, 4, 7, 8 and 9, however the greatest percentage responses were from Clusters 4 and 5 followed by Clusters 2, 7, 3, 8 and 9 as illustrated in **Table 3**.

**Table 3: Cluster breakdown of Respondents**

CLUSTER	# OF RESPONDENTS	TOTAL PE IN CLUSTER	% RESPONDENTS PE
*Cluster 1	10	80	13%
Cluster 2	19	31	61%
Cluster 3	27	70	39%
Cluster 4	38	43	88%
Cluster 5	24	25	96%

*Cluster 6	7	71	10%
Cluster 7	39	96	41%
Cluster 8	27	71	38%
Cluster 9	27	77	35%
*Cluster 10	1		

*\* Clusters omitted from the analysis due to low response rates*

The maximum number of respondents from a station was 7 received from 2 stations, followed by 6 stations with 6 respondents each , 4 Stations with 5 respondents each and 6 stations with 4 respondents each. The balance of respondents was approximately evenly distributed among the remaining 73 stations. Respondents described above are illustrated in the Table 4 below. The full listing of participating stations is included in Appendix A, Table 7 on Page 73.

**Table 4: Number of respondents from each station by Cluster**

STATION NAMES	NO OF RESPONDENTS BY CLUSTER									
	1	2	3	4	5	6	7	8	9	10
Atteridgeville			5							
De Deur									4	
Garankuwa				5						
Honeydew							6			
JHB Central					6					
JHB PERS (Flying Squad)					6					
Loate				5						
Meadowlands								4		
Moroka								6		
Norkem Park		4								
Pretoria Central			7							
Randfontein							6			
Roodepoort							7			
Sophiatown					4					
Springs	4									
Sunnyside				5						
Vosloorus									6	
Wierdabrug			4							

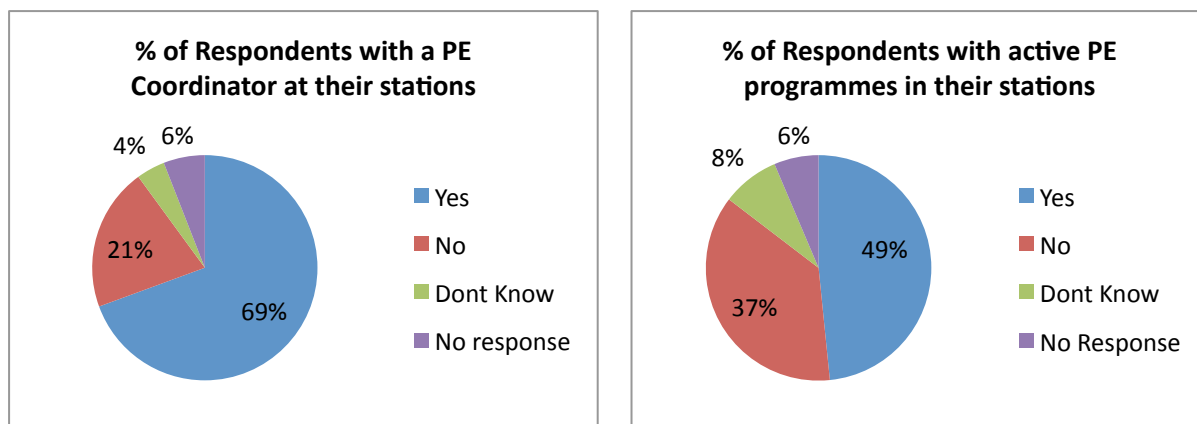
Respondents were asked how many employees in their station (Question 8) and how many employees were in their division (Question 10). Responses here were erratic with no consistency across station or division where responses were made.

## **6 PROGRAMME MANAGEMENT**

While 69% of respondents indicated that their station has a peer education coordinator, only 49% indicated that the peer education programme is active in their stations. What is interesting is that of the total 219 respondents, 46% (100) indicated both that the programme is active and that they have a peer educator coordinator at their stations, while only 18% (39) reported that the station does have a peer education coordinator, but that the peer education programme is not active in

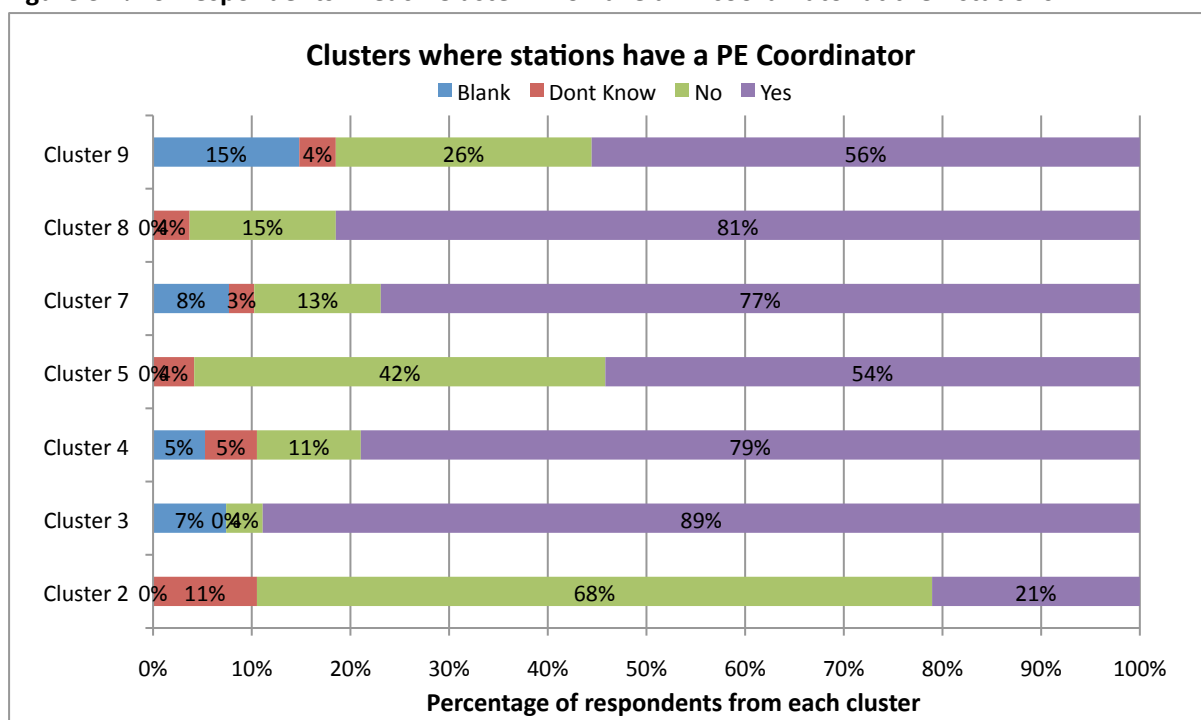
their stations. Only 2% (5) indicate that the programme is active and they do not have a programme coordinator.

**Figure 2: % of respondents with a PE coordinator at their stations and those with an active PE programme at their stations**



This leads researchers to conclude that the likelihood of the peer education programme being active is significantly higher if the station has a known peer education coordinator; however the presence of a peer education coordinator is not a guarantee that the peer education programme will be active.

**Figure 3: % of respondents in each Cluster who have a PE coordinator at their stations**



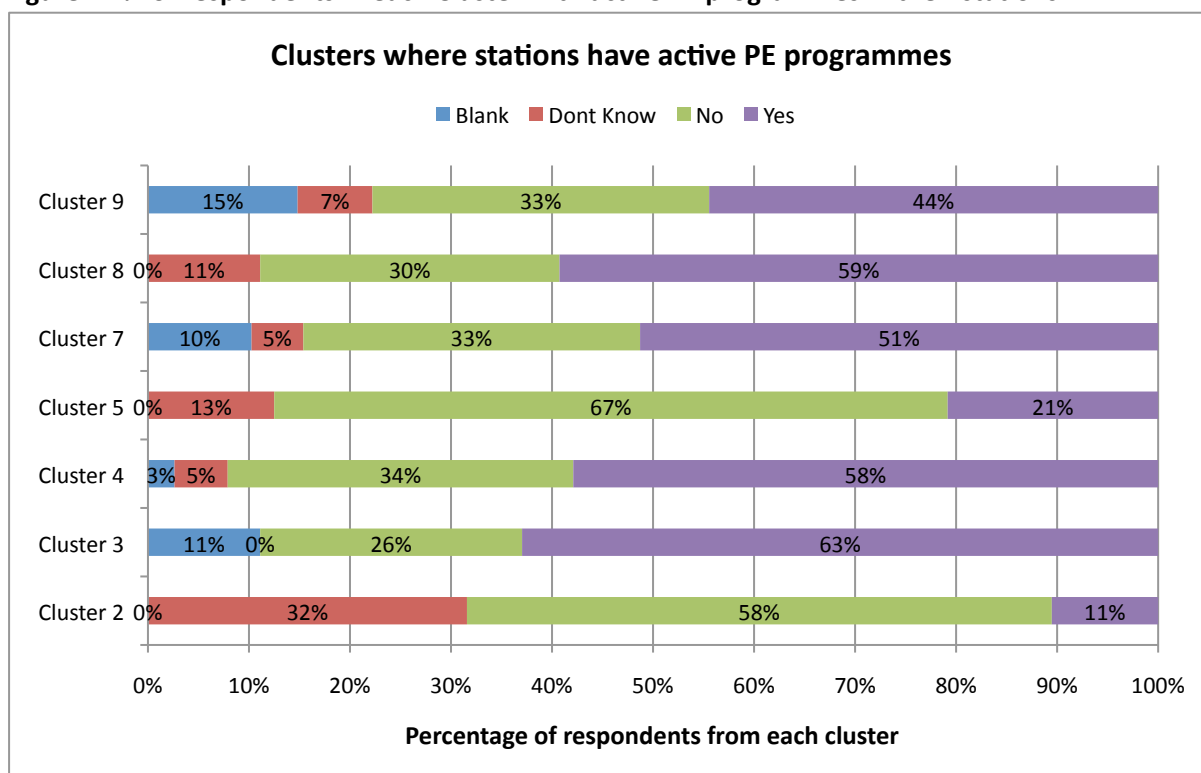
If we examine Figure 3 the Clusters for similar data we see that more than 75% of respondents from Clusters 3, 4, 7 and 8 do have a peer education coordinator at their stations. For Clusters 5 and 9 between 50 and 59% of respondent have a peer education coordinator at their stations. Cluster 2 is the definite exception with only 21% of respondents indicating a peer education coordinator in their stations. An examination of negative responses provides a similar view with Cluster 2 being the only Cluster where 72% of respondents indicated that there is no peer educator coordinator at their

station. Cluster 5 follows with 44% and Cluster 9 with 28% of respondents indicating that there is no peer educator coordinator at their station.

Figure 4 provides an illustration of the Cluster analysis of stations with active peer education programmes. Again Cluster 2 and Cluster 5 are the clear outliers being the only Clusters where more than half (Cluster 2 - 58%, Cluster 5 – 67%) of respondents indicated the peer education programme is not active in their stations. Conversely, Clusters 3, 4, 7 and 8 all have more than half of respondents indicating that the peer education programme at their station is active (Cluster 3 – 63%, Cluster 4 – 58%, Cluster 8 – 59% and Cluster 7 – 51%).

We therefore see a definite connection between Clusters where stations have peer educator coordinators and also report active programmes (Clusters 3, 4, 7, and 8) and conversely where there are none, or respondents are not sure if there are peer educator coordinators and stations that do not have an active peer education programme (Clusters 2 and 5), and can therefore conclude that having a peer educator coordinator at a station certainly has a positive impact on the level of peer education activity at that station.

**Figure 4: % of respondents in each Cluster with active PE programmes in their stations**



An examination of Figure 5 shows that while 50% (110) of respondents indicated that SAPS has clear, realistic and measurable goals for the peer education programme, 31% (67) of respondents did not, and 14% indicated that they did not know. This finding leaves researchers wondering what the knowledge regarding the SAPS peer education programme is among employees who are not peer educators, and highlights the need for ongoing training of peer educators and widespread dissemination of some basic information regarding the SAPS peer education programme.

Figure 6 highlights Clusters where peer educator respondents indicate their perception of the goals of the SAPS peer education programme. Clusters 4, 5 and 8 are the only Clusters where more than half of respondents find the goals of SAPS peer education to be clear, realistic and measurable.

Figure 5: Does SAPS have clear, realistic, measurable goals for the PE programme?

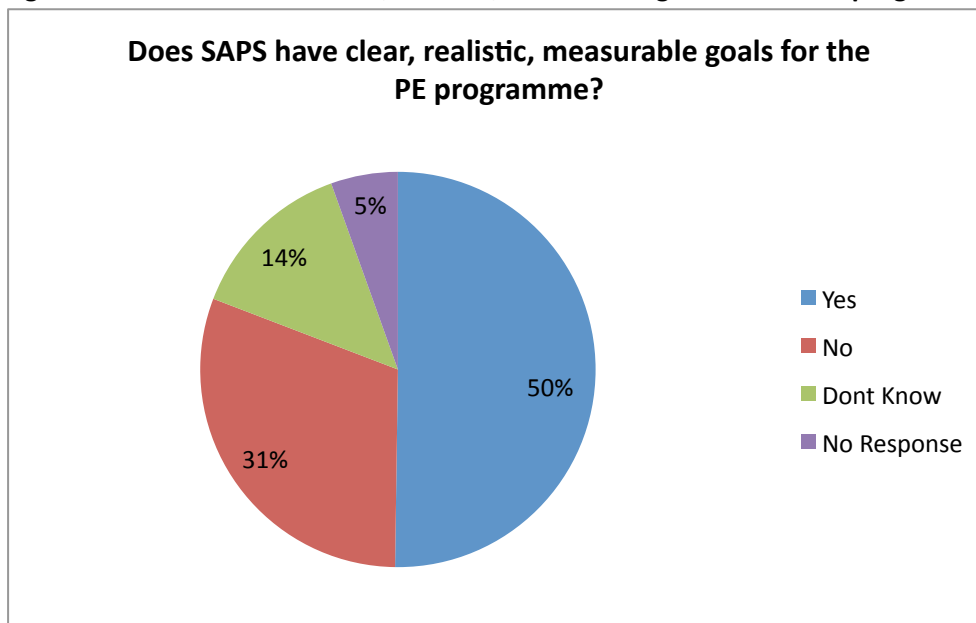
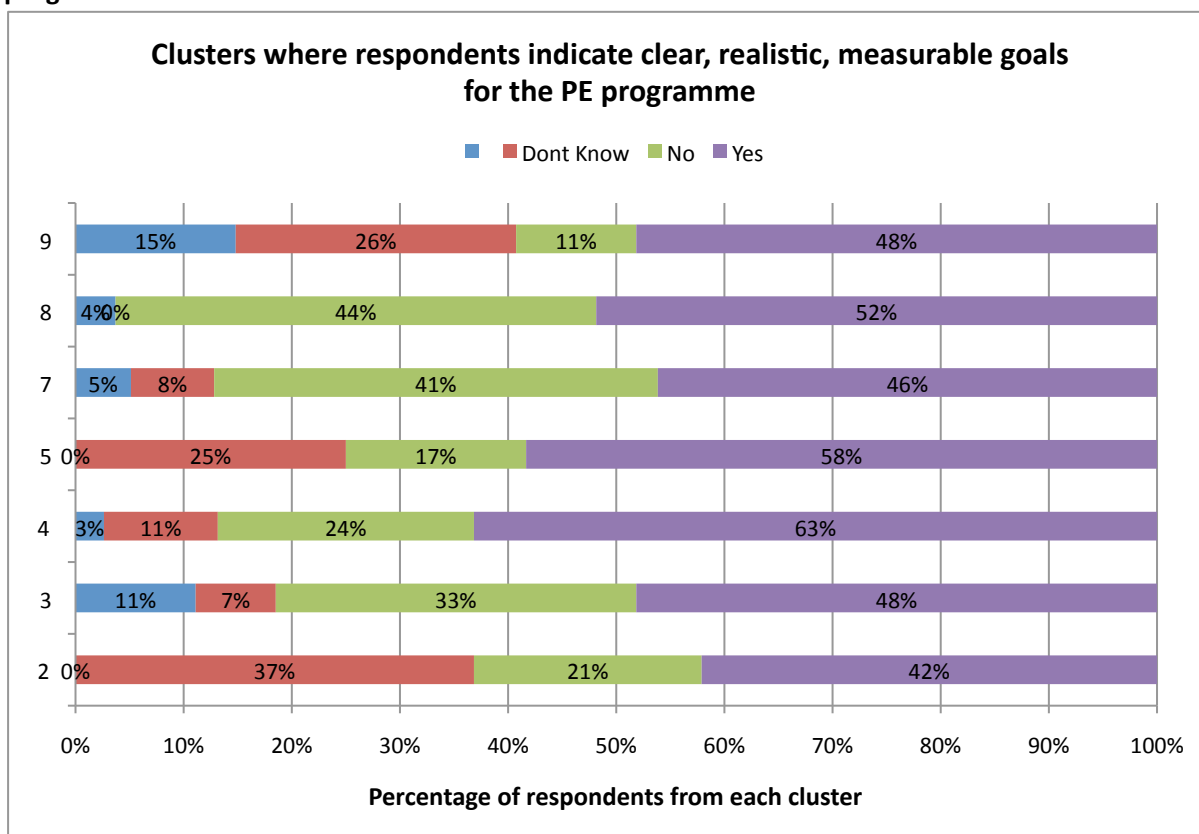


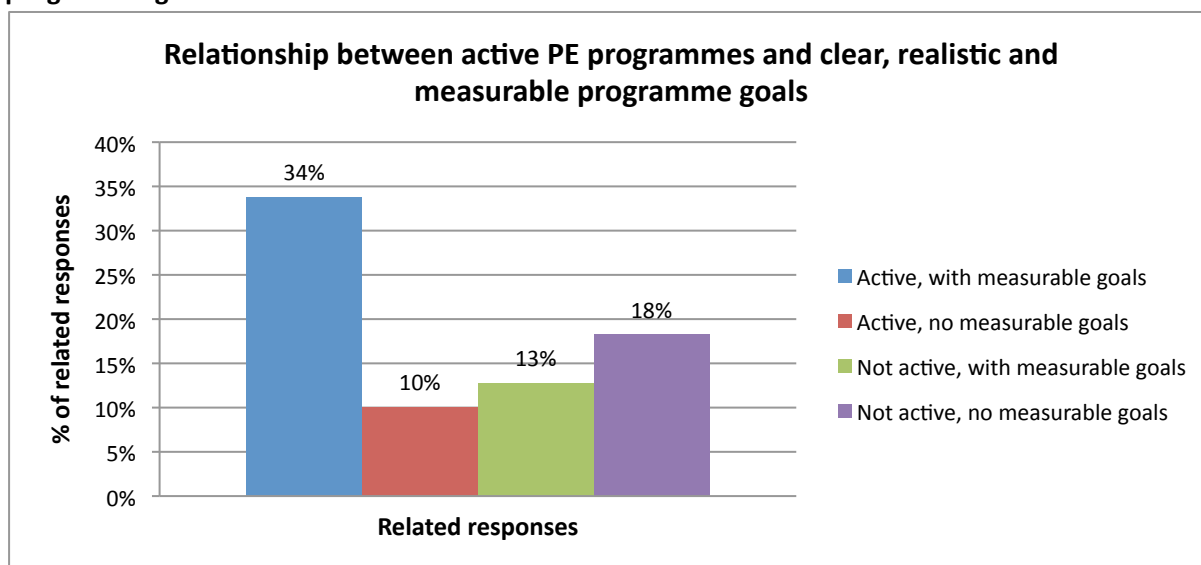
Figure 6: Clusters where respondents indicate clear, realistic, measurable goals for the PE programme



On examination of the relationship between active peer education programmes and the perception of peer educators regarding the goals of the SAPS peer education programme it is clear that the programme is more likely to be active where peer educators have a clear understanding of the goals of the programme and find them realistic and measurable (34%, n = 74). This finding is further consolidated by the opposite position as highlighted in Figure 7 where we see that if there are no clear, realistic and measurable goals the programme is likely to be inactive (18%, n = 40).

Strangely, while this finding seems to be borne out by the findings for Cluster data with most Clusters where a higher percentage of respondents find that the goals of the programme are clear, realistic and measurable reporting that the programme is active in their stations, however Clusters 2 and 5 are in clear contravention of this trend. Cluster 5 has 58% of respondents finding clear, realistic and measurable goals but only 21% of respondents indicating active programmes in their stations and Cluster 2 has 42% of respondents finding clear, realistic and measurable goals but only 11% of respondents indicating active programmes in their stations. This may be as a result of other impacting factors within these Clusters.

**Figure 7: Relationship between active PE programmes and clear, realistic and measurable programme goals**



On examination of the opinions of peer educators regarding the provision by SAPS of the necessary leadership to spearhead the programme the findings are somewhat stronger to the negative. With a total of 55% indicating that either there was not sufficient leadership provided or that some leadership was provided but that this was insufficient. Interestingly, 28% (61) of respondents responded with a resounding positive regarding SAPS leadership to spearhead the peer education programme.

Cluster 5 is clearly the strong leader in terms of the perceptions of respondents to the leadership of the peer education programme. This finding however clearly needs to be examined in the light of the low percentage of respondents who feel that the peer education is active in their stations in Cluster 5.

Figure 8: Does SAPS provide the necessary leadership to spearhead the programme?

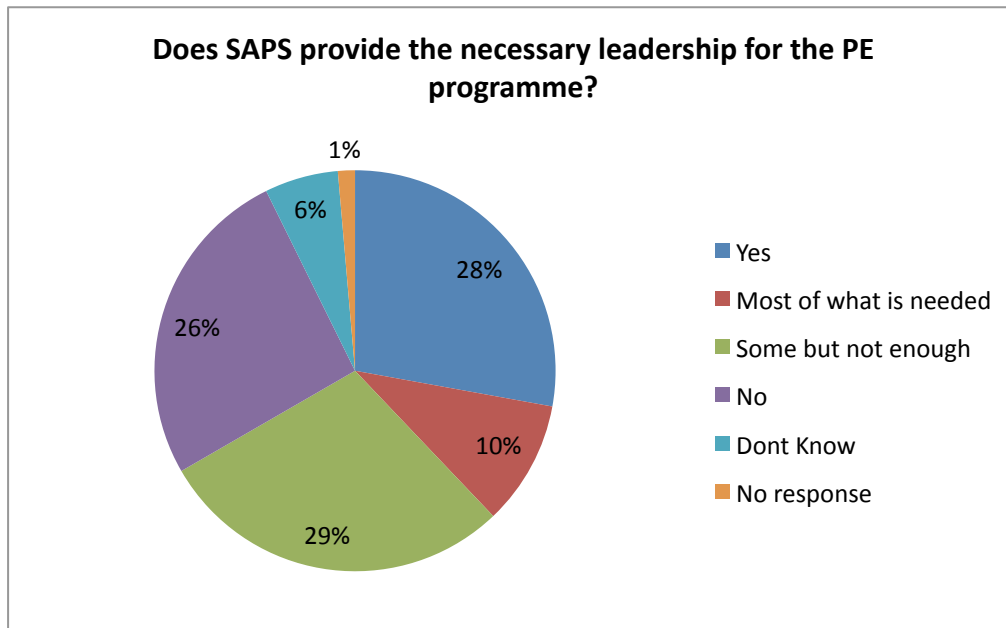
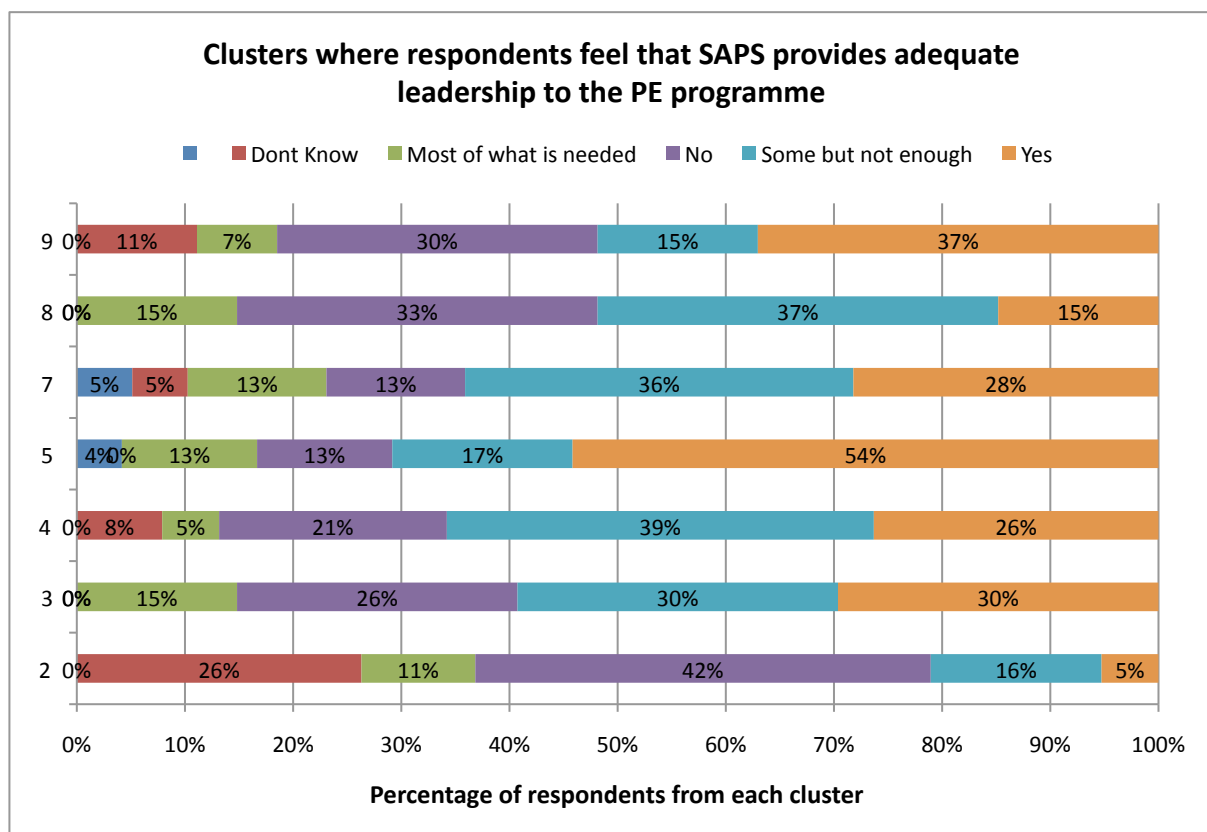


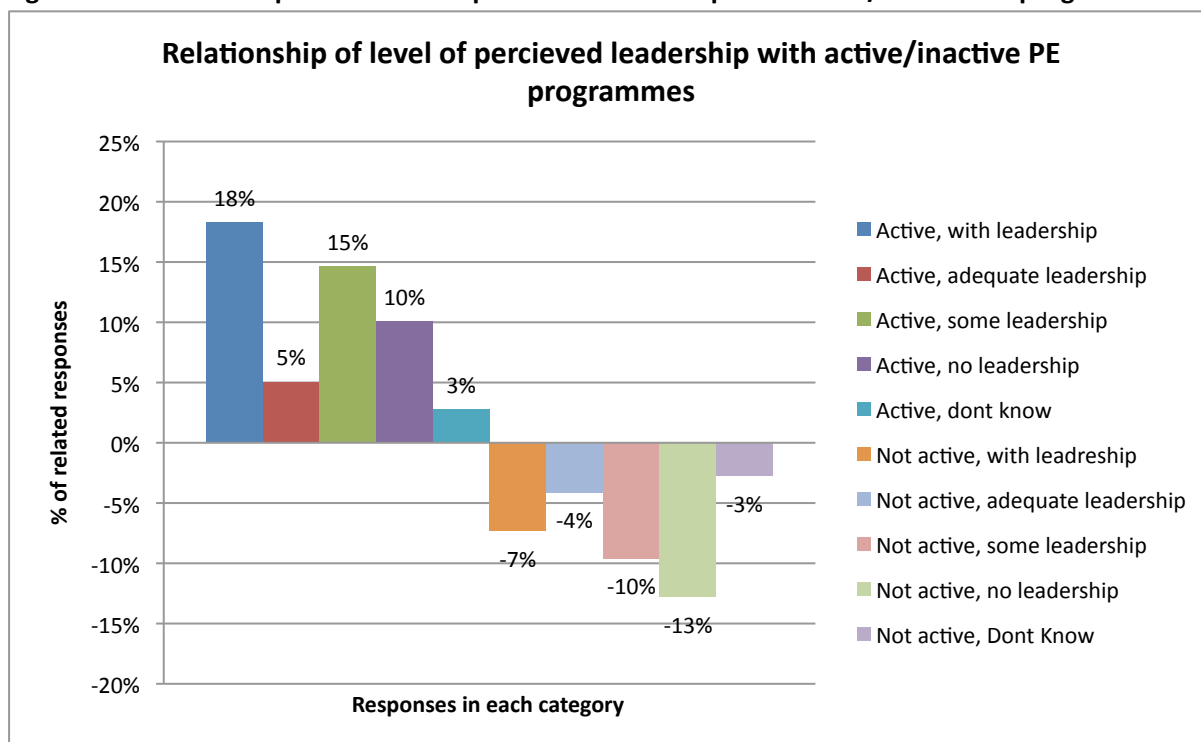
Figure 9: Clusters where respondents feel that SAPS provides adequate leadership to the PE programme



If we relate the perceptions of the level of leadership provided by SAPS of peer educators to their perceptions of whether the programme is active in their stations or not at the level of individual perceptions we emerge with a trend that indicates that where the perception exists that the leadership is strong, the programme is active (18%, n = 40), and the juxtaposition highlighted in Figure 10 where there is no leadership and the programme is inactive (13%, n = 28).

However, on comparison of this data across the Clusters we do not find the consistency of the same relationship. Cluster 9 displays a trend of positive perceptions of leadership (37%) with active programmes (44%) and Cluster 2 displays a trend of few positive perceptions of leadership ( 5%) with few active programmes (11%) however for the balance of the Clusters this relationship is clearly not apparent.

**Figure 10: Relationship of the level of perceived leadership with active/inactive PE programmes**



\* Note that the inactive stations have been presented as negative in order to highlight the trend. This data has been multiplied by -1.

**Table 5: Cluster analysis of the relationship of the level of perceived leadership with active/inactive PE programmes**

CLUSTER	% OF RESPONDENTS WHO RESPONDED POSITIVELY REGARDING*		PERCENTAGE OF RESPONDENTS WHO RESPONDED NEGATIVELY REGARDING**	
	GOOD LEADERSHIP	ACTIVE PROGRAMME	POOR LEADERSHIP	INACTIVE PROGRAMME
Cluster 2	5%	11%	54%	58%
Cluster 3	30%	63%	56%	26%
Cluster 4	26%	58%	60%	34%
Cluster 5	54%	21%	30%	67%
Cluster 7	28%	51%	49%	33%
Cluster 8	15%	59%	70%	30%
Cluster 9	37%	44%	45%	33%

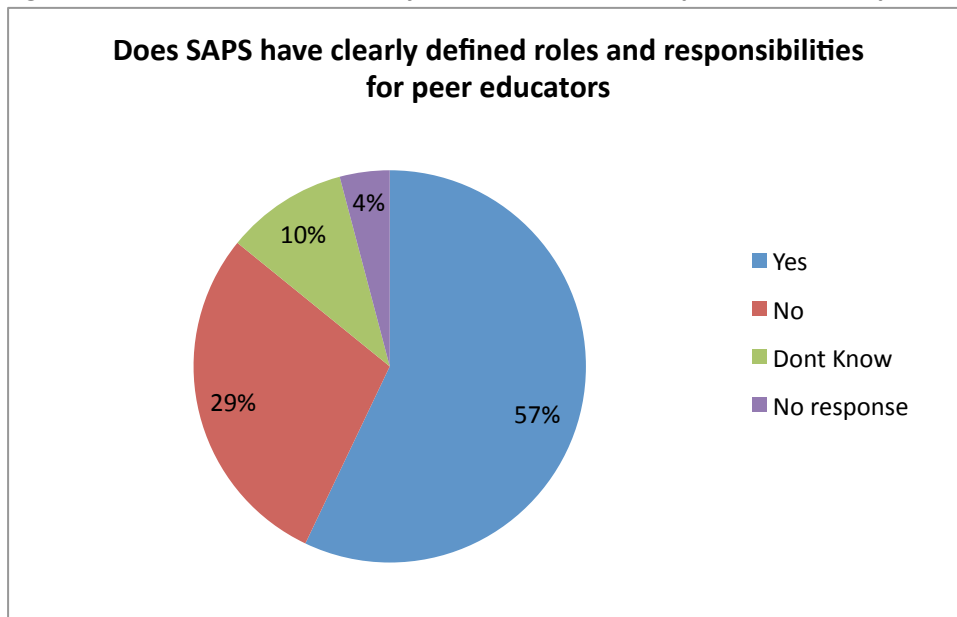
\* Only 'Yes' responses to both questions included

\*\* Includes 'No' response regarding active programme and 'No' and 'Some, but not enough' regarding leadership.

Of the total 219 SAPS peer educator respondents to the questionnaire, only 57% (125) report that SAPS has clearly defined roles and responsibilities for peer educators. With 29% (63) providing a negative response, 10% (22) indicating that they don't know and 4% (9) providing no response the

key finding here is that roles and responsibilities need to be more clearly defined and communicated to peer educators. This data is highlighted in Figure 11 below.

Figure 11: Does SAPS have clearly defined roles and responsibilities for peer educators



Cluster 5 (75%) and Cluster 3 (81%) are the clear leaders in terms of communicating the roles and responsibilities clearly to peer educators with the balance of Clusters exhibiting a positive response of between 48% and 58%.

Figure 12: Respondents indication regarding clarity of roles and responsibilities in the SAPS PE programme by Cluster

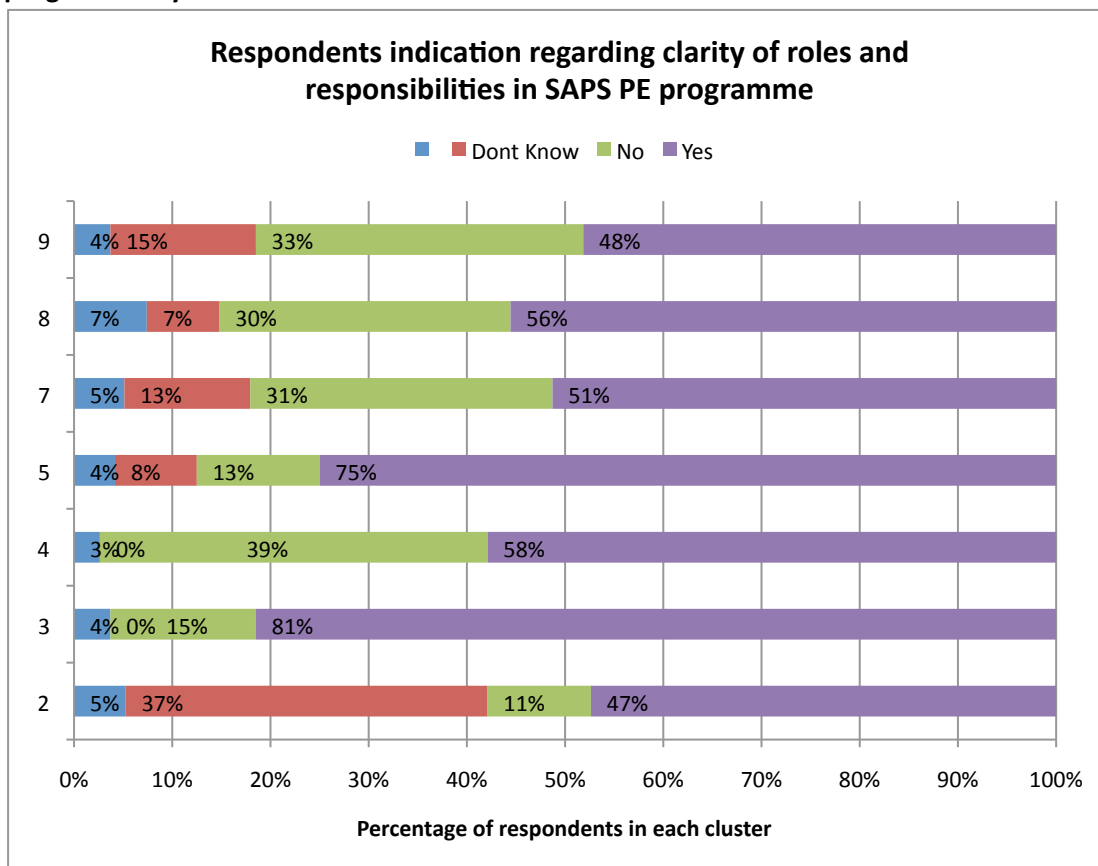
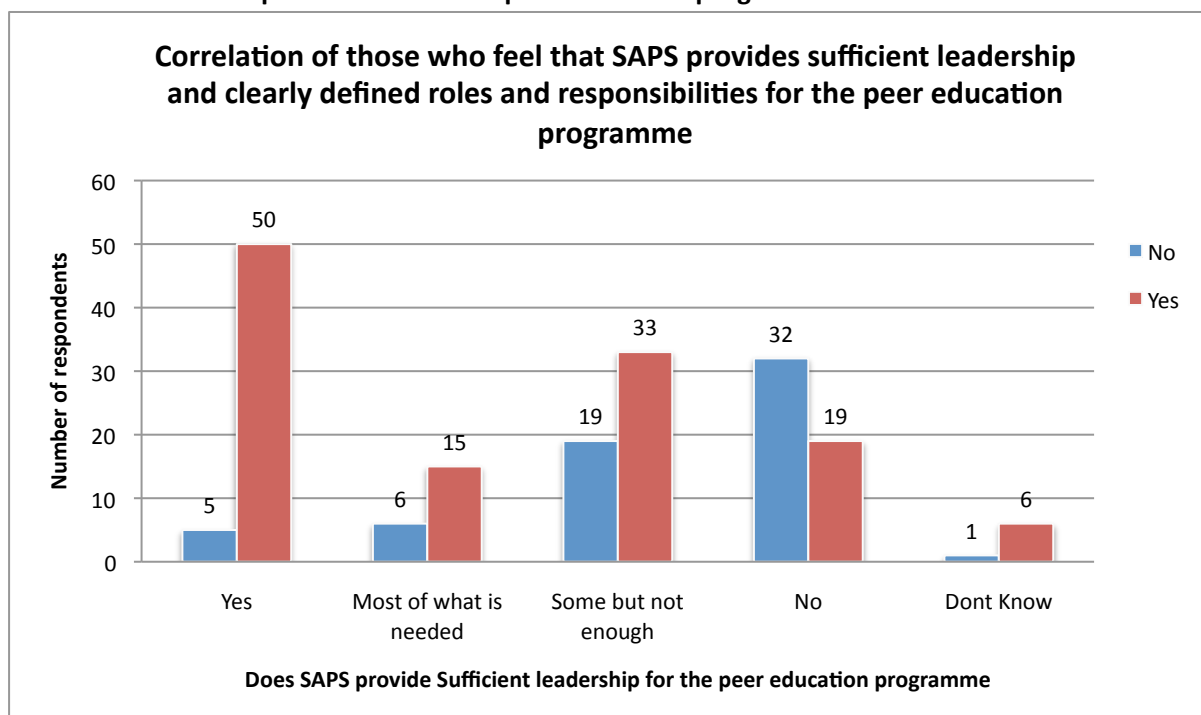


Figure 13 illustrates the correlation between respondents who felt that SAPS provided sufficient leadership to spearhead the peer education programme and those who feel that SAPS has clearly defined roles and responsibilities. The highest correlation is found in those who respond positively to both questions 23% (50). Additionally, of those who indicated roles and responsibilities were clearly defined, 15 felt that most of the leadership required was present, 33 indicated that there was some leadership but not enough, 19 indicated that leadership was insufficient. 15% of respondents (32) felt that neither the required leadership nor a sufficient definition of roles and responsibilities is present.

**Figure 13: Correlation of those who feel that SAPS provides sufficient leadership and clearly defined roles and responsibilities for the peer education programme**



Best practice may be found where both of these responses are found to be true. 5 of these collated positive responses were from JHB PERS (flying squad), 3 from Wierdabrug and Sophiatown and 2 each from Sunnyside, Soshanguve, Roodepoort, Pretoria Railway Station, Pretoria Central, Krugersdorp railway police and Honeydew.

### 6.1 SAPS PEER EDUCATION INFRASTRUCTURE

The majority of peer educators included in the survey reported that while SAPS has some of the infrastructure required to implement a peer education programme there is not enough infrastructure (36%, n = 79)<sup>1</sup>. While 24% (53) of respondents indicated that there was sufficient infrastructure, 14% (30) indicated that SAPS has most of what is needed in terms of infrastructure. Only 16% (35) peer educators responded in the absolute negative to this question leaving researchers with the conclusion that while most of the required infrastructure is in place there may be a need in some areas to supplement the existing infrastructure to maximise the results of a peer education programme.

<sup>1</sup> Note that infrastructure was not clearly defined for respondents, there is therefore cause for concern regarding the interpretation of the question. Infrastructure may have been interpreted as (1) the level of organisational structure or as (2) physical facilities available to conduct peer education activities.

Figure 14: Does SAPS have the necessary infrastructure to implement a PE programme?

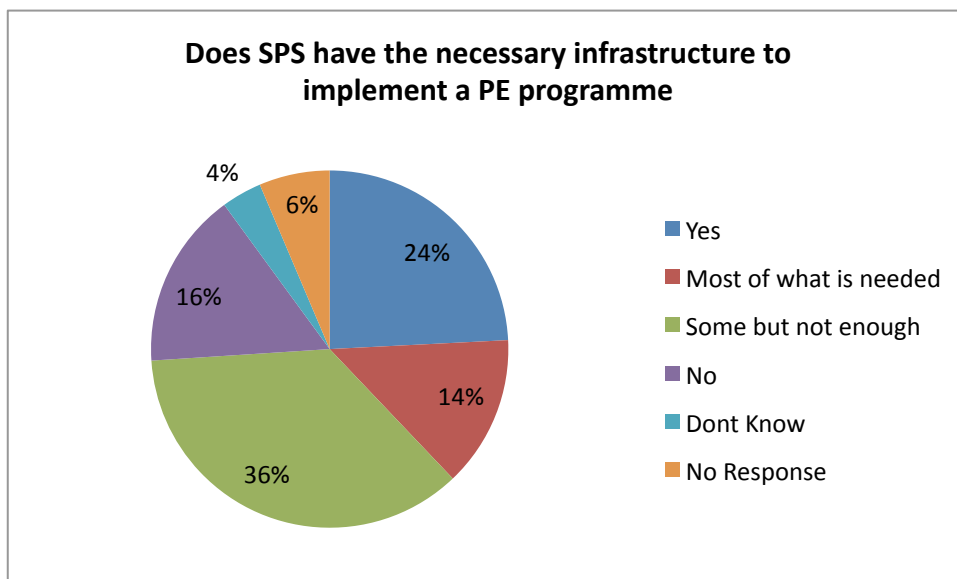
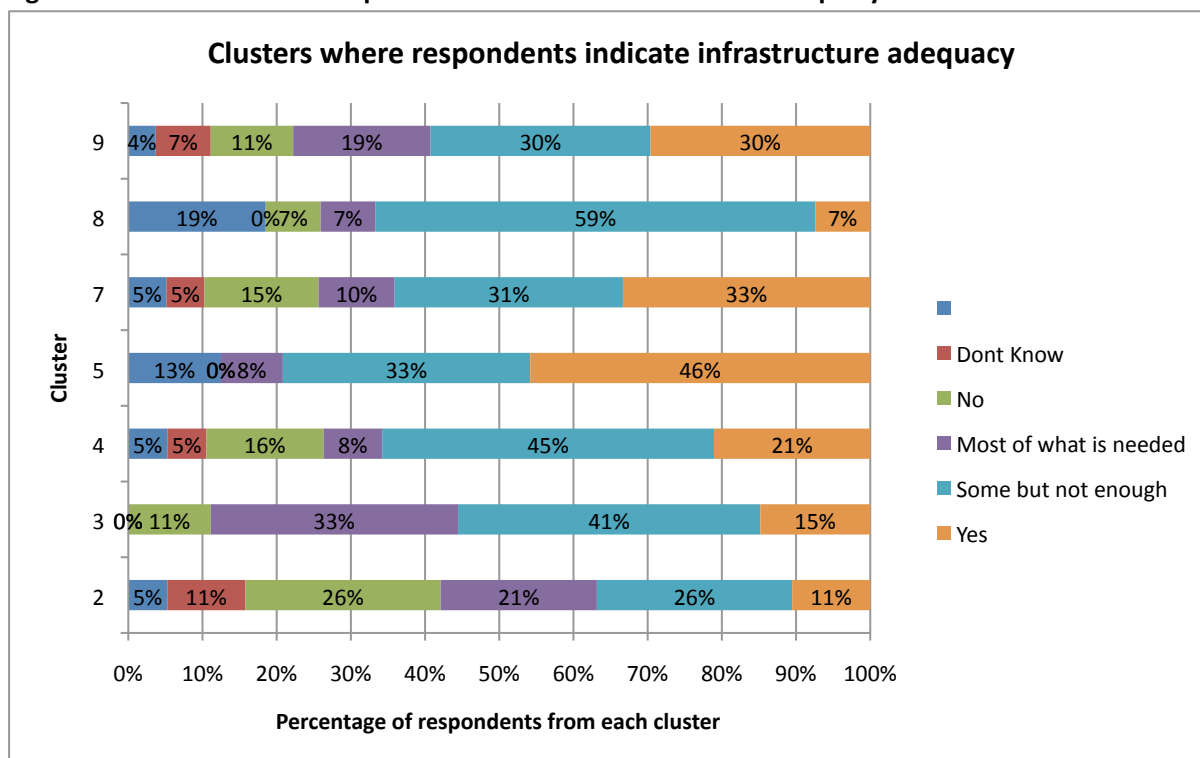


Figure 15: Clusters where respondents indicate infrastructure adequacy



The Cluster analysis (Figure 15) highlights that only in all Clusters there is a perception of inadequate infrastructure for the SAPS peer education to function optimally.

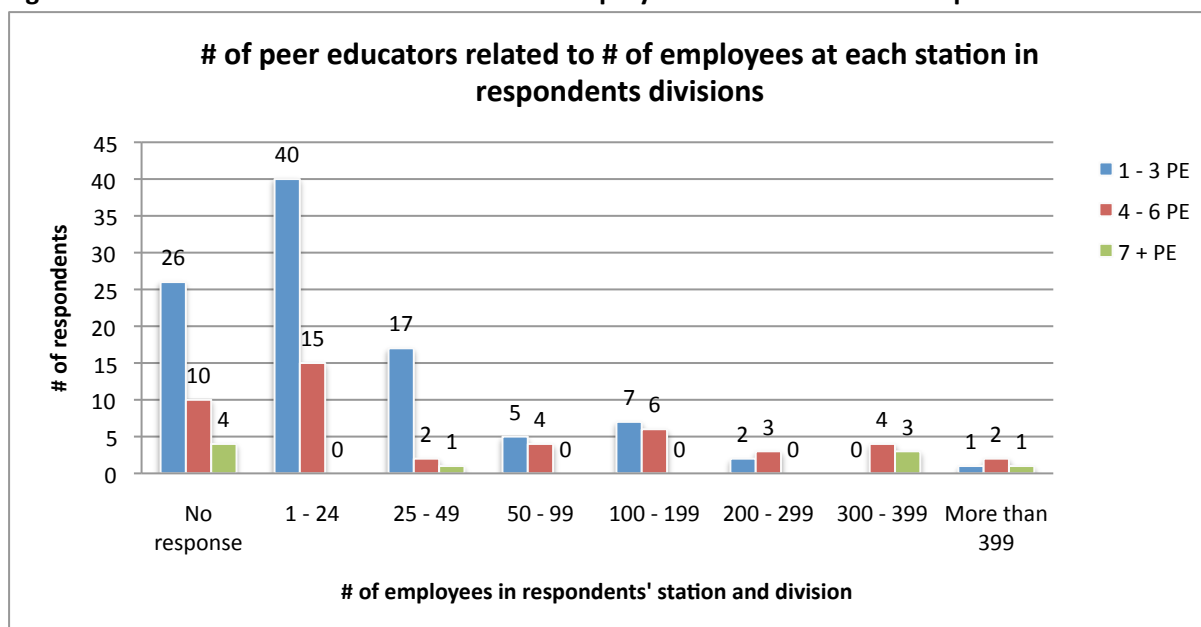
Responses to questions regarding the number of peer educators at respondents' stations and within their divisions varied from 1 to 15 as illustrated in Table 6. The majority of peer educators (45%, n = 98) have between 1 and 3 peer educators working in their stations and in their divisions with them. 21% (46) have 4 – 6 peer educators working with them and 4% (9) have more than 7 peer educators working with them in their station and in their division.

**Table 6: Number of peer educators in respondents' stations and divisions**

NUMBER OF PEER EDUCATORS IN RESPONDENTS' STATION AND WITHIN THEIR DIVISION	NUMBER OF RESPONSES	PERCENTAGE OF RESPONDENTS
No response	66	30%
1 - 3	98	45%
4 - 6	46	21%
More than 7	9	4%

**Figure 16** illustrates the relationship that exists between the number of peer educators reported in a station within a division and the number of employees in the same station and division. We can see the highest incidence of 1 – 3 peer educators reported where the station and division has between 1 and 24 employees, and the incidence of only 1 – 3 peer educators decreases as the number of employees increases. As slight inconsistency is noted at 100 – 199 employees where 7 peer educators report having only 1 – 3 peer educators in their station and division.

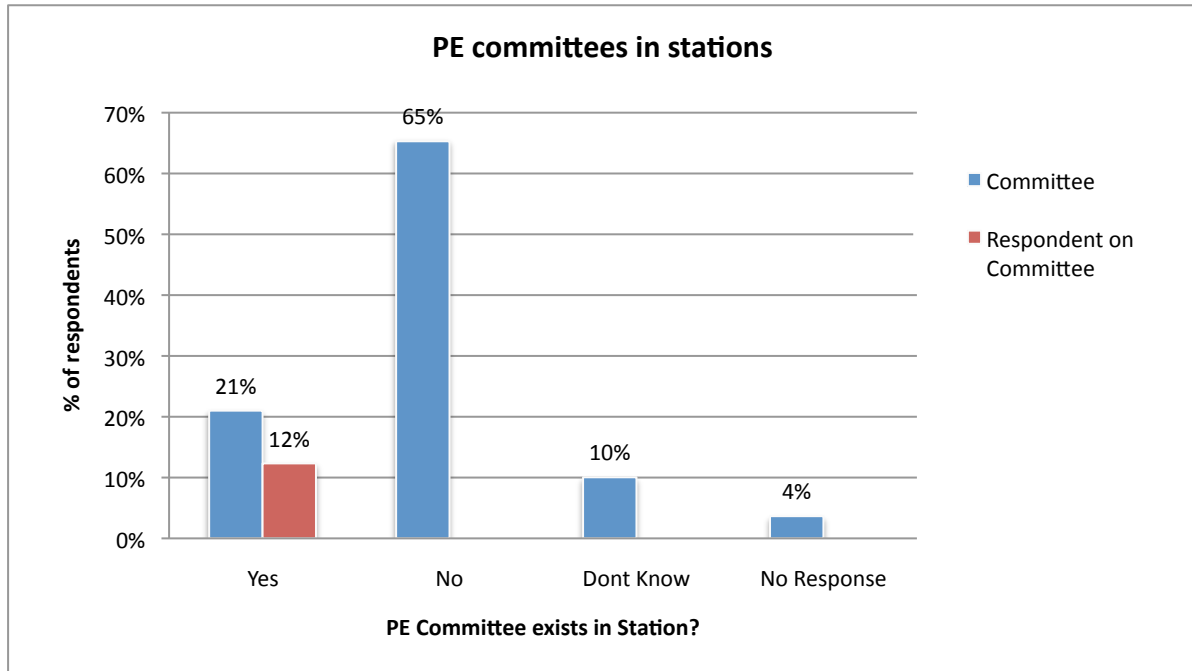
**Figure 16: # of Peer Educators related to # of employees at each station in respondents divisions**



Asked about the existence of a peer education committee that guides the implementation of the peer education programme in their stations, the majority (65% n = 143) peer educator indicated that there is no peer education committee guiding the implementation in their stations. Only 21% (46) of respondents indicated that there is a committee. Interestingly of these 46, 27 (or 12% of the total respondents) indicated that they are on the peer education committee in their stations.

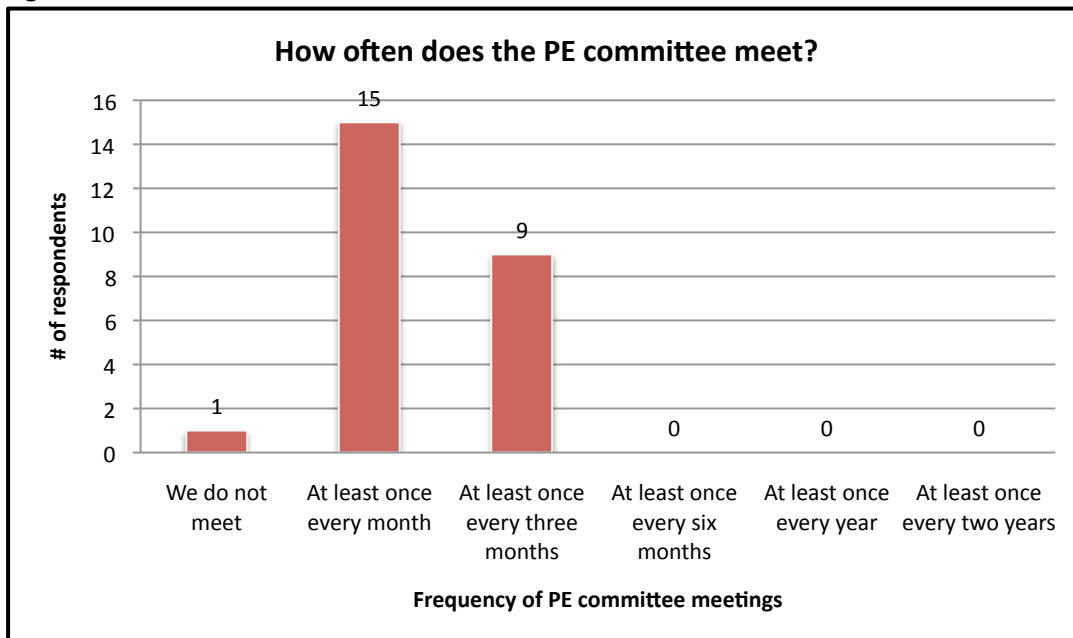
Researchers feel that it is relevant to highlight these stations. They include Soshanguve, Roodepoort, Randfontein, Randburg, Provincial Head (Gauteng), Pretoria Central (3), Naledi SAPS, Meadowlands (2), Lyttelton SAPS, Lcrc Krugersdorp, Krugersdorp Railway Police, Jhb Pers, Jhb Central SAPS (3), Honeydew (2), Dobsonville and Atteridgeville Police Station.

Figure 17: Is there a PE committee in your station, are you on this committee?



Of the 27 respondents who indicated that there is a peer educator coordinating committee in their stations and that they are on the committee, only 25 provided a response for the frequency with which the committee meets. For the majority of respondents to this question (15) the committee meets on a monthly basis. This is followed by those who meet at least once every 3 months (9). Only 1 respondent indicated that their committee does not meet.

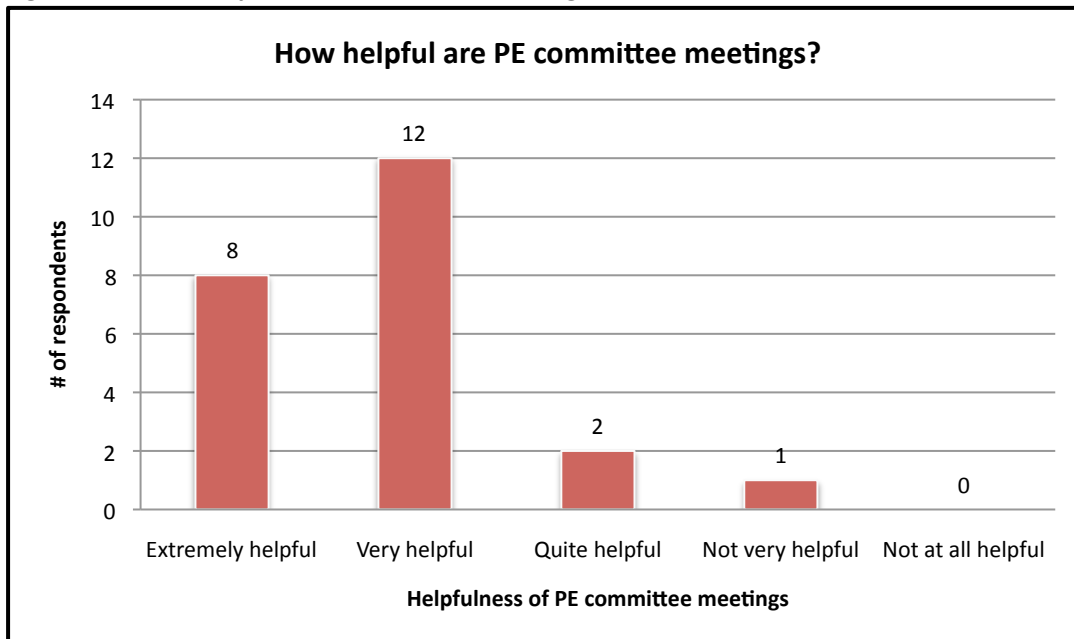
Figure 18: How often does the committee meet?



Of those who are on the committee and indicated that they are on the peer education committee in their stations, only 23 provided a response indicating the helpfulness of committee meetings. The majority indicated that meetings are helpful (22), of these 8 respondent found committee meetings extremely helpful, 12 indicated that meetings are

very helpful and 2 indicated that meetings are quite helpful. Only 1 respondent indicated that meetings are not helpful.

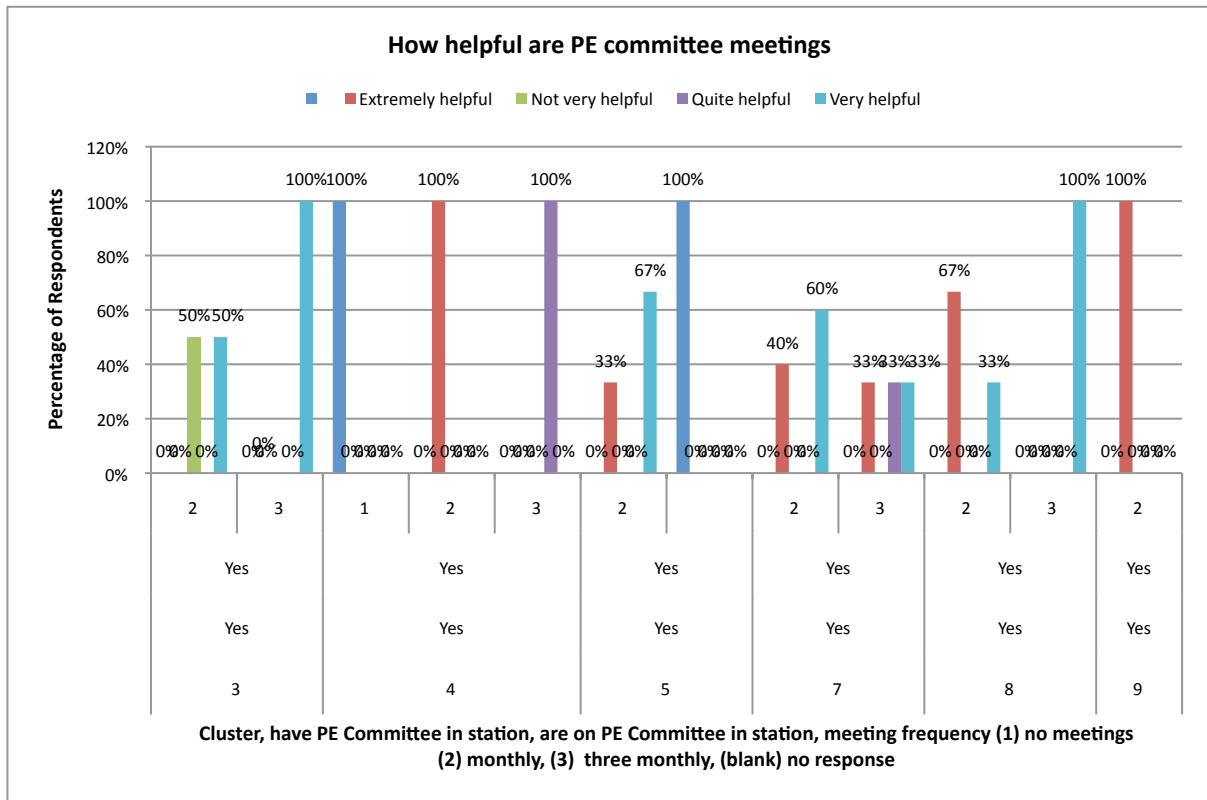
**Figure 19: How helpful are committee meetings?**



From this information researchers find that while committees do not exist at most stations, where they do exist they mainly meet with some regularity and that the meetings are found to be useful by participants.

This finding is borne out by the Cluster analysis illustrated in **Figure 20** where we only find extremely helpful meetings taking place in Clusters 4, 5, 7 and 9 and all of these monthly other than a small percentage in Cluster 7 who find 3 monthly meetings helpful. Responses were only included in the graph if the respondent indicated that they have a peer education committee in their station, were on the peer education committee and provided a meeting frequency.

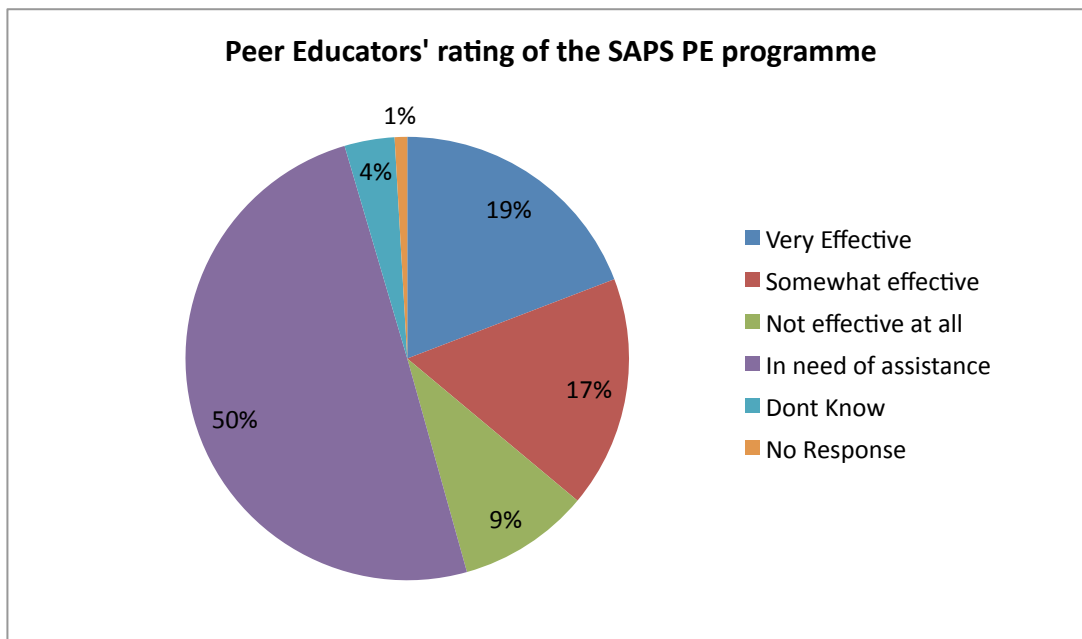
Figure 20: Cluster analysis of PE Committee, on PE Committee, meeting frequency, helpful meetings



**6.2 IS THE SAPS PEER EDUCATION PROGRAMME IN NEED OF ASSISTANCE?**

Even though the SAPS peer education programme is active in the stations of 49% of respondents included in the survey, on being asked to rate the programme, 50% (109) of respondents indicated that the SAPS peer education programme is in need of assistance. Only 19% (42) of respondents felt that the programme was very effective and 17% (37) felt that the programme was somewhat effective. While the majority acknowledged that the programme needs assistance only 4% (8) respondents found that the programme was not at all effective.

**Figure 21: Peer Educators rating of the SAPS PE programme**



The Cluster analysis of this data is presented in **Figure 22** where we see the overwhelming evidence that the majority of respondents from all Clusters feel that the programme is either not at all effective or in need of assistance. Clusters 3 and 4 indicate the highest need for assistance (over 60%). Clusters 2 is highlighted as the most ineffective programme with a high need for assistance.

Figure 22: Cluster analysis of respondents rating of the SAPS PE programme

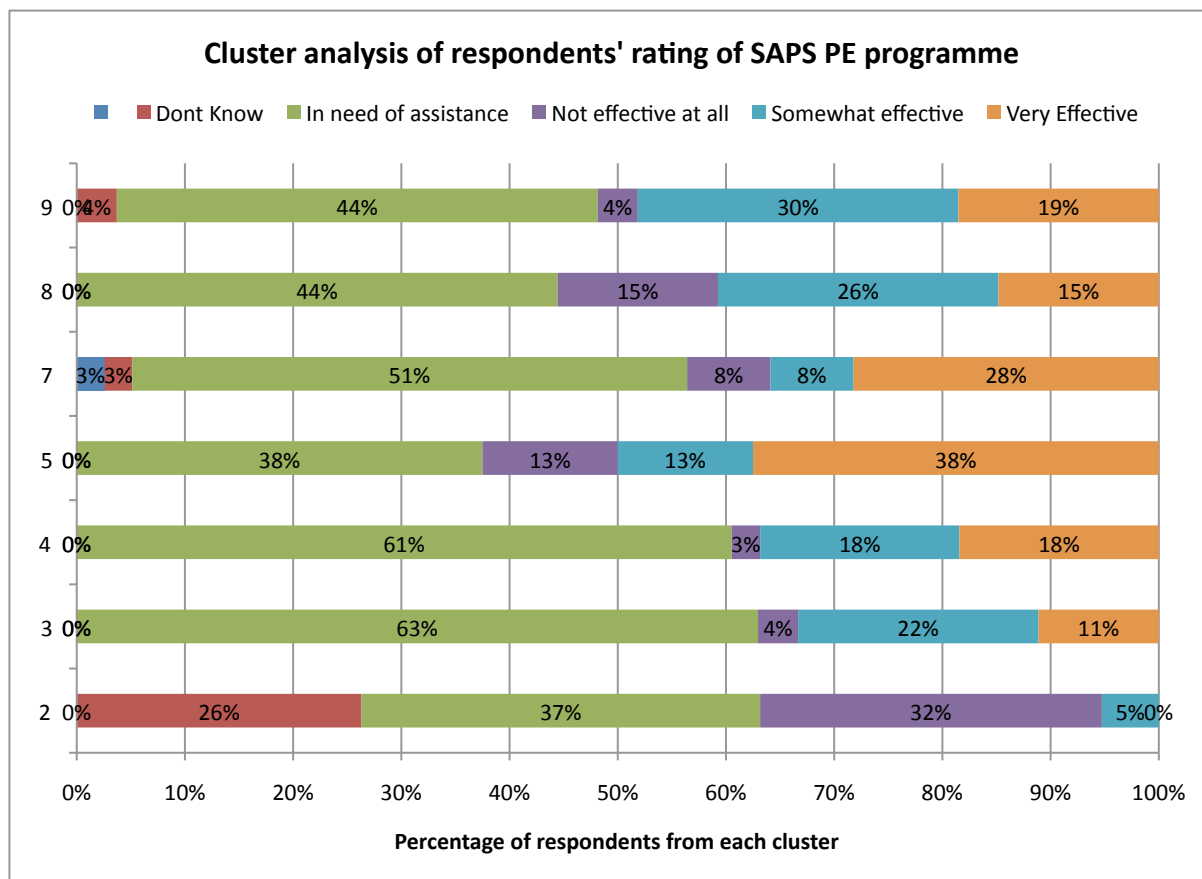


Figure 23 provides an indication of the areas as highlighted by respondents where SAPS is in need of future guidance and support. In general, all areas were reported to be in definite need of support. While the greatest number (n = 161, 74%) of respondents found a definite need for guidance in basic HIV facts and updates it is interesting to note that the only area where fewer than 83% of respondents reported either a possible or a definite need for assistance was in the area of parenting, with the cumulative total of definite and possible responses for that area being 72%. It is clear from the data that the majority of peer educators feel that the SAPS peer education programme requires guidance and support in all areas included in the study.

On examination of average responses for all categories by Cluster, as seen in **Figure 24**, where 4 was definitely and 1 not at all, we see that all Clusters require assistance or support in the future across all categories. Cluster 2 is the only Cluster where the average of responses indicates that respondents are unsure about the requirement for support.

Figure 23: Areas where respondents indicated SAPS needs future support and guidance

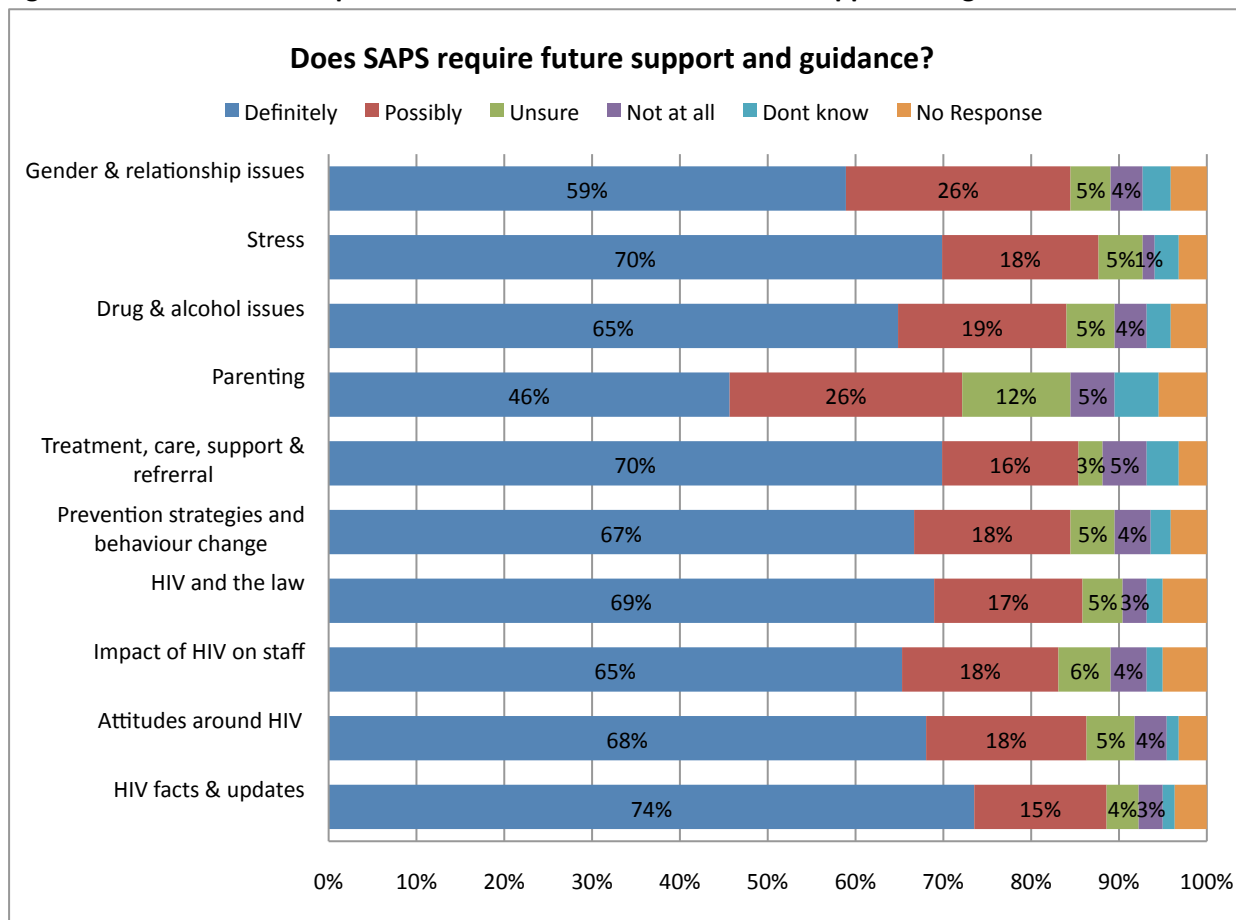
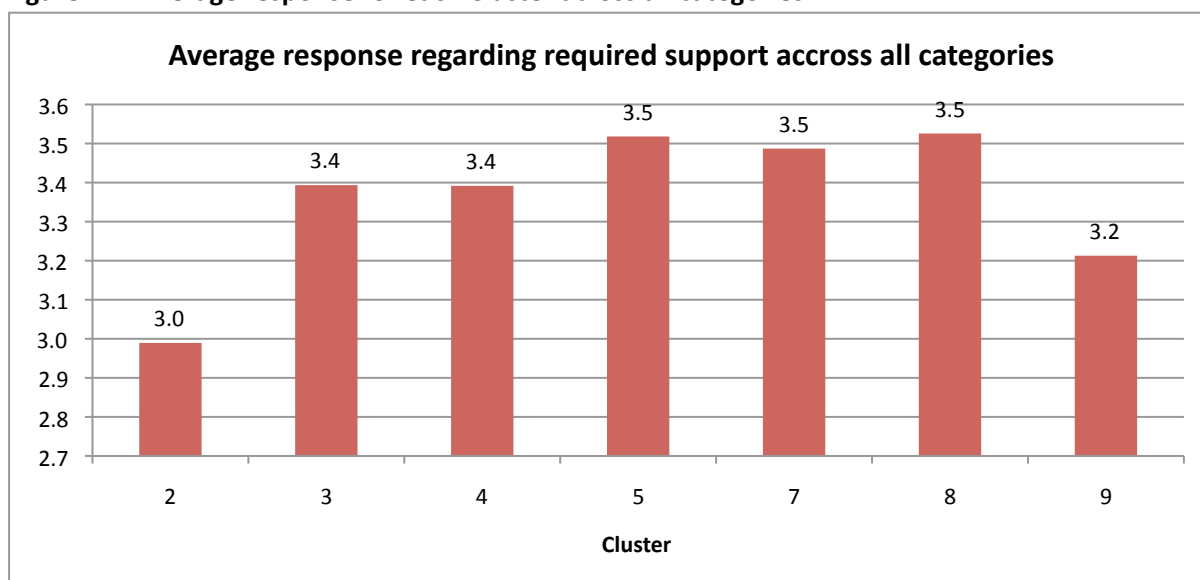
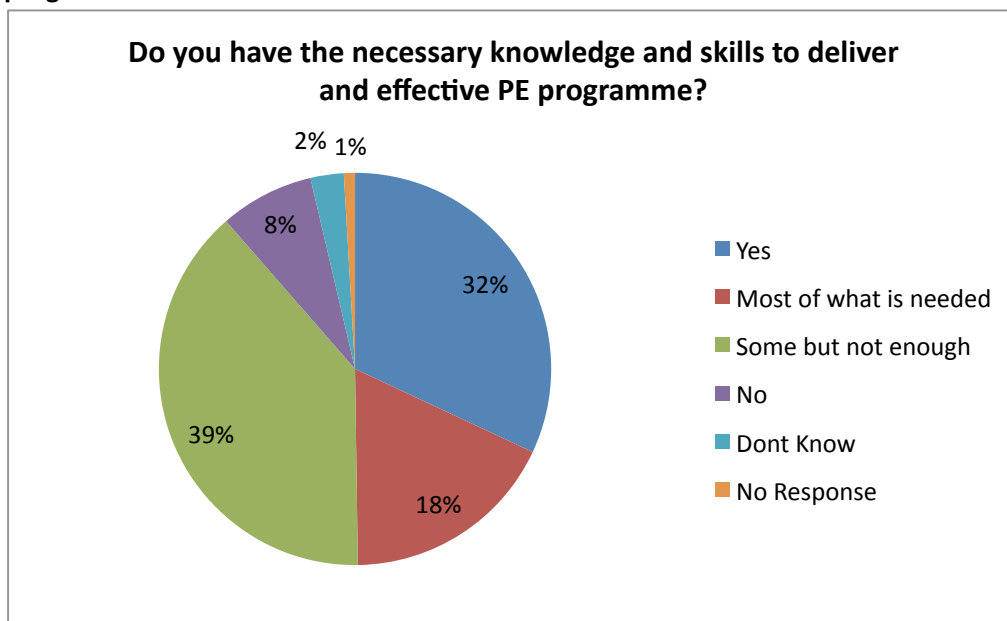


Figure 24: Average response for each Cluster across all categories



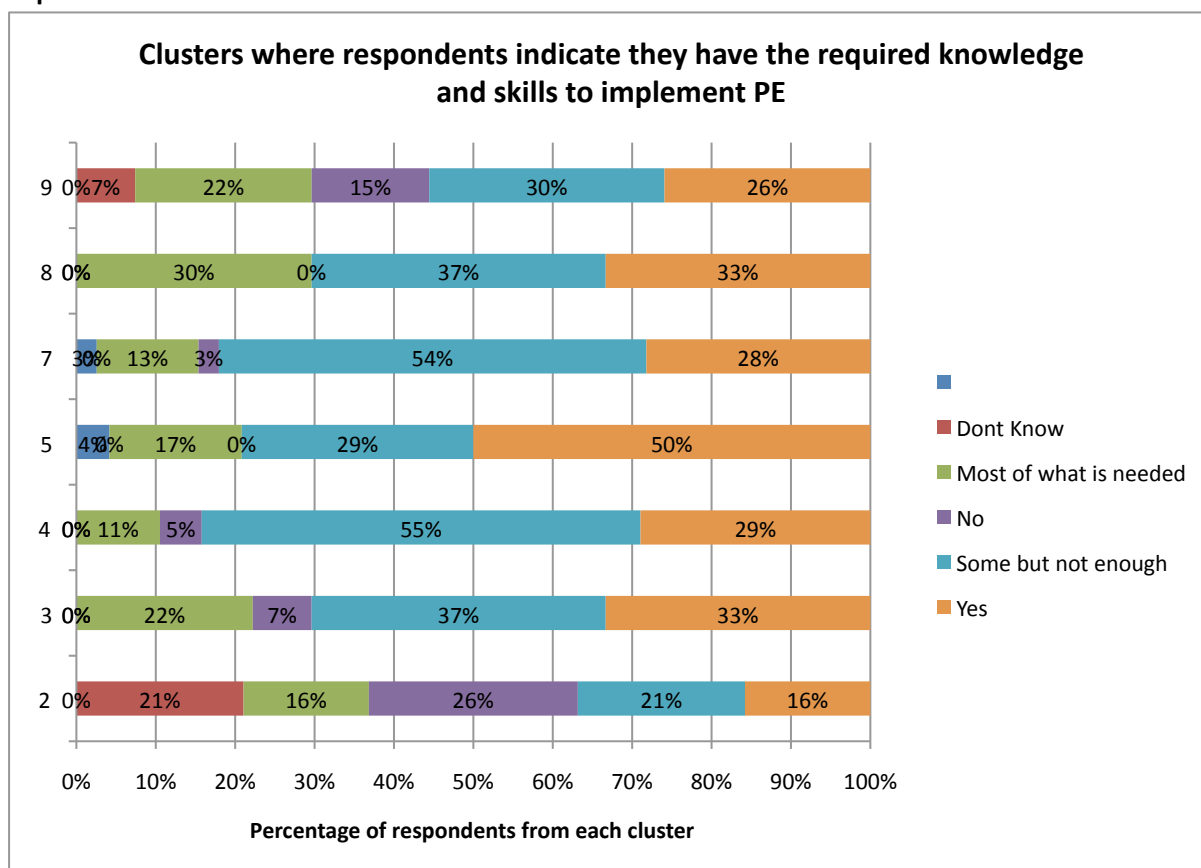
While a total of 50% (n = 109) of respondents felt that they either have all of / or most of the necessary knowledge and skills to deliver an effective peer education programme it is important to note at 39% (85) respondents indicate that they have “Some but not enough”, clearly indicating the need for additional support and training. Only 8% of respondents provided a clear negative response to this question.

Figure 25: Do you have the necessary knowledge and skills to deliver and effective PE programme?



The Cluster analysis of this data indicates that approximately half of respondents from all Clusters either do not feel that they have the necessary skills and knowledge to implement an effective peer education programme or that they have some skill and knowledge but not enough. **Figure 26** highlights that Cluster 5 indicates the highest respondent feelings of competency and Cluster 2 the lowest.

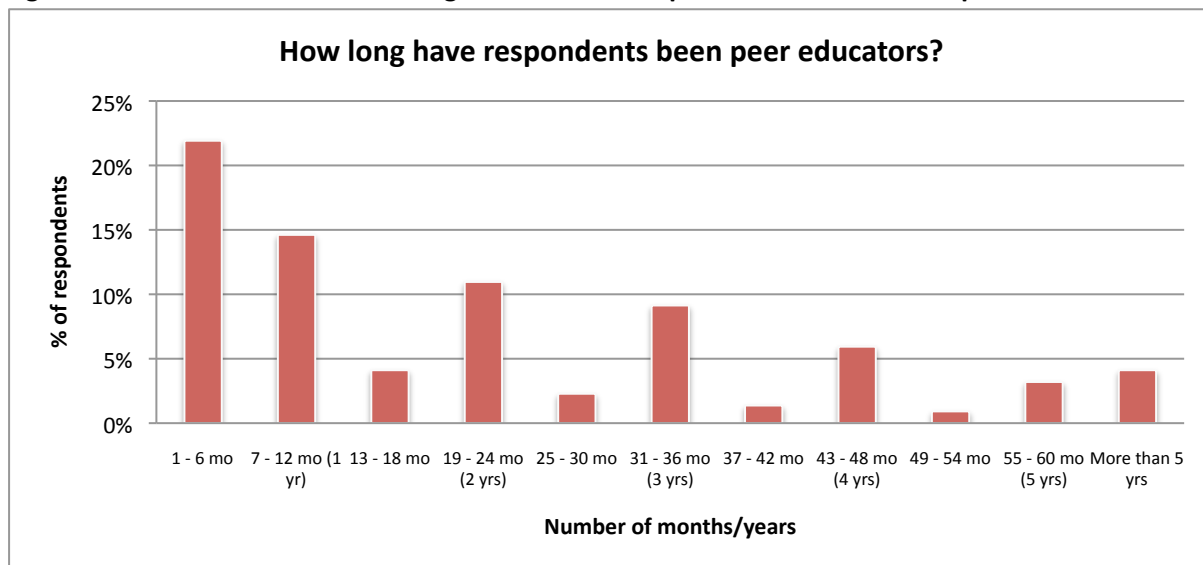
Figure 26: Clusters where respondents indicate they have the required knowledge and skills to implement PE



## 7 RECRUITMENT, TRAINING AND RETENTION OF PEER EDUCATORS

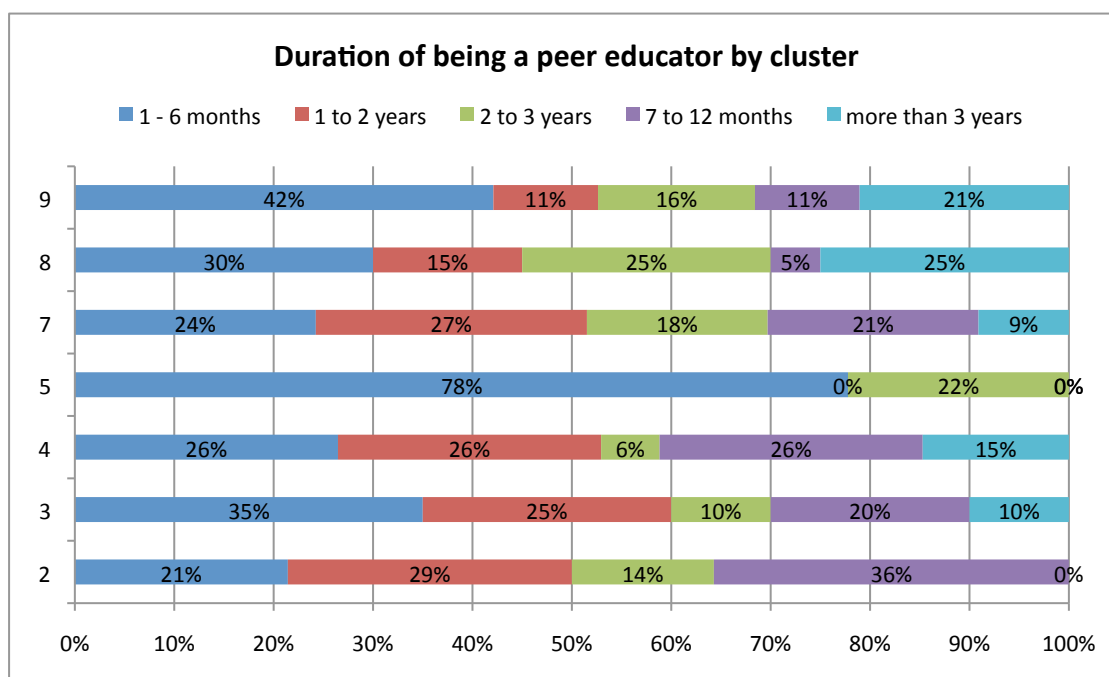
While a small percentage of respondents have been peer educators for more than 5 years (4%, n = 9), by far the majority have been peer educators for under 1 year (37%, n = 80), followed by those who are in their second year of being a peer educator (15%, n = 33), then those who are in their 3<sup>rd</sup> (11%, n = 25), those in their 4<sup>th</sup> year (7%, n = 16) and those in their 5<sup>th</sup> year (4%, n = 6). This data suggests that there is a fairly high attrition rate amongst peer educators in SAPS, with approximately 11% of peer educators remaining in the position after 5 years.

Figure 27: How long have respondents been peer educators?



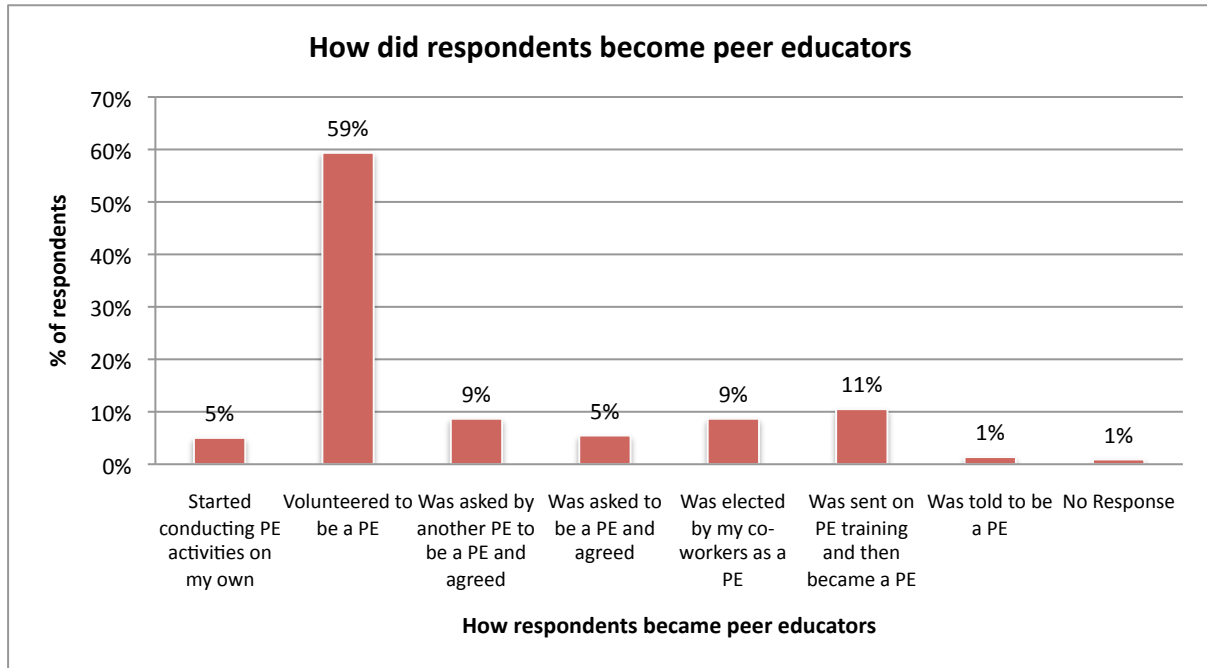
An examination of this data by Cluster, eliminating the data where no response was made indicates that for all Clusters other than Cluster 2 the majority of respondents have been peer educators for between 1 and 6 months. Clusters 8 and 9 are the only Clusters where more than 20% of peer educators have been in service for more than 3 years. Cluster 5 has the highest number of new peer educators.

Figure 28: Duration of being a peer educator by Cluster



Almost two thirds of SAPS peer educators volunteered to be peer educators (59%, n = 130). 11% (23) became peer educators after going on training, 9% (19) were elected by their co-workers and another 9% were asked to become peer educators by another peer educator. Only 5% of SAPS peer educators in the sample started peer education activities on their own. This data is illustrated in Figure 29 below.

Figure 29: How did respondents become peer educators?

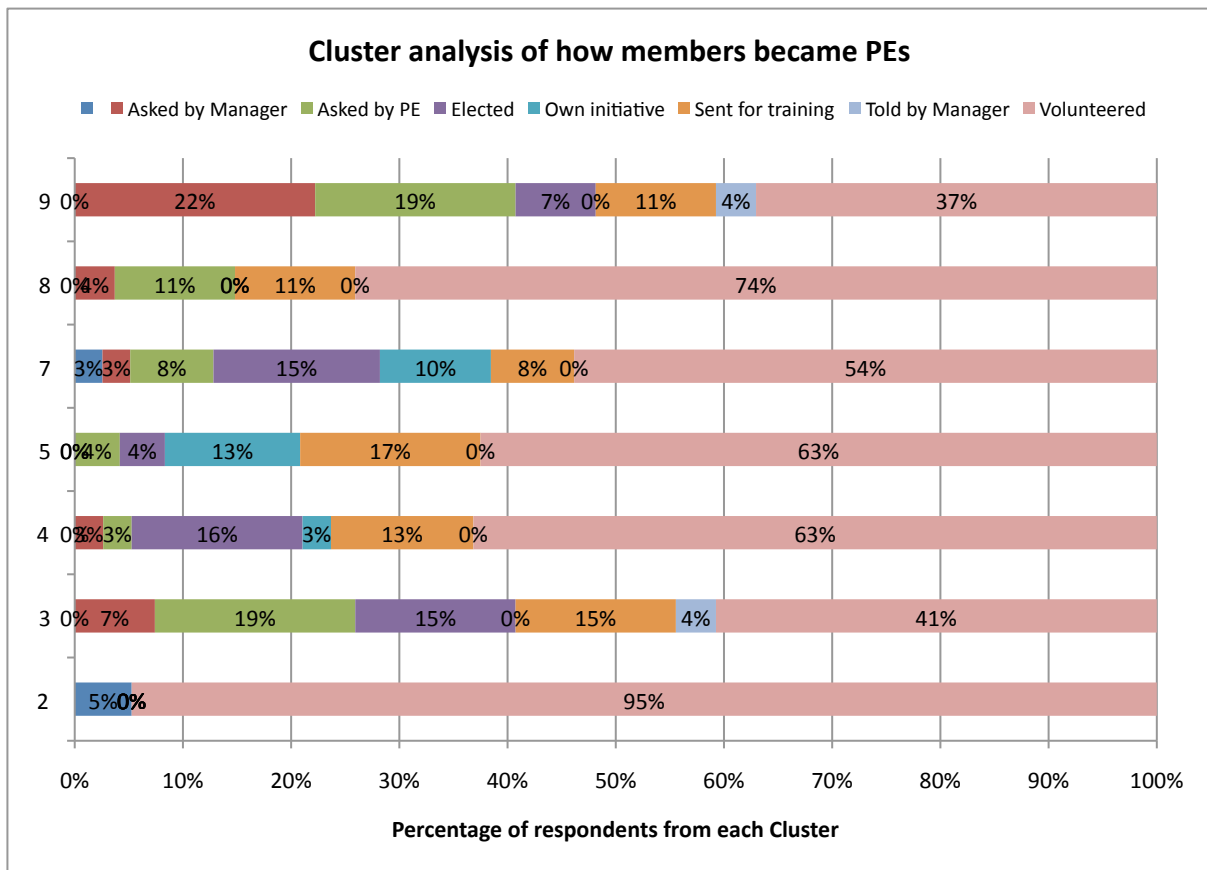


What is interesting to note is that of the 34 peer educators who have been conducting peer education activities for more than 3 years (36 months), 23 (68%) volunteered to be peer educators, 3 (9%) started peer education activities on their own, 1 (3%) was asked to be a peer educator and agreed, 2 (6%) were elected by their co-workers, 1 (3%) was sent on training and became a peer educator and 4 (12%) were asked by another peer educator to be a peer educator and agreed.

This trend suggests that those who volunteer to be peer educators are more likely to remain peer educators for a longer period.

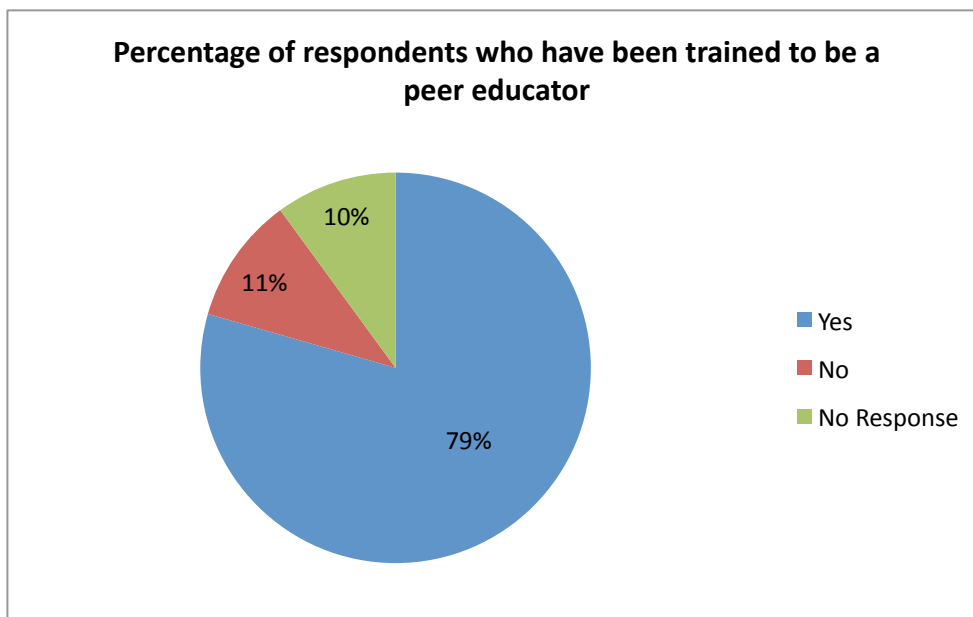
The Cluster analysis tells us that only in Clusters 3 and 9 are fewer than half of peer educators volunteers. Cluster 9 also has the highest percentage of respondents who were asked by management to take on the role of being a peer educator. Clusters 3, 4 and 7 have the highest incidence of elected peer educators in the sample.

Figure 30: Cluster analysis of how respondents become peer educators



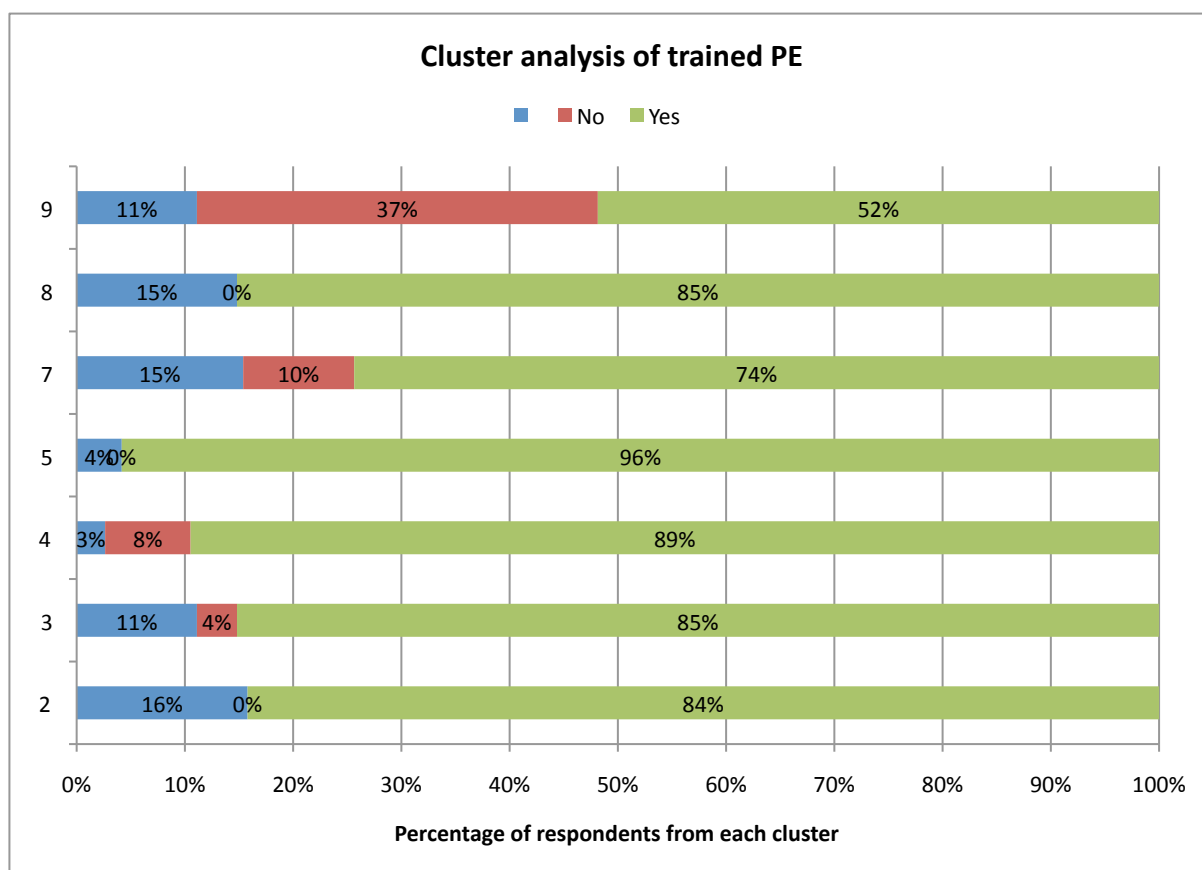
Of the total 219 SAPS peer educator respondents to the questionnaire 79% (174) report that they have received training to be a peer educator and 11% (23) report that they received no peer education training. This data is highlighted in Figure 31 below.

Figure 31: Percentage of respondents who have been trained to be a peer educator



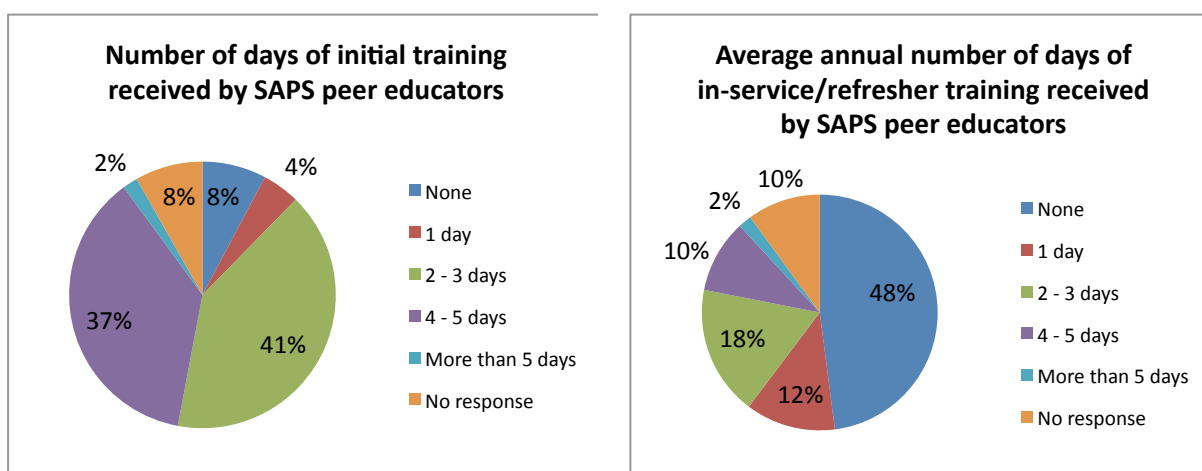
The Cluster analysis indicates that Cluster 9 appears to have a challenge with the training of peer educators with only 52% indicating that they have been trained. Cluster 5 appears to have the highest number of trained peer educators.

Figure 32: Cluster analysis of respondents who have been trained to be peer educators



For the majority (41%, n = 89) of SAPS peer educators initial training had a 2 – 3 day duration, this is followed by 37% (81) who report that initial training had a 4 – 5 day duration. Only 5% (10) and 2% (4) report that initial training was one day or more than 5 days respectively. There is a small 8% (17) who report that they have not received initial training. Given the inconsistency between this data and the 11% (23) who reported never having been trained as a peer educator it can be assumed that some of those who never received training did not complete the second question and thus are included in the 8% (18) from which there is no response.

Figure 33: Initial and in-service/refresher training reported by SAPS peer educator respondents

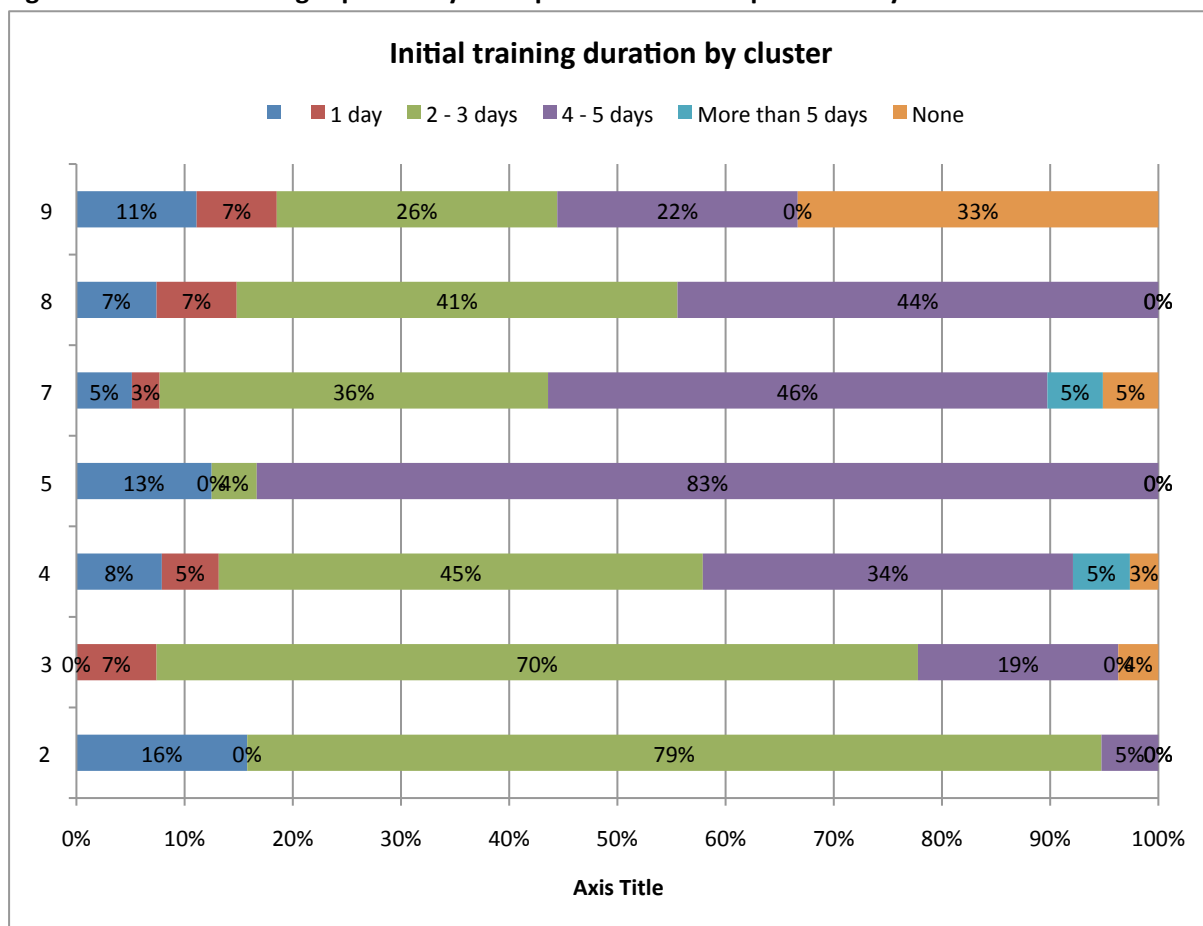


An astounding 48% (105) of respondents indicated that they have never received any in service or refresher training, 18% (39) report an average refresher training of 2 – 3 days, 12% (27) report 1 day and 10% (22) report 4 – 5 days. Only 2% (4) report more than 5 days each year.

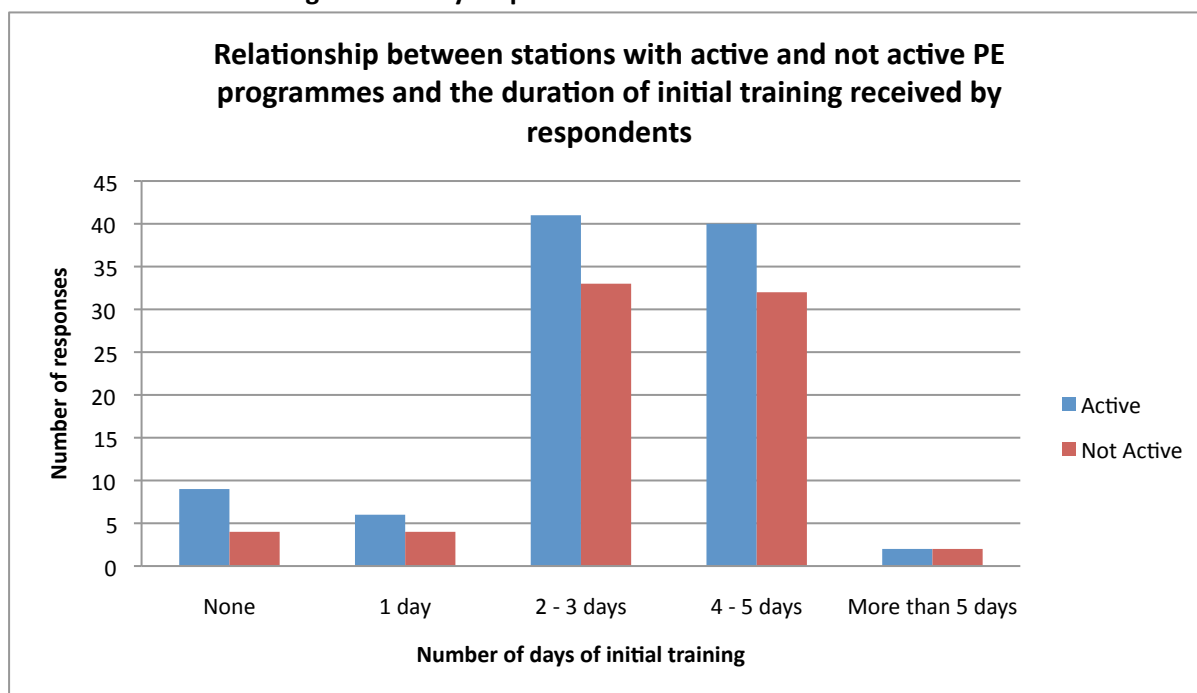
From **Figure 34** below it seems that most peer educators in Clusters have received between 2 and 5 days of initial training, with a small percentage indicating only 1 day of training (7% or less) or more than 5 days (5%). Cluster 2 seems to have a focus on shorter initial trainings, while Cluster 5 has a focus on longer initial trainings.

If we examine the responses of individual peer educators from stations with active and inactive peer education programmes we see a slight trend indicating that 2 – 5 days of initial training increases the likelihood that the programme will remain active, however additional research is required to include this as a strong finding.

**Figure 34: Initial training reported by SAPS peer educator respondents by Cluster**



**Figure 35: Relationship between stations with active and not active PE programmes and the duration of initial training received by respondents**



Trends uncovered through a closer examination of the relationship between stations with active and inactive peer education programmes and the duration of in-service or refresher training provide similar inconclusive trends.

An examination of in service or refresher training by Cluster (**Figure 36**) highlights that this type of training is clearly not a priority for SAPS. With 67% of respondents from Clusters 3 and 5 indicating that none of this type of training has been attended. Where this training is received by respondents the duration of 2 – 3 days is most frequent.

Findings seems to indicate that Cluster 5 is a relatively new Cluster implementing peer education activities with more new peer educators who have attended substantial initial training, have faith in leadership and understand what they should be doing, yet have relatively few stations where the programme is active. And very few respondents have received any in service or refresher training.

Figure 36: In service or refresher training reported by SAPS peer educator respondents by Cluster

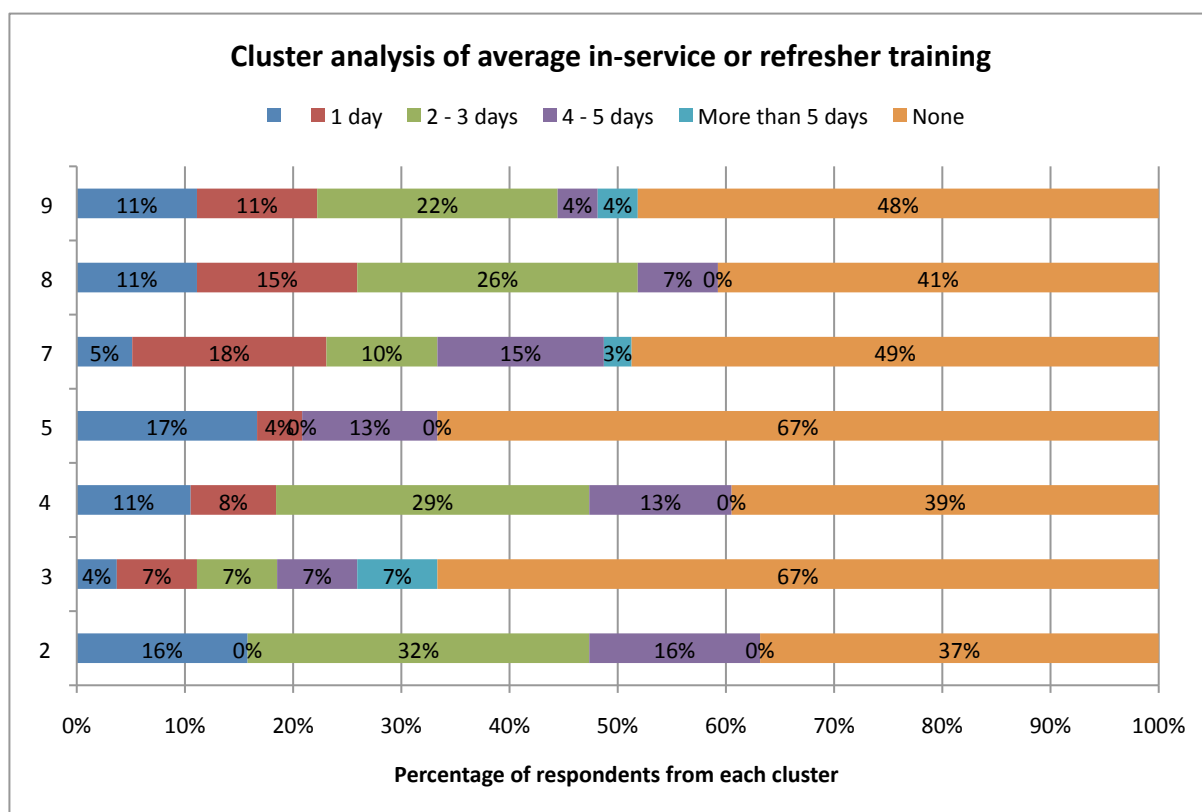


Figure 37 illustrates the responses of SAPS peer educators when asked if the SAPS peer education training provided them with different skills and knowledge essential to implementation of a successful peer education programme.

The highest percentage of respondents indicated strong satisfaction that the level of information provided on HIV and AIDS was what they needed as a peer educator (45%, n = 99), this was followed by the level of confidence received during training (36%, n = 78), then presentation skills (34%, n = 75), facilitation skills (28%, n = 62), referral skills (27%, n = 59) and monitoring and evaluation and organisation and scheduling skills (both at 23%, n = 51). The trend remains constant for those who agree, are neutral, disagree and strongly disagree.

Researchers find that this indicates a strong need for additional training, and potentially a different methodology of training that will result in greater levels of competence in a higher percentage of SAPS peer educators. Currently substantially less than 50% of peer educators feel that they have the necessary skills to be effective peer educators in the SAPS environment.

Figure 37: Respondents satisfaction with listed aspects of peer education training received

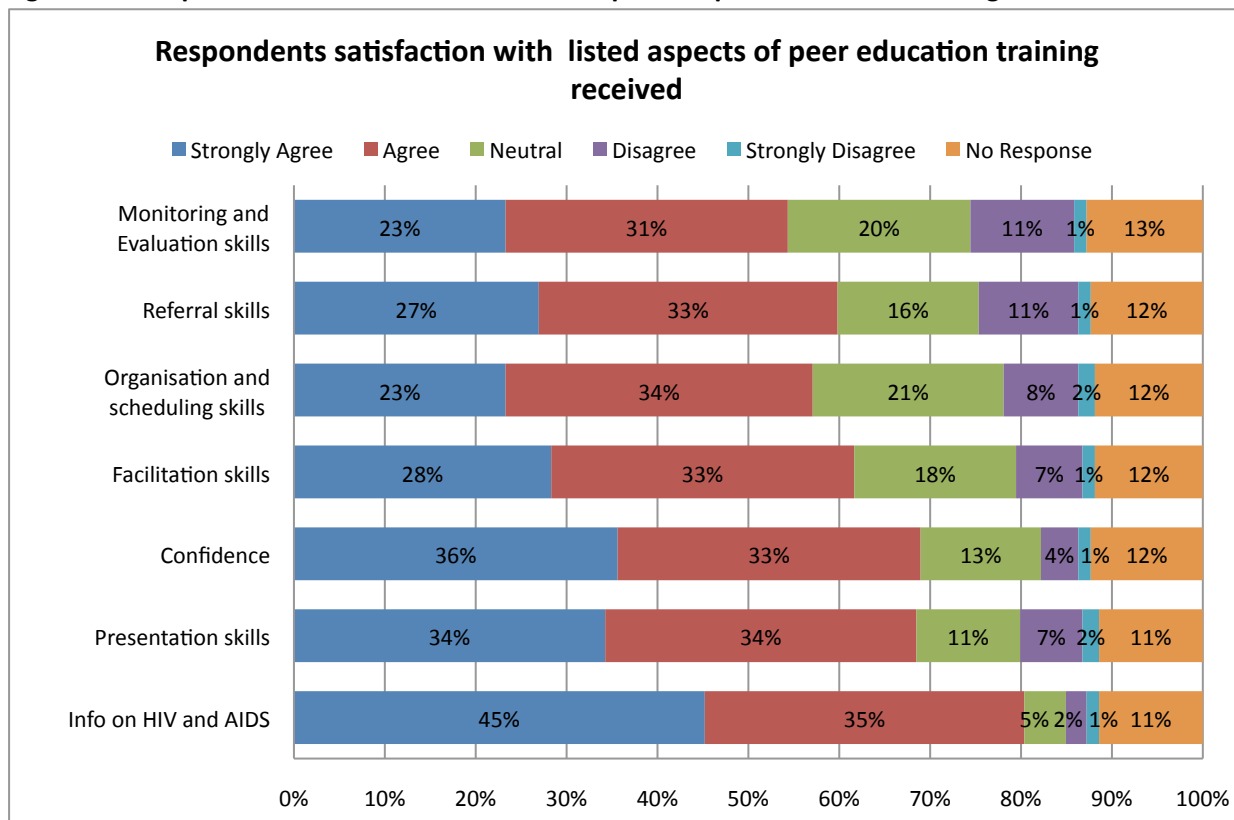


Figure 38 and Figure 39 illustrate responses to the question “which of the following have you been trained and feel able to do in your role as a peer educator?” Interestingly 79% (172) respondents feel able to promote the use of condoms. This is a positive finding in a prevention programme. 76% (166) of respondents felt that they understand the risky behaviour and can communicate this to peers, 67% (147) can encourage peers to get to know their HIV status and 60% (132) feel capable of discouraging multiple partners. Only 57% (125) respondents feel able to reduce stigma, 54% (119) feel capable of conducting adequate referral of peers, 47% (103) can assist peers in communicating with their children regarding HIV and other related issues and 43% (94) can assist peers who are grieving.

Only 28% (62) respondents of the total 219 feel capable across all areas examined by the survey, and 23 or 11% declined to provide any responses. On the whole the percentage of respondents who feel capable of providing a holistic service to their peers is small. 37% feel capable in fewer than half of the areas examined, conversely 63% feel capable in more than 50% of areas examined. Clearly there is further training and support required across all these areas for SAPS peer educators to feel that they are able to provide adequate support to their peers.

Figure 38: Percentage of respondents who are trained and feel able to perform activities as SAPS peer educators

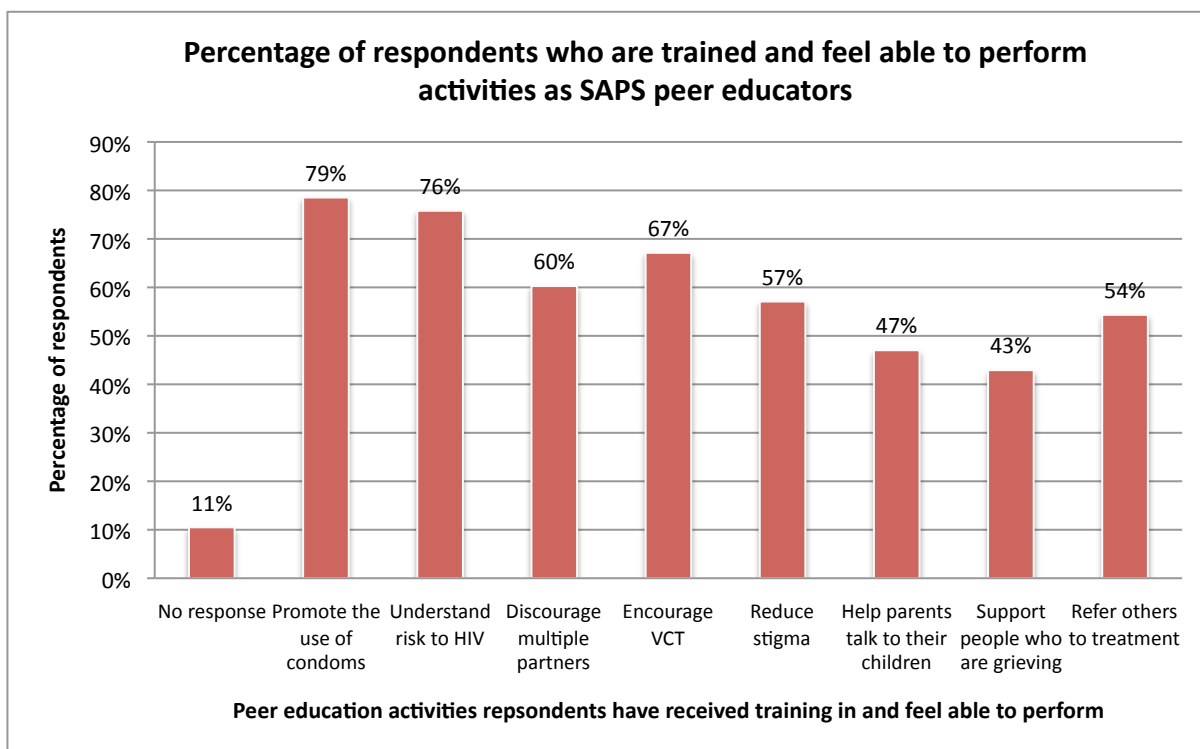
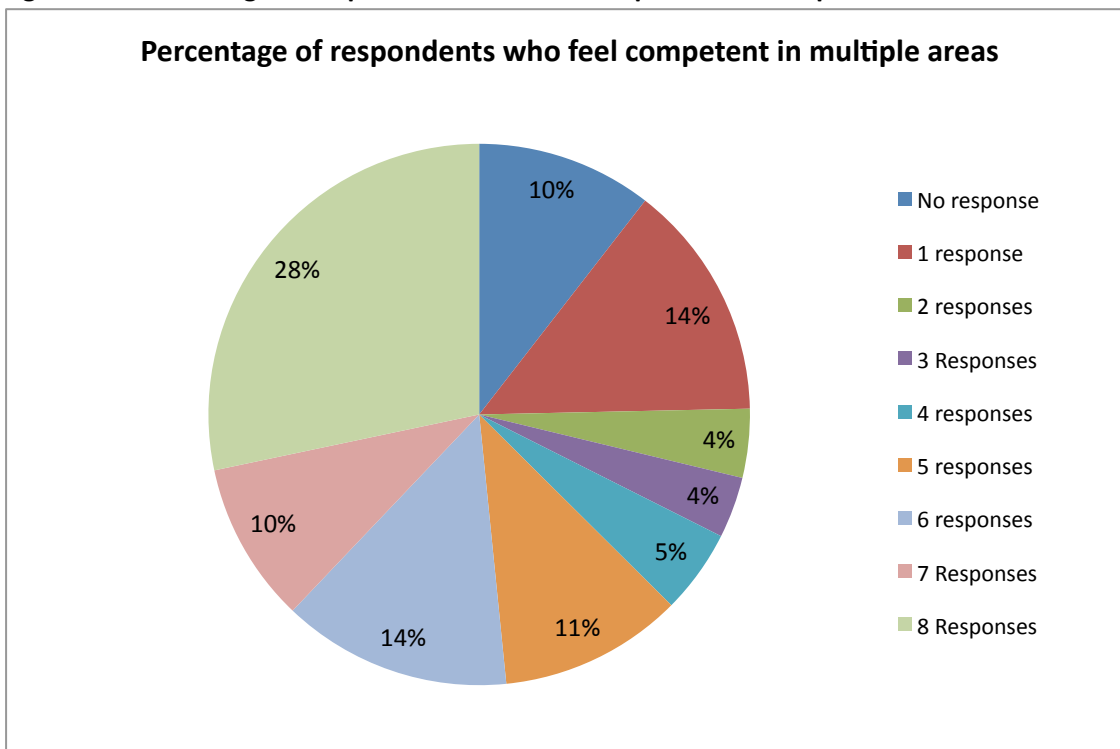


Figure 39: Percentage of respondents who feel competent in multiple areas

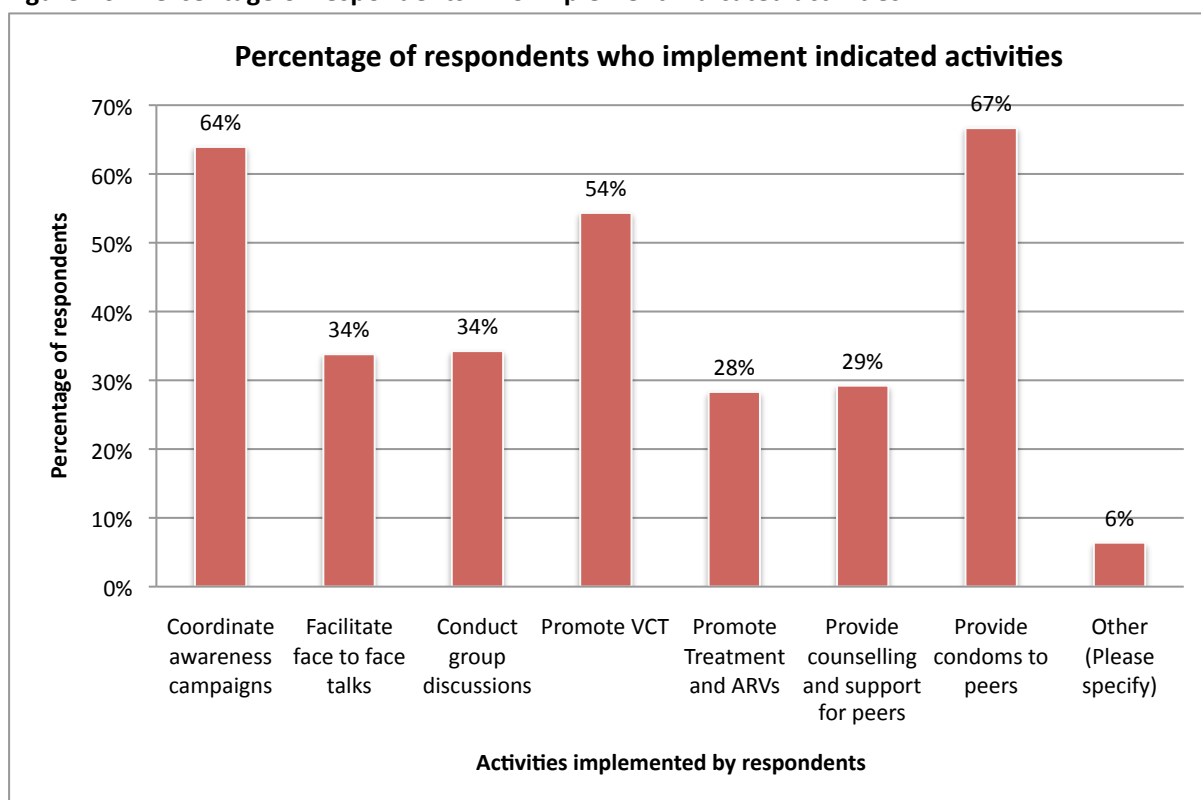


## 8 PEER EDUCATOR ACTIVITIES

### 8.1 VARIETY AND FREQUENCY OF AND PARTICIPATION IN ACTIVITIES

Responding to a multiple response question asking what activities are implemented in respondent organisations 67% (146) of peer educators indicated that they distribute condoms to peers, 64% (140) indicated that they coordinate awareness campaigns and 54% (119) promote VCT amongst their peers. These activities were followed by others implemented in organisations to a lesser extent with 34% (75) indicating that they facilitate face to face talks with peers and conduct group discussions, 29% (64) providing counselling and support to their peers and 28% (62) promoting treatment and ARVs. A small percentage of respondents (6% n = 14) indicated that they conduct other activities. Only 7 of these provided details on the nature of other activities, these included; speech & awareness, referral of infected members to EAS, initiate male projects, facilitation of training, distribution of pamphlets, distribution of condoms and the celebration of AIDS calendar days. This data is illustrated below in **Figure 40**.

**Figure 40: Percentage of respondents who implement indicated activities**



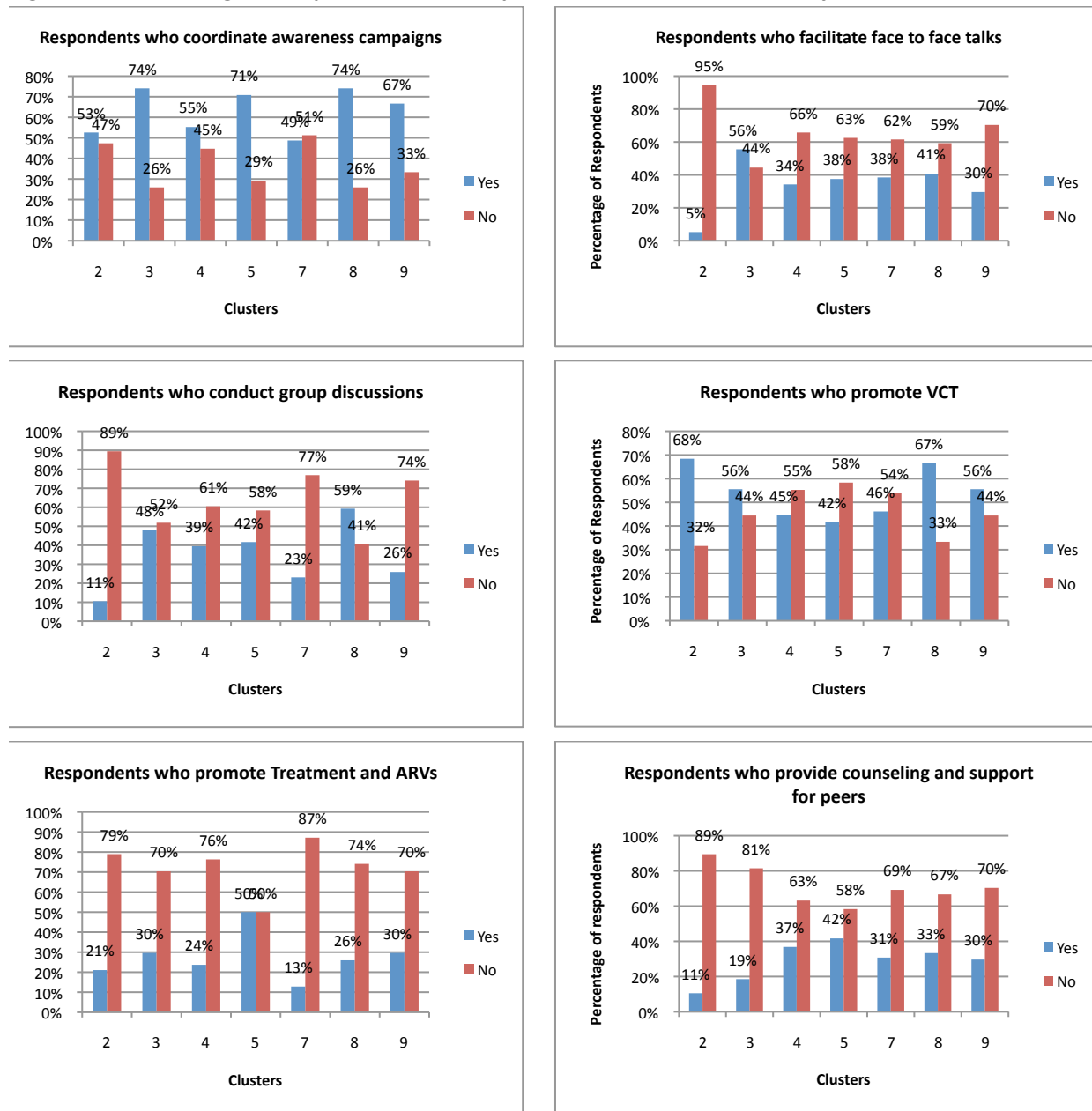
**Figure 41** illustrates the activities that are being undertaken in the Clusters. From the graphs presented it is apparent that the coordination of awareness campaigns and the distribution of condoms to peers are the most frequently undertaken activities in all Clusters. Some of the statistics worth mentioning are the following:

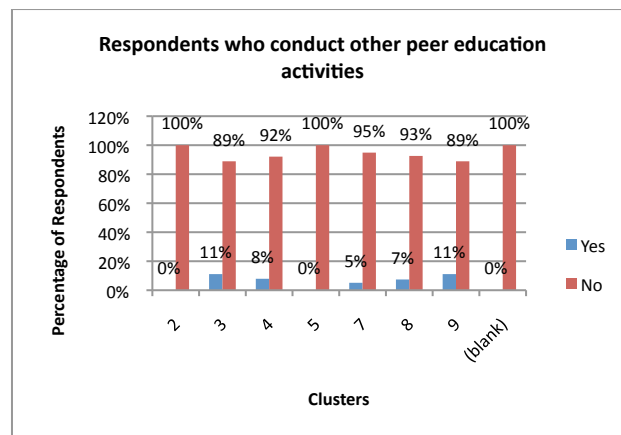
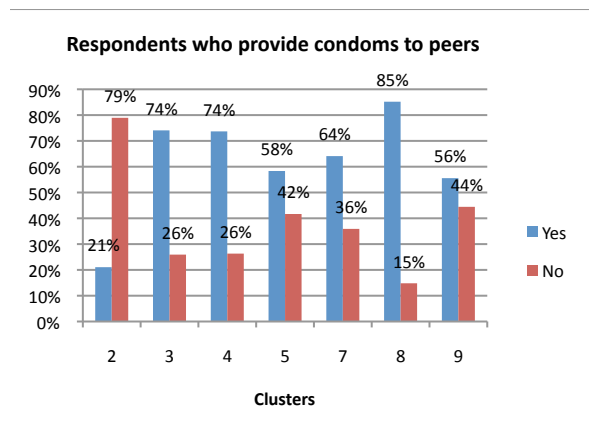
- Cluster 2 focuses on the promotion of VCT with very few other peer education activities taking place;
- Peer education activities other than those specifically listed by the instrument are not frequently being conducted. Those mentioned include celebration of AIDS calendar

days, Initiate male projects, referral of infected members to EAS, facilitation of training and distribution of pamphlets;

- Areas requiring specific focus are the promotion of treatment and ARV's and provision of counselling and support for peers.

**Figure 41: Percentage of respondents who implement indicated activities by Cluster**

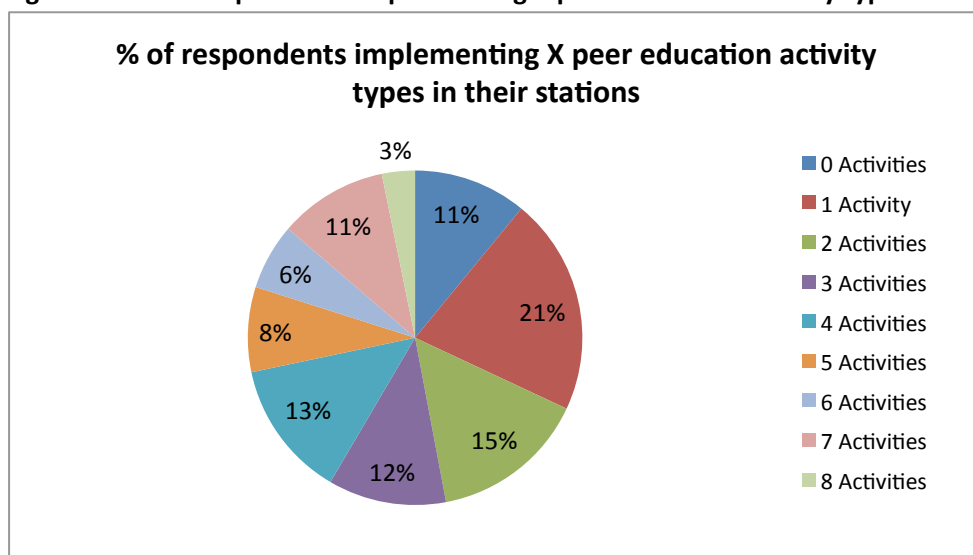


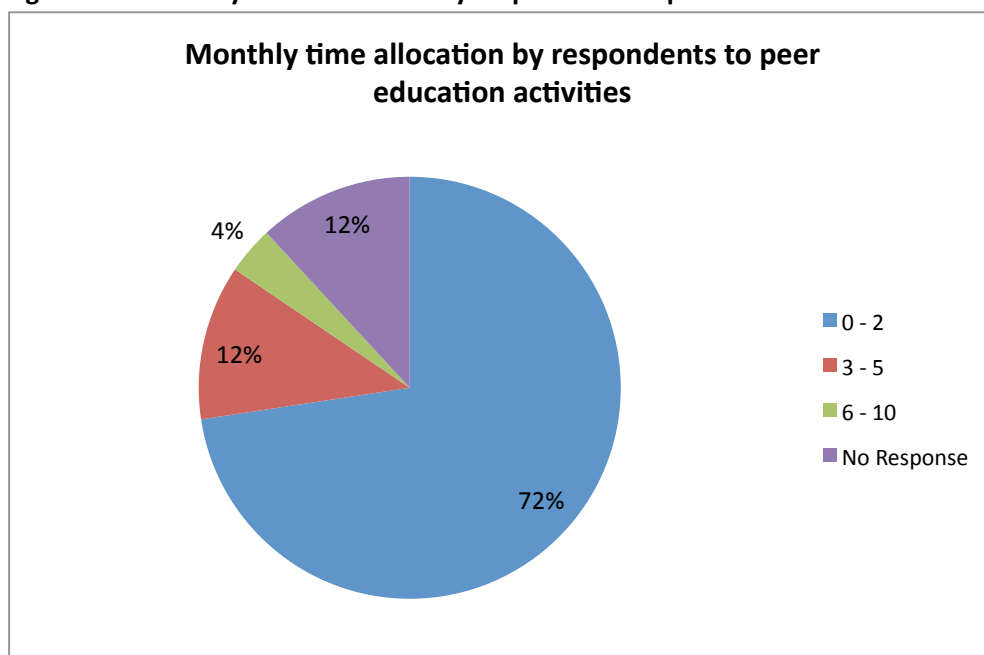


If we examine in **Figure 42** the number of types of peer education activities being implemented in the stations of respondents we find that 11% are not implementing any peer education activities at all and almost half (48%) of stations are implementing between 1 and 3 peer education activities in their stations. Only 41% of stations included in the survey are implementing more than 4 prevention focussed peer education activities.

On asking approximately how many employees in respondents' station and in their division participate in HIV and AIDS activities and campaigns only 107 of those surveyed provided responses. Of these 65 respondents indicated that between 0 and 10 members of their station and division participate, 19 indicate the participation of between 11 and 25 employees, 14 report that between 25 and 50 employees are participants and 9 indicate that more than 50 individuals from their stations and divisions participate in HIV and AIDS activities and campaigns. From this it can be seen that participation in HIV and AIDS activities within SAPS is very low.

**Figure 42: % of respondents implementing X peer education activity types in their stations**

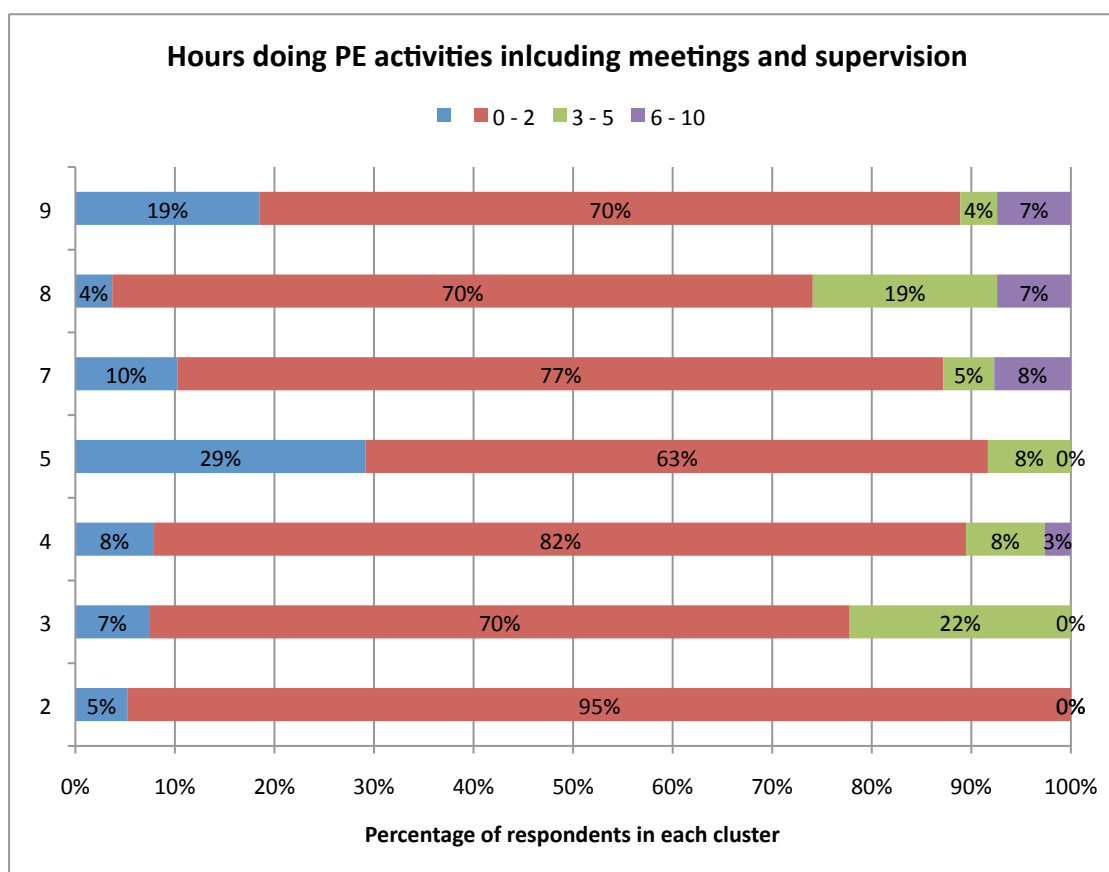


**Figure 43: Monthly time allocation by respondents to peer education activities**

**Figure 43** illustrates the time spent by 72% (159) of the total 219 respondents in conducting peer education activities (including planning, meetings and supervision) each month is 0 – 2 hours. 3 – 5 hours is spent on peer education activities each month by 12% (26) of respondents and only 4% (8) report spending 6 – 10 hours.

The Cluster view of time allocated to peer education activities (**Figure 44**) shows that across all Clusters the majority of peer educators who participated in this study allocate 0 to 2 hrs to peer education activities. Only Clusters 4, 7, 8 and 9 have any peer educators who report an average of 6 to 10 hours in a month.

Figure 44: Monthly time allocation by respondents to peer education activities by Cluster



Researchers find that this represents a somewhat minimalistic peer education programme in SAPS in Gauteng province, with a minimum of different types of and incidences of those activities being implemented and attended/participated in intermittently across stations, and a minimum of time being allocated to peer education activities by peer educators. It is doubtful that a peer education programme implemented in this manner will result in tangible impact for employees of SAPS.

**8.2 FORMAL AND INFORMAL DISCUSSIONS WITH HIV AND AIDS FOCUS**

If we examine the frequency with which peer educators engage their work colleagues and others in discussions about HIV and AIDS and related issues we see as illustrated in **Figure 45**, that only a very small percentage engage in weekly discussions with any target group and that informal discussions are more likely to take place weekly (with colleagues at work (15% n = 33), with other people outside the work environment (15% n = 33) and with other people in the work environment (11%, n = 24)) than formal structured sessions at work (5%, n = 10).

Interestingly both formal/structured and informal discussions with any group of participants seems to be more likely to take place on a bi-monthly or bi-annual basis than a quarterly basis with all groups reporting a higher occurrence of discussions in those frequencies.

Figure 45: Reported frequency of discussion type and participants

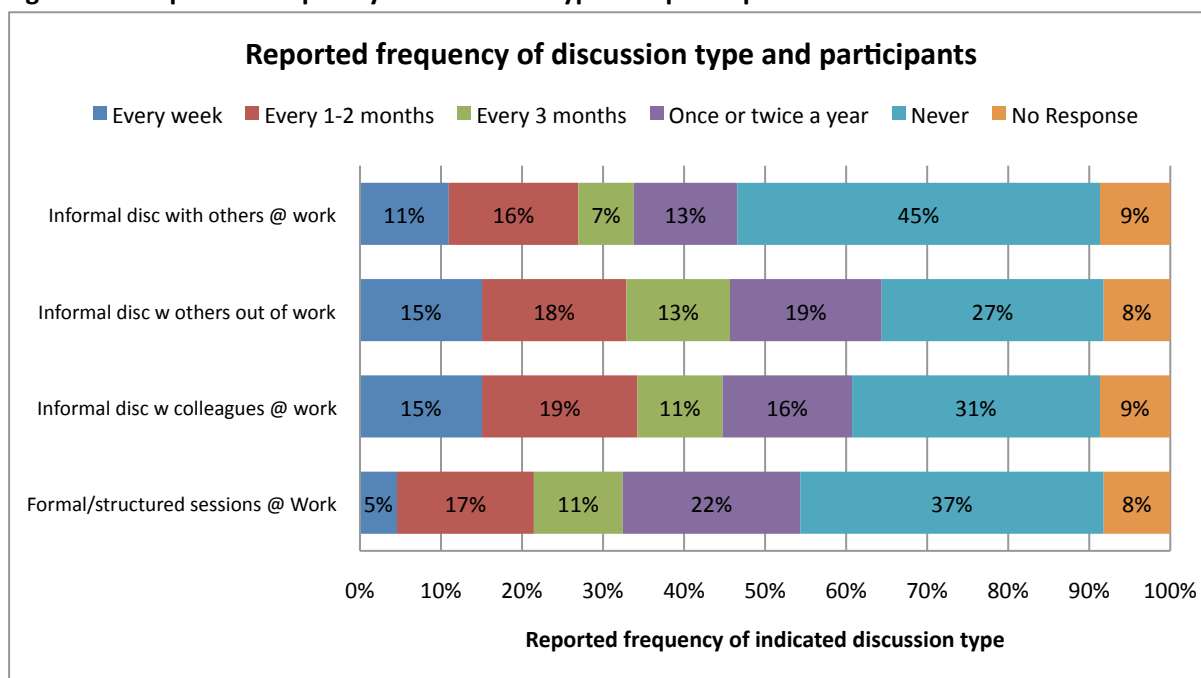
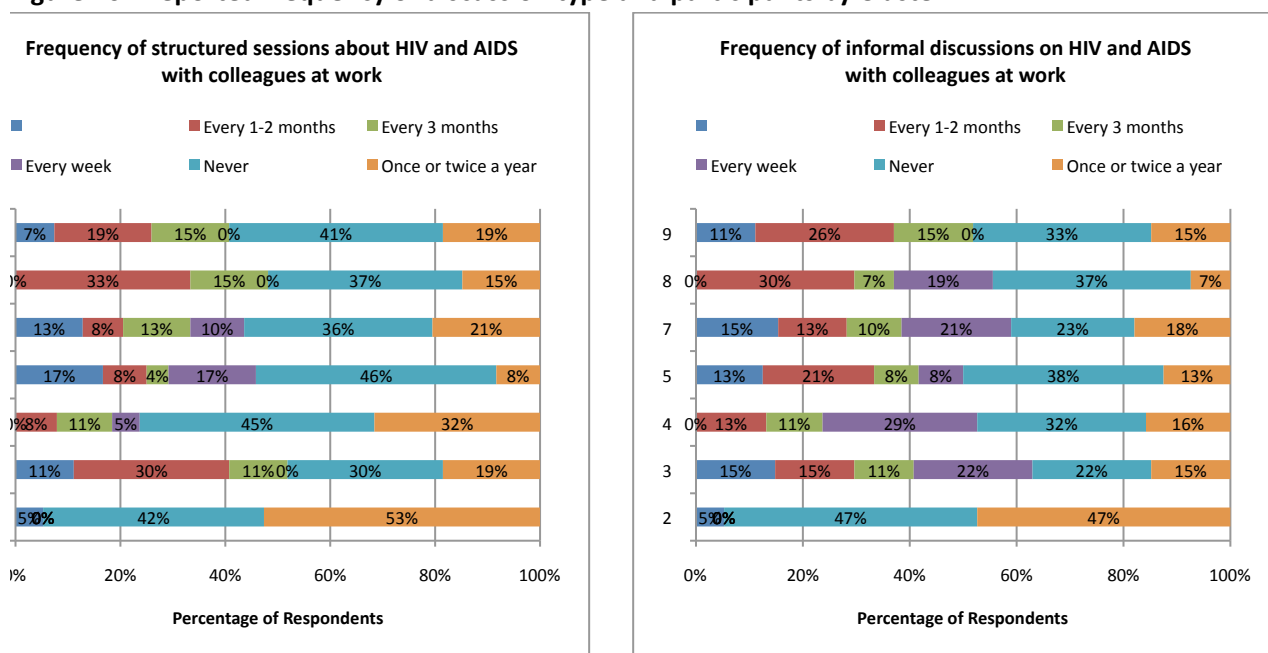
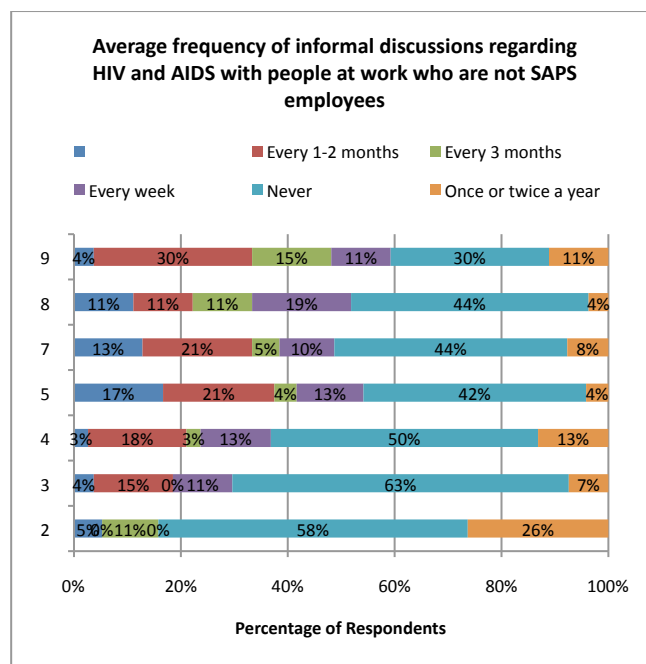
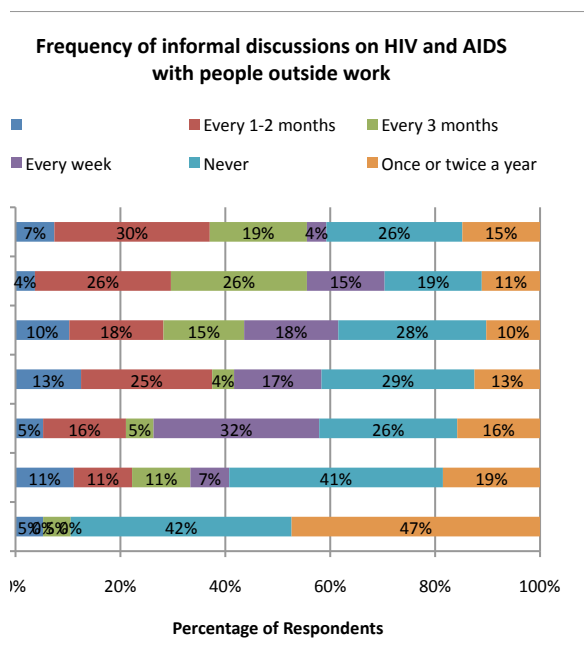


Figure 46 provides an illustration of the frequency of different types of discussions with different types of individuals in each Cluster. The following findings are noteworthy:

- Across all Clusters the highest number of respondents report never conducting structured discussions with colleagues regarding HIV and AIDS, however at all stations more than half of responding respondents indicate that structured discussions with colleagues regarding HIV and AIDS take place at least once or twice each year;
- Cluster 2 is the least active in terms of holding formal or informal structured or unstructured discussions regarding HIV and AIDS.

Figure 46: Reported frequency of discussion type and participants by Cluster



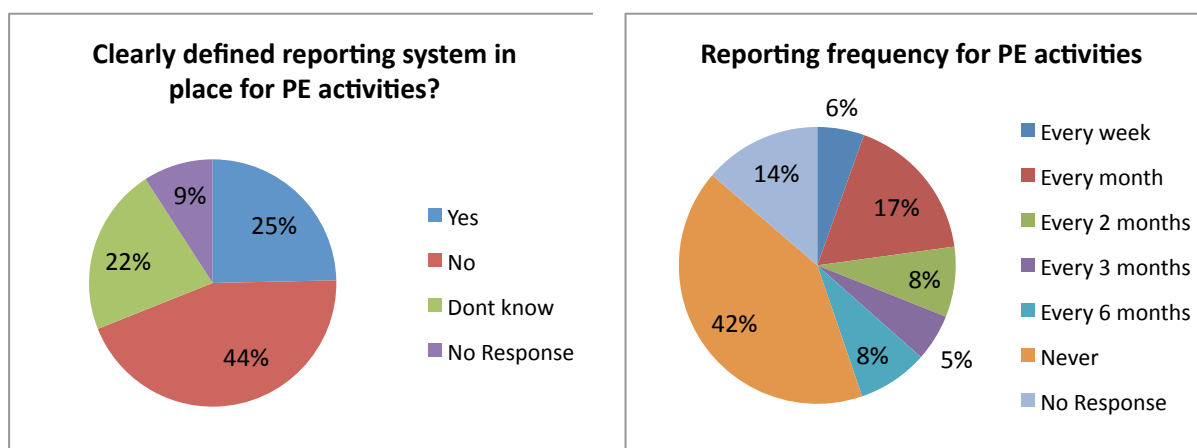


### 8.3 REPORTING ON PEER EDUCATION ACTIVITIES

Only 25% (54) respondents could confidently say that there is a well-defined reporting system in place at their stations for reporting on peer education activities. Almost half (44%, n = 97) indicated that there is no clearly defined reporting system in place, a further 22% (48) indicated that they did not know, highlighting that they are not using the reporting system if it does exist. 9% (20) of respondents did not answer this question.

If we examine the reporting frequency reported by respondents we see a similar picture emerge, with only 6% (12) indicating that they report weekly, 17% (38) indicate that they report on a monthly basis, 8% report bi-monthly, 5% report quarterly and 8% report semi-annually.

Figure 47: Is there a clearly defined reporting system in place and how often do you report on PE activities?

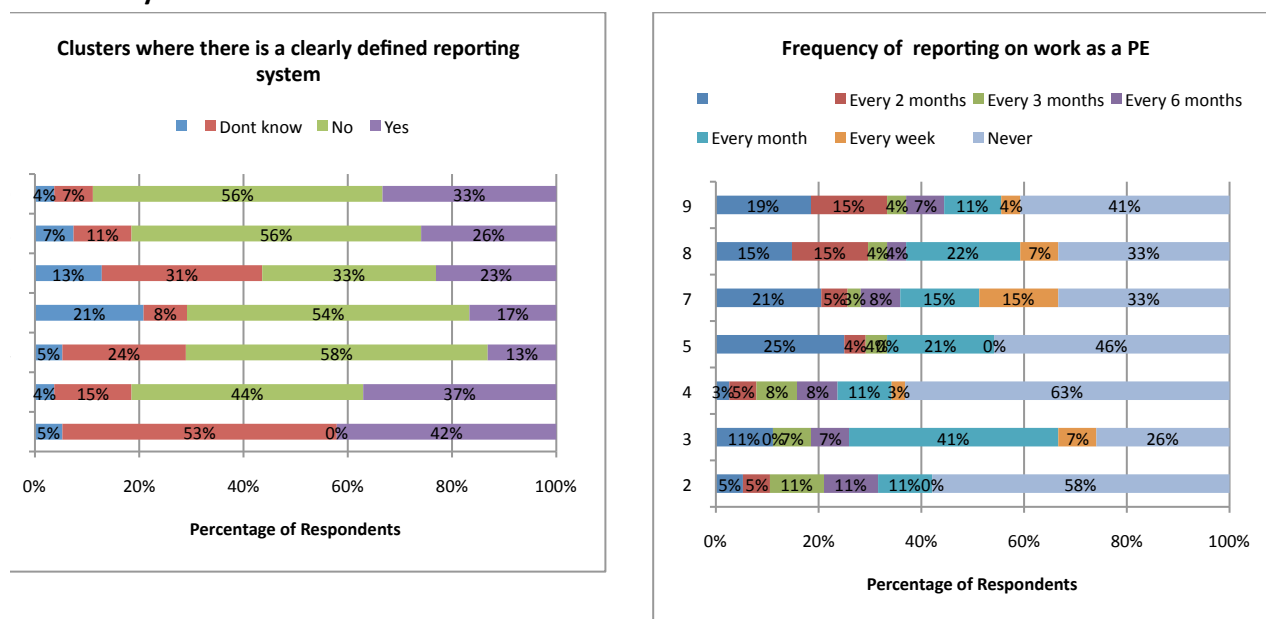


Cluster analysis (Figure 48) reveals that for all Clusters there is a very high percentage of respondents who either know that there is no reporting system in place or do not know about a reporting system. Data from Cluster 2 is somewhat anomalous with 42% providing a clear positive response and the balance indicating that they don't know, but no negative

responses. Cluster 3 has the highest percentage of respondents who feel that the reporting structure is clearly defined.

Reporting frequency is clearly a problem in all Clusters, but particularly in Clusters 2 and 4 where approximately 60% of respondents indicate that they never report. The most regularly reporting Cluster appears to be Cluster 3 where 41% of respondents report monthly and only 26% never report.

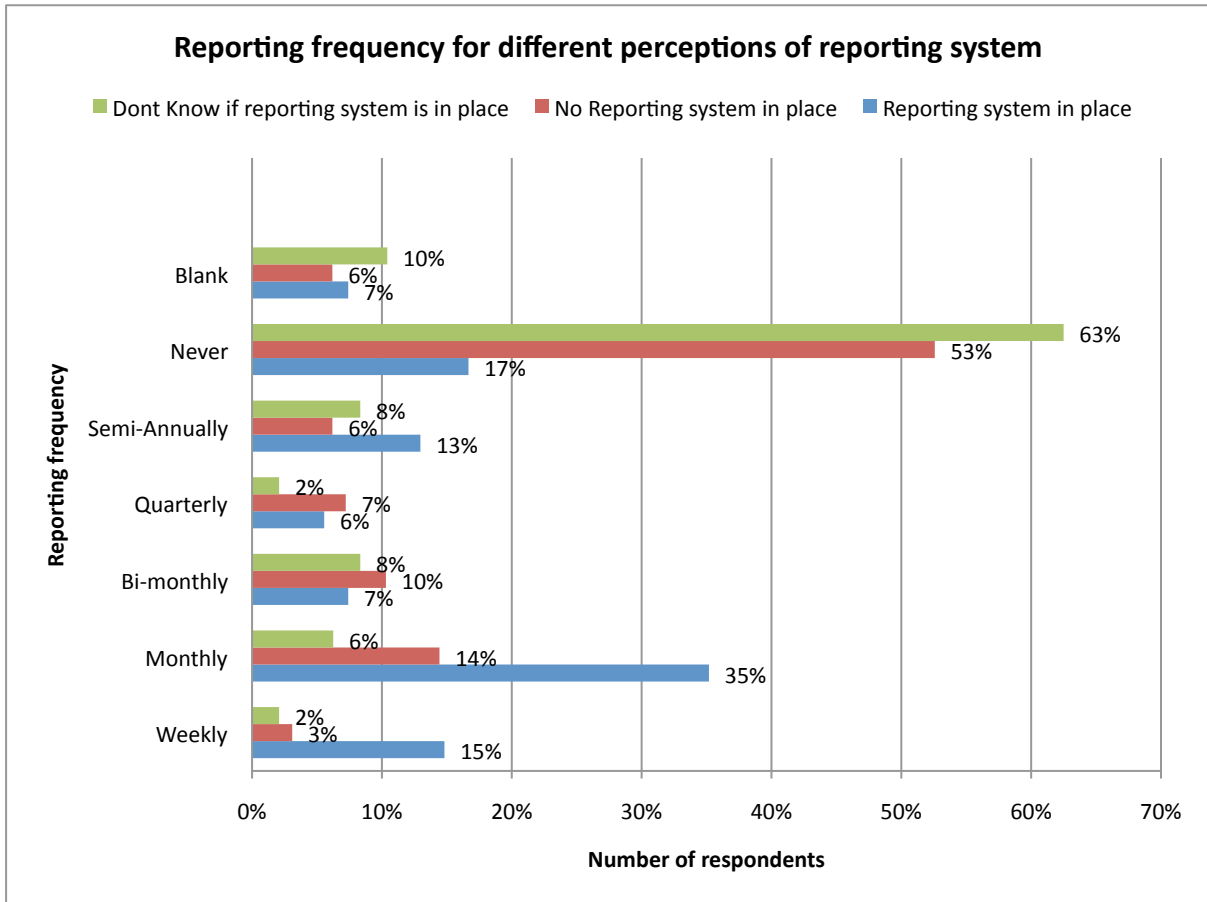
**Figure 48: Is there a clearly defined reporting system in place and how often do you report on PE activities by Cluster**



We can definitely say that in general there is a low frequency of regular reporting on peer education activities in SAPS, that reporting schedules where they do exist are not sufficiently communicated or are not sufficiently monitored for adherence. This leads researchers to assume that there is insufficient/no use of reported data within SAPS. Where reported data is valued and used to feed back into the decision-making and planning process for a programme reporting is monitored and reporting systems are adhered to.

Examining the two questions more closely (**Figure 49**) reveals very little. Of the total number of respondents who indicate that there is a reporting system in place, 50% are reporting at least monthly and only 17% indicate that they are not reporting at all. Of those who indicated that there is no reporting system in place, 53% never report and only 17% report at least monthly. Of those respondents who indicated that they did not know if there is a reporting system in place 63% do not report at all and only 8% report at least monthly.

Figure 49: Reporting frequency for different perceptions of reporting system



## 9 PEER EDUCATOR ATTITUDES AND OPINIONS

### 9.1 DO PEER EDUCATORS FEEL PREPARED?

Figure 50 provides an illustration of the responses of peer educators in Gauteng indicating how confident they feel to undertake specific peer education activities/discussions with their peers. The highest percentage 60% (131) feel confident about dispelling myths, 58% (128) are confident in discussing sex and 57% (125) are confident to refer individuals to VCT. Only 40% (87) are comfortable discussing homosexuality, 44% (96) with discussing transactional sex and 46% (101) with EAP. In general more than half of peer educators who participated in the survey feel somewhat or very confident to tackle the activities listed below.

Conversely approximately 10% of respondents indicated that they are uncomfortable with specific topics. Dispelling myths is the topic that made most respondents (10% n = 21) uncomfortable, interesting that this too is the topic that most respondents (60%, n = 131) felt comfortable about. The topics that provide discomfort to a high percentage of (9%, n = 20) individuals are supporting disclosure, EAP, Referral to VCT, discussing homosexuality and transactional sex. Discussing sex is the topic that makes the fewest peer educators uncomfortable (5%, n = 12).

Figure 50: How prepared do peer educators feel about undertaking specific activities

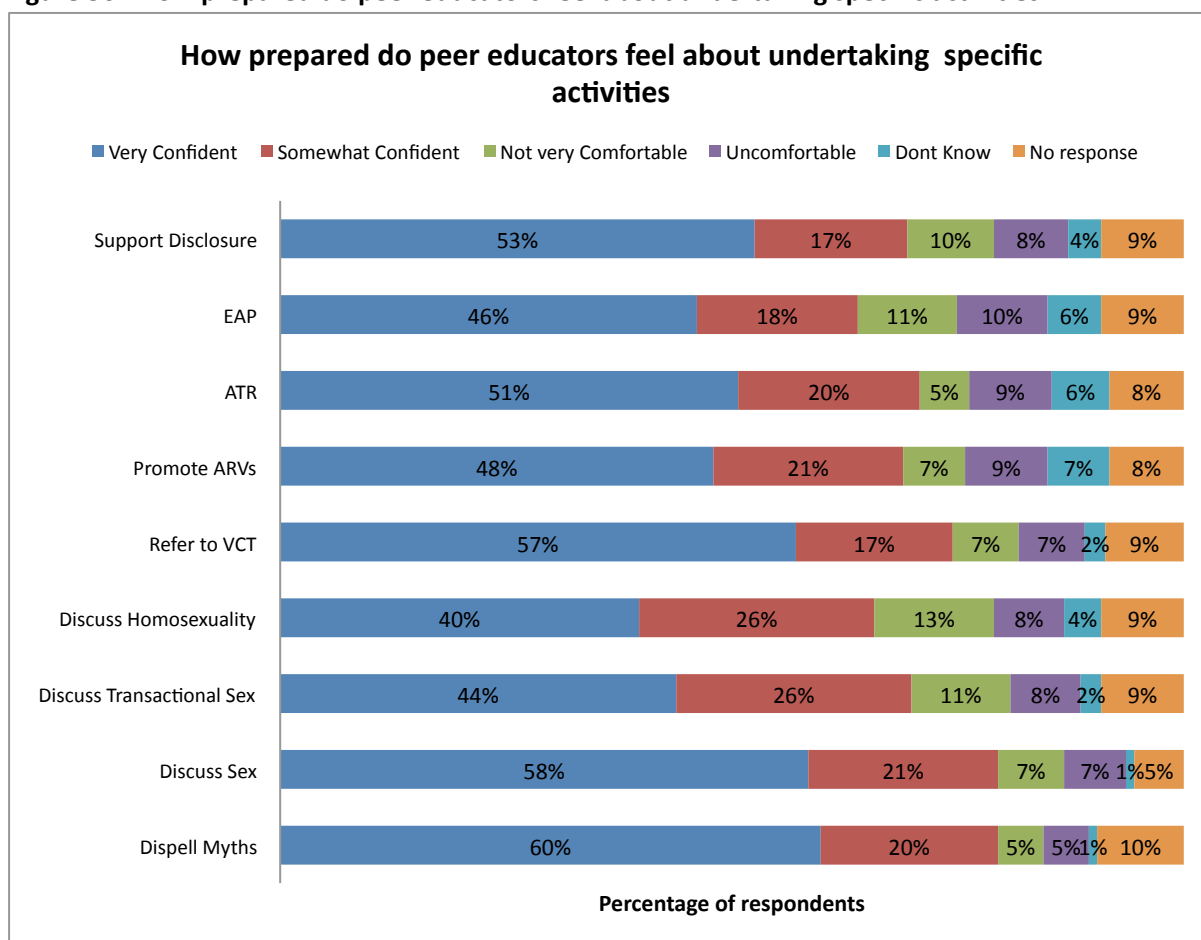
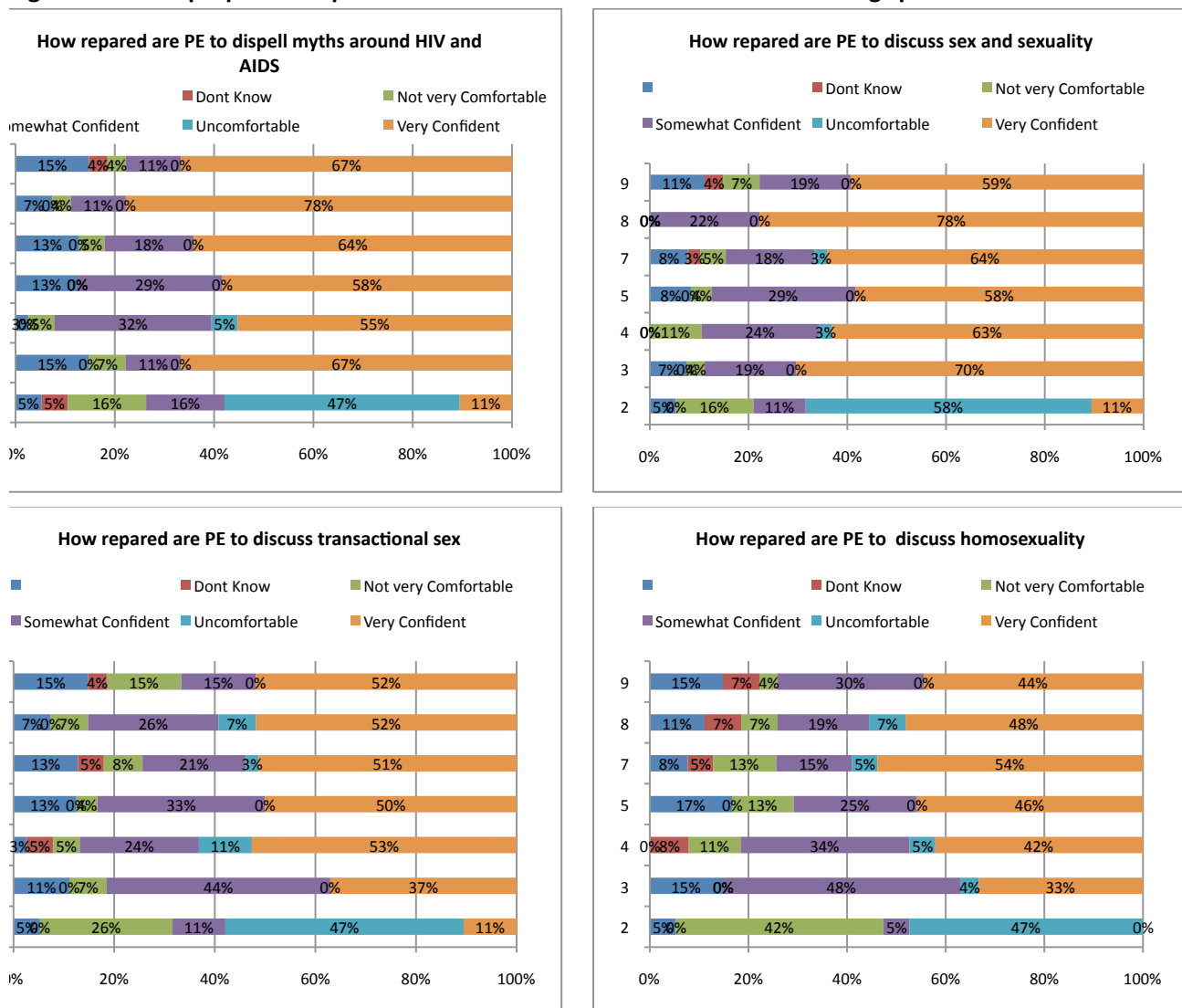
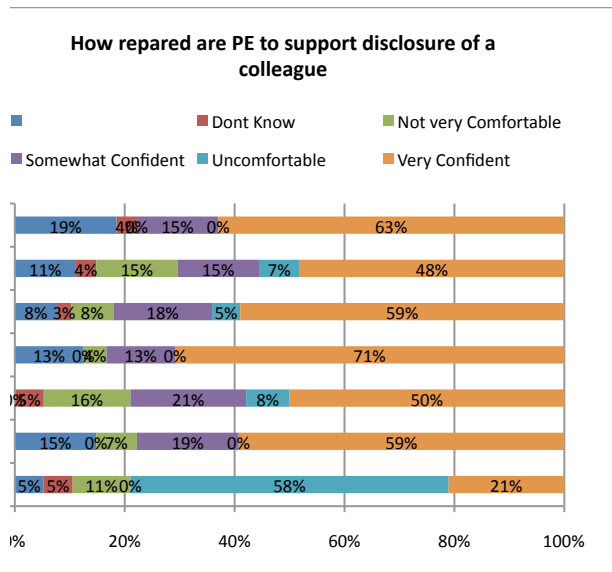
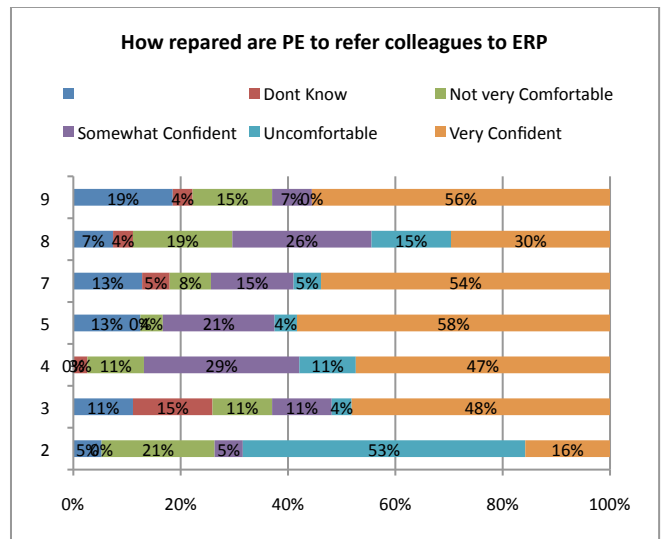
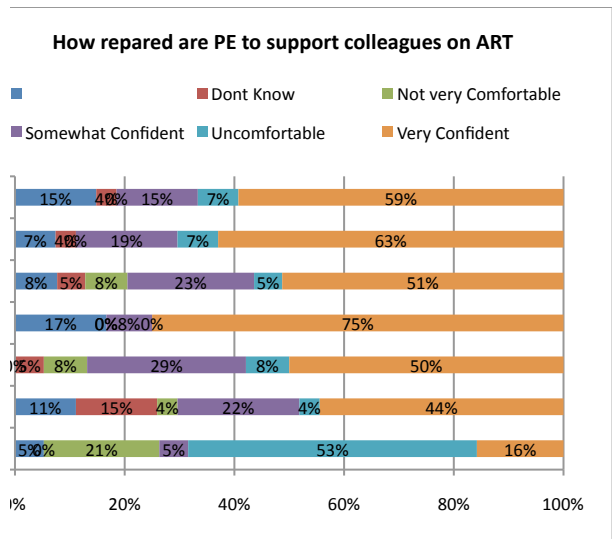
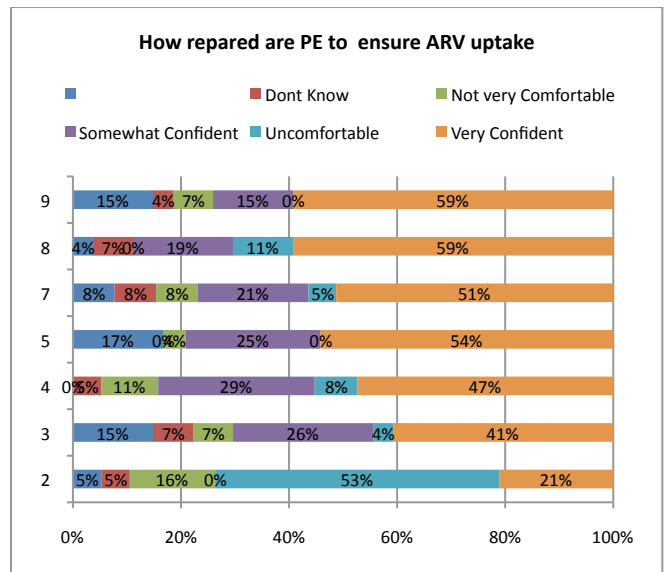
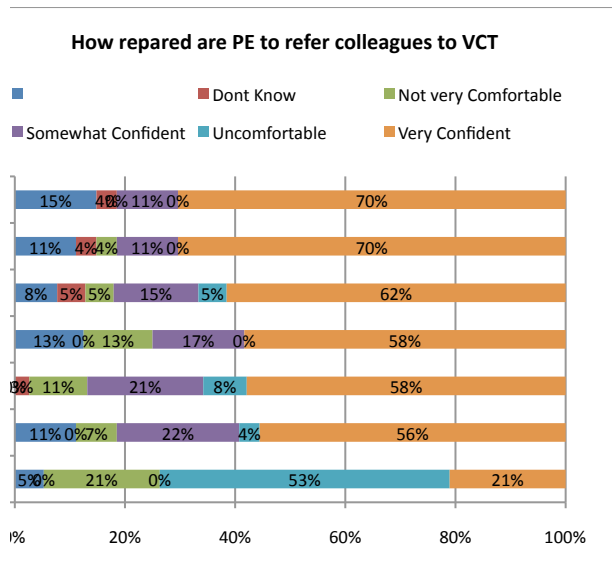


Figure 51 provides the reader with an illustration of the Cluster breakdown of how prepared peer educators feel to undertake listed activities. From the graphs below it is apparent that

Cluster 2 have the lowest levels of confidence across all listed activities, and the highest percentage of respondents indicating that they feel uncomfortable with listed peer education activities.

Figure 51: How prepared do peer educators in Clusters feel about undertaking specific activities





### 9.2 WHAT IS THE ATTITUDE OF PEER EDUCATORS TO THE SAPS PEER EDUCATION PROGRAMME?

The survey instrument informed peer educators that the Centre for the Support of Peer Education is interested in working with the SAPS Peer Education programme and were considering some major improvements. Peer Educators were asked what their attitude to the SAPS Peer Education Programme was at the present time. It is heartening that 51% (111) respondents indicated their commitment to the programme and to continue working within the programme even if no improvements were made. A further 29% (64) of respondents indicated that they were only interested in continuing their participation if real improvements in the programme are made. A small 4% indicated that they felt that the SAPS Peer Education programme is not a serious programme and that they have not participated much recently. 5% indicated that they were no longer interested in being peer educators.

Figure 52: Attitude to SAPS peer education programme at present

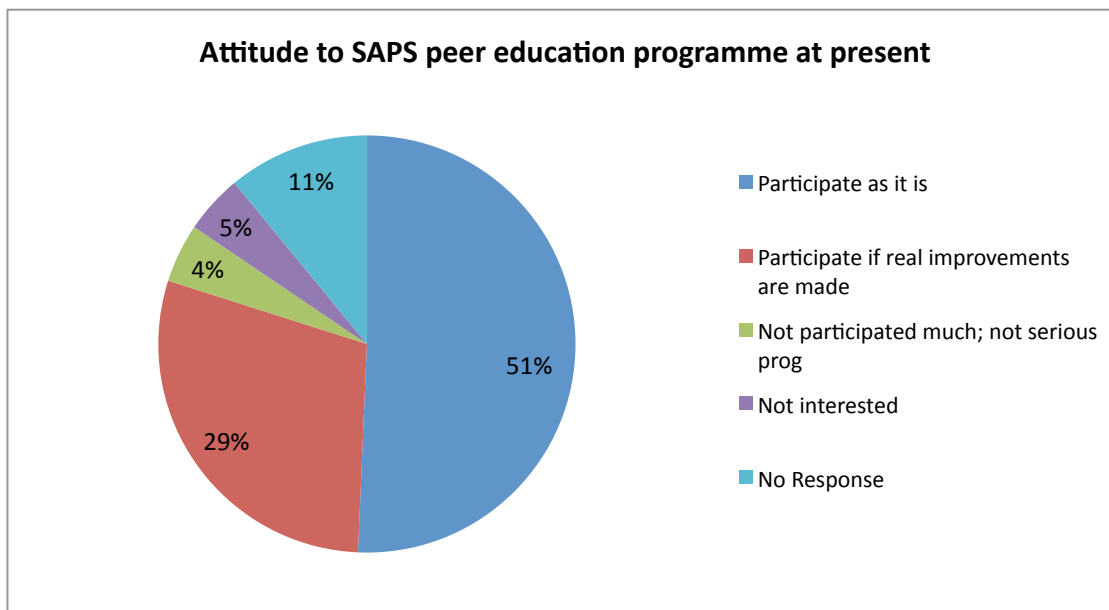
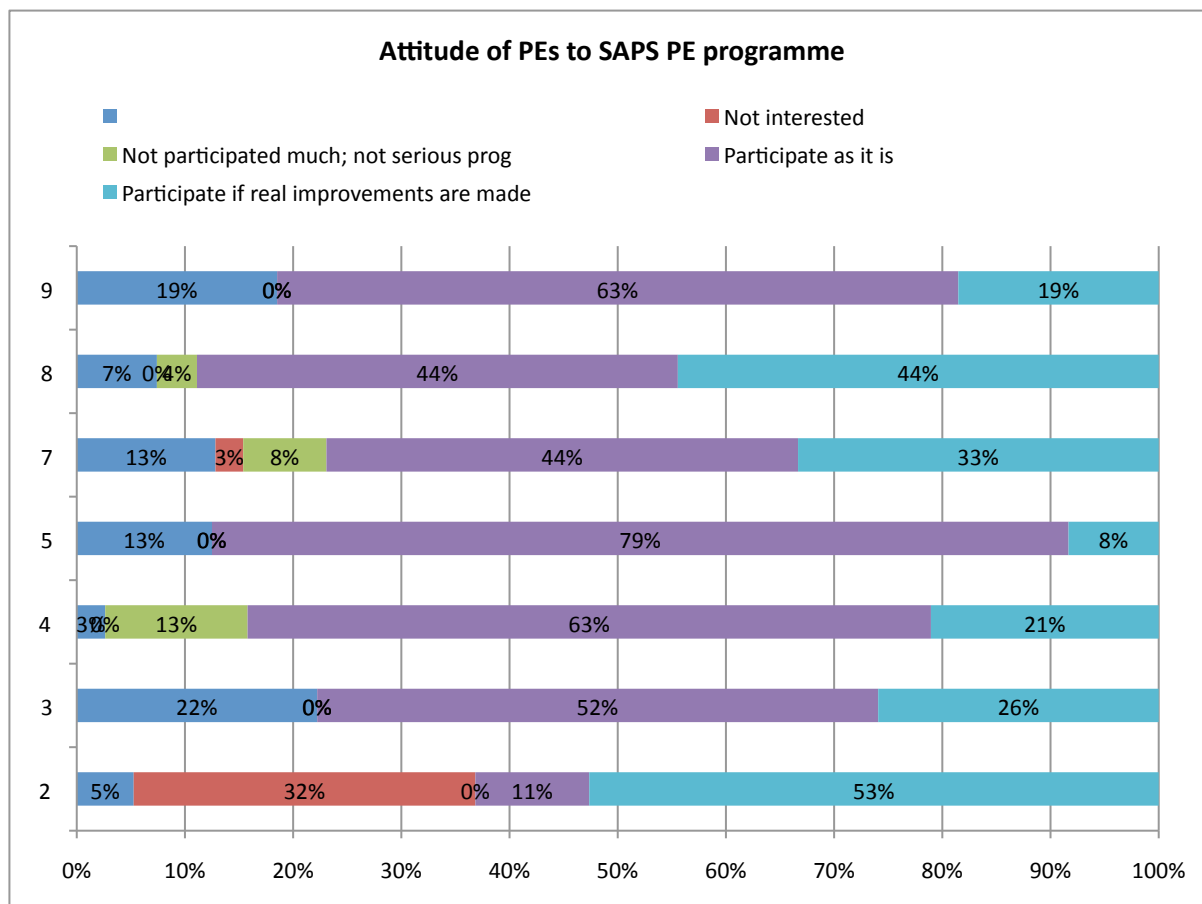


Figure 53: Attitude to SAPS peer education programme at present by Cluster



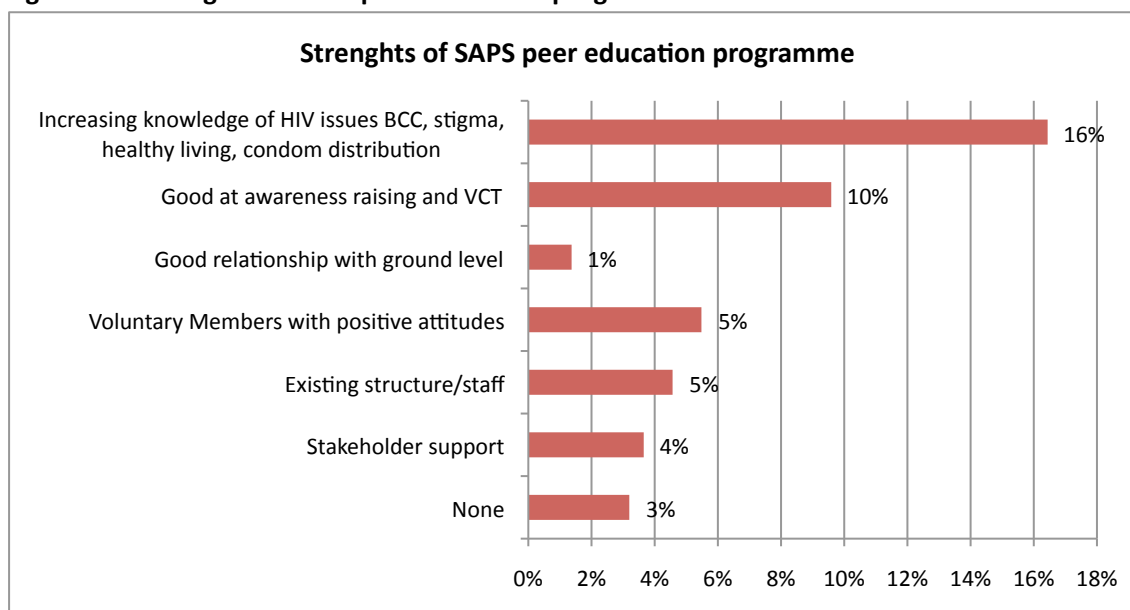
The Cluster analysis indicates that Cluster 2 has the highest percentage of peer educators who are not interested in being peer educators and who will only continue to participate in the SAPS peer education programme if real improvements are made. Conversely, Cluster 5 has the highest percentage of respondents who are very positive about the programme and will continue to participate as the programme is.

### 9.3 WHAT ARE THE STRENGTHS OF THE SAPS PEER EDUCATION PROGRAMME?<sup>2</sup>

Of the total 219 respondents, 83 (38%) did not respond and 50 (23%) provided irrelevant responses when asked to elaborate on the strengths of the SAPS peer education programme. Responses to this question were therefore very scant and are illustrated below in Figure 54.

<sup>2</sup> Qualitative data is insufficient to conduct Cluster analysis.

Figure 54: Strengths of SAPS peer education programme



The main strength noted by respondents was the ability of SAPS peer educators to achieve HIV Prevention focussed peer education programme activities (16%, n = 36); increase knowledge of HIV and AIDS, reduce stigma, distribute condoms and support those who are affected and infected with HIV and AIDS to live healthy lifestyles.

*“Employees are highlighted on the seriousness of HIV/AIDS, by so doing members take necessary precautions. The condoms are also available that help peer educators to display what they teach. The pamphlets and posters also help peer educators to carry - out the message and again workshops.”*

**Cluster 4**

*“The main strength is to help colleagues to look after themselves. Those who are already infected to have a healthy life style and not to get sick and be absent from work”*

**Cluster 8**

*“To support members who are infected and affected by HIV&AIDS.”*

**Cluster 8**

A further strongly noted strength of the SAPS peer education programme was the ability to organise awareness raising events and VCT drives (10%, n = 21).

*“Promoting awareness workshop as well as VCT / Wellness”*

**Cluster 3**

*“Conducting a campaign awareness, also encourage VCT”*

**Cluster 8**

A further strength was noted in that the SAPS peer education programme already exists and has an established infrastructure (5%, n = 10) and that existing peer educators are mainly volunteers who are dedicated and passionate about HIV prevention work (5%, n = 12).

*“Its already structured. People are trained already.”*

**Cluster 3**

*"The strengths is that SAPS Peer Education programme is that peer educators are willing to participate in the programme even if there is lack of resources, they are hard workers because they make plans for their campaigns to succeed even if there are no resources or compliments for their hard work."*

**Cluster 6**

A few respondents identified existing stakeholder support for the SAPS peer education programme as a strength (4%, n = 8). Stakeholders identified include provincial and national government, University of Pretoria, Social Workers and SAPS EAS.

*"Social services, health and SAPS ministry must assist to motivate Peer Educators, by revisiting lans or guidelines in SAPS as this will strengthen Peer Education programme. Peer Educators should visit Hospitals, Hospice so as to learn more. SAPS should also introduce courses whereby certificates will be awarded or bursaries to encourage Peer Educating people to learn."*

**Cluster 3**

*"Voluntary Members - Support from stakeholders - provincial & National involvement."*

**Cluster 3**

*"It is driven by Social workers."*

**Cluster 3**

*"Members received support to EAS per counselling"*

**Cluster 9**

A total of 3 individuals (1%) identified that SAPS has excellent relationships with communities at the ground level and that therefore they are ideally situated to bring BCC messaging to communities.

*"Members met with different people from the community and are respected or feared by the community. If the message is spread by them it will have more impact since the community respect the police."*

**Cluster 7**

Finally of the total individuals who responded to this question, 7 (3%) indicated that there were no strengths noted in the SAPS peer education programme.

*"No its has lost its strengths, because there are no social workers involved in HIV and a lot of Peer Educators has lost interest. There is nothing motivating Peer Educators."*

**Cluster 8**

*"There is not enough strength at this moment at station level."*

**Cluster 3**

#### 9.4 WHAT DO YOU SEE AS THE CHALLENGES TO THE SAPS PEER EDUCATION PROGRAMME?

Peer educator respondents were asked to tell us in their own words what they see as challenges to the SAPS Peer Education Programme. There were 69 (32%) respondents who did not provide any response and 18 (8%) irrelevant responses.

By far the most frequent reported challenge (18%, n = 39) is insufficient support and negative attitude to HIV and AIDS and to the peer education programme by senior staff at stations (with Commanders specifically being frequently mentioned).

Comments provided here highlight that some commanders do not allow time for peer education planning activities, and prevent participation in awareness raising activities. Commanders do not take the programme seriously, do not allow peer educators to attend workshops and do not allocate sufficient resources to peer education.

*“Senior members not supporting Peer Educators. Members not allocated time to do peer educator duties. The organisation focuses more on the community and neglects its members. Members are not given the platform or time to belong to the programmes.”*

##### **Cluster 7**

*“I believe that Peer Educators are not given encouragement by the management and lack resources in order to participate in the programmes/events.”*

##### **Cluster 9**

*“The challenges are that some of the commanders are negative and they don’t want members to be part of the programme, or even refusing them to attend the meetings. Some of the members, not peer educators, are also negative when coming to HIV / AIDS issues.”*

##### **Cluster 3**

*“SAPS concentrates only on matters and issues around it and does not, and I mean does not even care to accelerate no device some, means to support Peer Educators, as most Peer Educators are PSA members. 0,1 % of Peer Educators are SAPS members. It seems as if PSA members are the only people concerned, which is why there is no support or whatsoever from our commanders.”*

##### **Cluster 3**

*“Lack of support from station management.”*

##### **Cluster 4**

*“Top Management is not interested at all.”*

##### **Cluster 8**

This was followed by 12% of respondents (n = 27) who highlight the structure and implementation of the peer education programme and motivation of the peer educators as a key challenge.

Consistency in implementation is cited by several as a challenge, insufficient incentives for peer educators, insufficient staff in the Peer Education Programme, insufficient structure in the programme at the station level, difficulty in recruiting peer educators who will be active and the stigma associated with being a peer educator are all cited as challenges.

*“Exposure, not many members know about the programme and how best it can assist them. Consistency*

*- the programme is not being conducted and strengthened continuously.”*

**Cluster 3**

*“Recognition and consideration to the programme structure to be placed at the station level. Number of co-ordinators - limited. Facilities are limited.”*

**Cluster 4**

*“Empowering peer educators to stand on their own. Proper structure for peer education. Working environment. Multiple tasks of peer educators.”*

**Cluster 4**

*“Is to mobilise functional member to join in the fight against HIV&AIDS, as it is really difficult to recruit functional member to join us peer educators.”*

**Cluster 9**

*“There is no feedback or follow up on the understanding of the peer councillor. There are many units at the SAPS and people from different units cannot be free at the same time. Some people don’t want to participate because they say they are not HIV positive, think that when you are peer Counsellor you are HIV positive.”*

**Cluster 8**

*“There is no clear structure since areas were done away with, no monthly meetings are held.”*

**Cluster 9**

*“They need to motivate Peer Educators and let them prove their capabilities to refresh them and explore the world of HIV/AIDS outside workplace.”*

**Cluster 3**

Of the total 219 respondents, 20 or 9% cited resources as a significant challenge. Resources seem to impact in several areas.

First is that training is viewed as not of a high enough standard, resulting in peer educators who are not sufficiently confident to undertake their duties with confidence, substandard training with poor training materials is seen as a resource issue. Second transport to workshops is highlighted as problematic. Finally, shortage of resources impacts on the ability of peer educators to advertise sufficiently when they do conduct prevention events and on their ability to conduct quality events during events.

One respondent alluded to lack of transparency around funding issues for the peer education programme within SAPS.

*“The challenges of SAPS Peer educator programme is that I am fully supporting the peer ed but resources are limited and I feel I don’t have enough skills or knowledge to talk to colleagues or community even if I am interested in doing so. Members have negative attitude toward some issues especially to HIV /AIDS but most lack of knowledge.”*

**Cluster 3**

*“Not getting proper materials during training to equip us with proper knowledge. Advertisement resources are very limited to help peer eds to do work properly. Unable to perform peer eds work during*

*normal working hours as the supervisors demand performance of work being done in the unit.”*

**Cluster 3**

*“The main challenge is that management doesn’t support the programme and funds are allocated for training and awareness, but they are not used. There is no transparency when it comes to the budget of the peer education programme.”*

**Cluster 6**

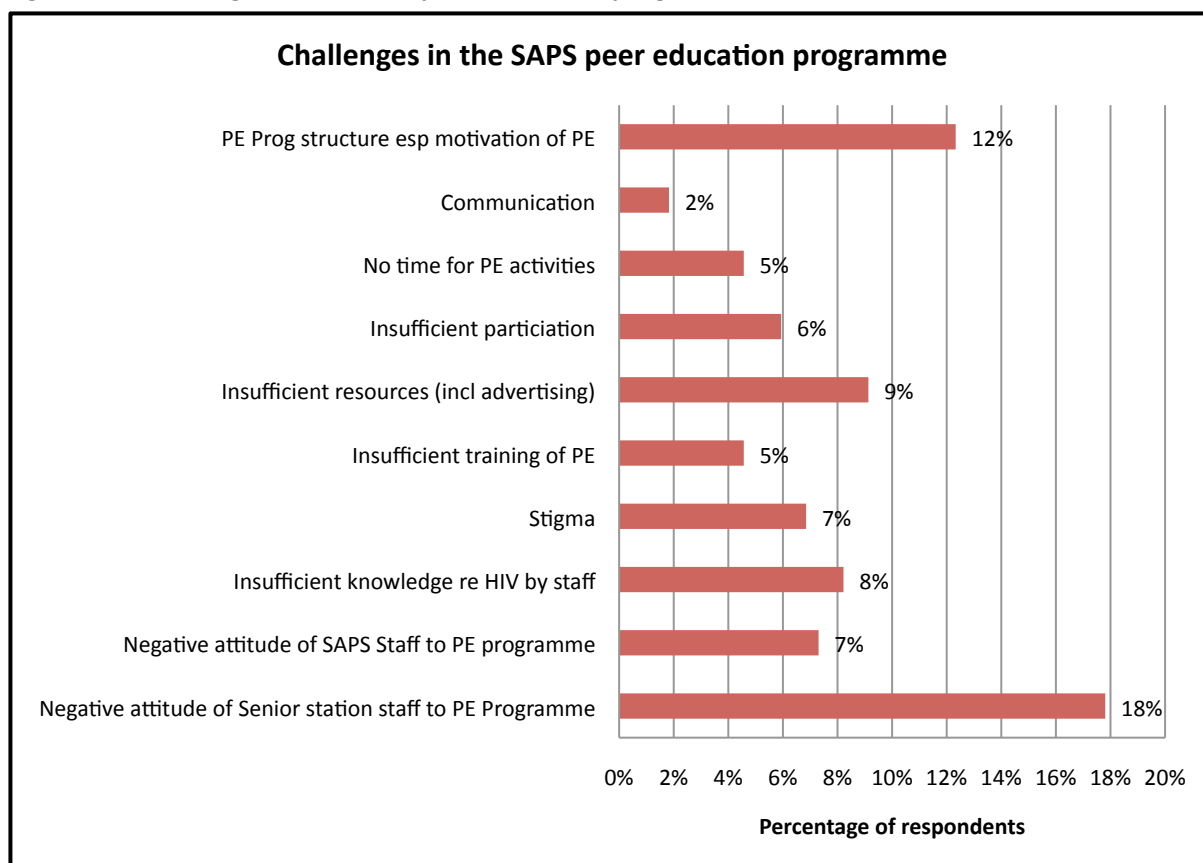
*“Difficult access to resources eg. Transport to training sessions.”*

**Cluster 7**

*“Lack of resources and lack of participation from members, lack of support from management”*

**Cluster 9**

**Figure 55: Challenges in the SAPS peer education programme**



Some of the other challenges highlighted in the SAPS peer education programme as illustrated in **Figure 55** include:

- insufficient knowledge of staff regarding HIV (8%, n = 18) where main issues highlighted include difficulties and resistance to discussing HIV and related issues leading to greater stigmatisation and lack of participation in prevention and awareness raising activities;

*“Ignorance amongst people. Afraid of being tested. Lack of discussion”*

**Cluster 8**

- Negative attitude of SAPS staff to the Peer Education Programme and to activities pertaining to HIV (7%, n = 16). There is an aspect of disinterest here where respondents indicate that members of SAPS are reluctant to be involved in anything to do with HIV and AIDS

*"Most of the members don't want to participate in any discussion related to HIV & AIDS. They don't want to get involved in these meetings to HIV & AIDS."*

**Cluster 8**

- Stigma (7%, n = 15). These individuals made direct reference to stigma as a significant challenge to the SAPS peer education programme. This includes the stigma associated with being a peer educator (who are thought of as individuals who are HIV positive) to difficulties in getting people to discuss HIV related issues and the fear of being thought to be HIV positive if members engage.

*"Most members in SAPS do not want to talk about their status. They are even afraid to be tested."*

**Cluster 3**

- Insufficient participation (6%, n = 13) is another highlighted challenge. While insufficient / or lack of participation is cited fairly frequently, the only reasons provided for insufficient participation are fear of stigma and senior staff not allowing time for participation in peer education activities.

*"Less concern of members about HIV & AIDS. Ignoring the reality of existing of this disease. Refuse to participate when there is awareness."*

**Cluster 7**

- No time for peer education activities (5%, n = 10). Insufficient time is cited as a reason for peer educators not being as active as they would like to be, but also as a reason for SAPS employees not participating in peer education activities. In some cases this is attributed to a commander not letting staff make time for peer education activities, in some cases the focus on peer education is simply not there.

*"Senior members not supporting Peer Educators. Members not allocated time to do peer educator's duties. The organisation focuses more on the community and neglects its members. Members are not given the platform or time to belong to the programmes."*

**Cluster 7**

*"The main challenge is time, they are always working and arrive late in our programmes or meetings but they really wish to be part of the peer education programme."*

**Cluster 9**

- Insufficient training of peer educators (5%, n = 10) is noted as a challenge. In some cases the note is direct with the respondent indicating that training is poor quality and in others the respondent highlights that peer educators do not have the necessary skills to conduct activities.

*“Refreshing sessions for every peer educator. It is facilitated by wrong unskilled people only because they are officers. We need people with passion, sensitive and have knowledge and insight like captain Mavuso Winnie she likes HIV / AIDS with her whole heart.”*

**Cluster 3**

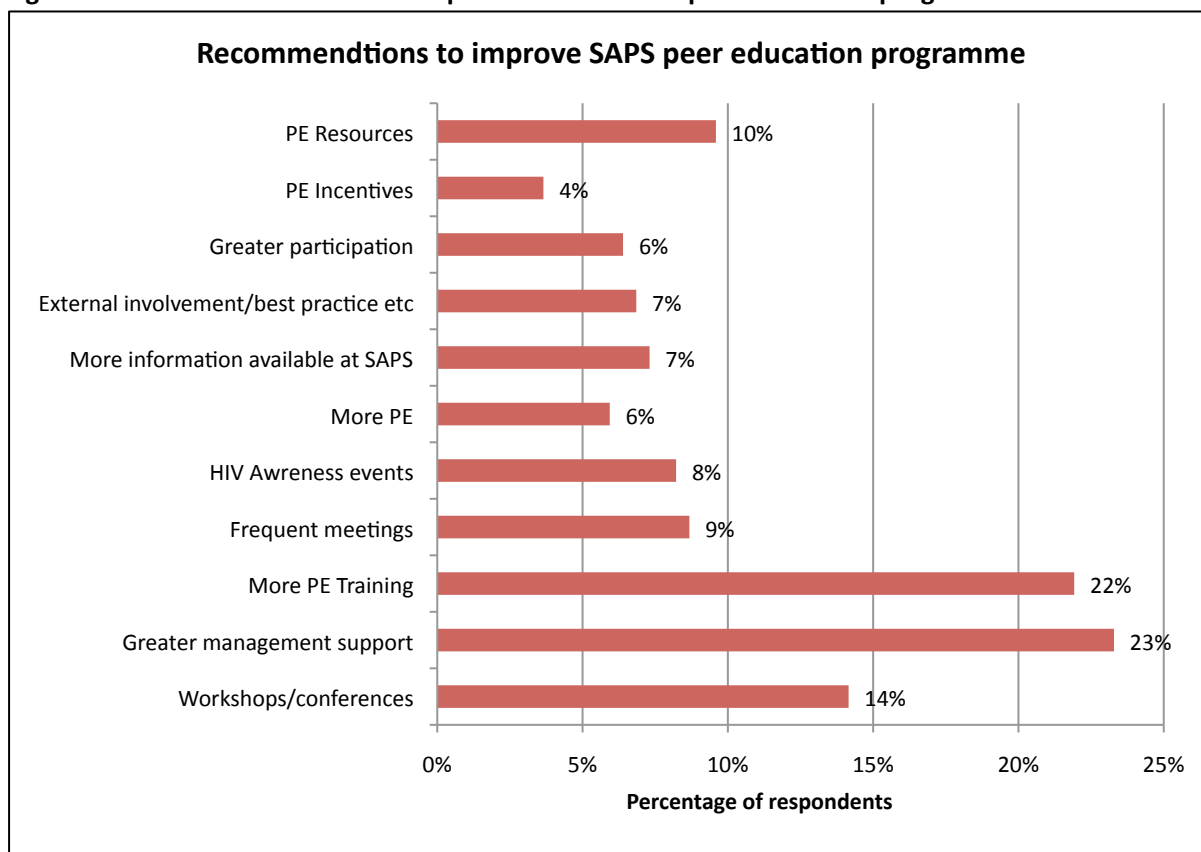
*“To stand in front of people and facilitate about the HIV&AIDS it is a challenge it is not an easy thing. Secondly answering member’s questions is also a challenge because you as peer educators must know and understand the programme.”*

**Cluster 8**

**9.5 WHAT RECOMMENDATIONS CAN YOU MAKE TO IMPROVE SAPS PEER EDUCATION PROGRAMME?**

The questionnaire posed 2 questions. What do you see as opportunities to improve SAPS peer education? What recommendations do you have to improve SAPS peer Education? The responses to these two questions have been analysed as a single question as the responses were interrelated with one respondent often providing a repeated response to the second question. The responses are illustrated in **Figure 56**.

**Figure 56: Recommendations for improvement of SAPS peer education programme**



Items most recommended include greater management support (23%, n = 51) and more peer educator training (22%, n = 48).

Under greater management support some of the key themes emerging included: Ensure that senior management attend HIV awareness and peer educator training to get their support for the peer education programme, Managers should encourage the peer education programme,

make time for these activities for all staff, support meetings and move peer education and HIV prevention up on their list of priorities.

*"The top structures / Senior of the station must be given crash courses / workshops on peer education programmes so that they can be supportive and understand exactly what the peer educator in the station is."*

**Cluster 4**

*"Teach the commanders especially about the need and the work of peer educators. Teach them the importance of peer educators. Insist on them to respect and support peer education because most of them think it is not a priority."*

**Cluster 5**

*"Management must fully support this initiative. Management must encourage members to attend workshops."*

**Cluster 7**

*"To refresh peer educators course every 6 months. To ensure that senior managers participation in all programmes. The police don't participate to any activities of the peer educator. If all can participate we can reach the goal."*

**Cluster 9**

In terms of training key emerging themes included: more frequent training, follow up training, more in-depth training to ensure that peer educators are able to answer questions that are put to them by their peers, the need for presentation skills was highlighted, the need for training that is accredited and/or recognised by SAPS was a strongly emerging theme.

*"As a Peer Educator I need an advanced training as we conduct peer programmes in our stations. There are questions coming out of member, that we have to answer and we need more knowledge about people who are HIV and in denial."*

**Cluster 3**

*"More empowering peer educators by continuously provide refresher course to improve on the skill of presentation."*

**Cluster 4**

*"Certificates must be issued that proved that a person is a peer educator at saps. The duration of courses must be five days for the certificate to be registered in peer educators saps 96 (service record)."*

**Cluster 4**

*"If all the Peer Educators can be trained and receive recognition by having certificates. If their duties as peer educators can be included on their job descriptions and if they can have refresher courses / workshops quarterly so that they can share their ideas with other peer educators from different stations - provinces."*

**Cluster 6**

*"Involvement of top management, make it compulsory for them to participate."*

**Cluster 7**

*"To be given a change and get a diploma or degree in Peer Education and they should extend the period of training us peer education."*

**Cluster 8**

Additional training of peer educators was frequently linked to the need for additional workshops and conferences which was highlighted by 14% (31) respondents. Workshops and conferences are highlighted as a means to educate SAPS staff and management on issues around HIV and AIDS, a platform for sharing of information, a place where SAPS can demonstrate its commitment to the peer education programme and a place where information on peer education can be disseminated.

*"The meetings and conferences must take place continuously so that the cohesion and enthusiasm must not fall down."*

**Cluster 3**

*"If we can be given a change to upgrade/enlarge our knowledge - attending sessions with other Peer Educators from other departments."*

**Cluster 9**

The allocation of additional resources (10%, n = 21), more frequent meetings of peer educators (9%, n = 19) and conducting more HIV awareness events (8%, n = 18) were the next most frequently mentioned themes emerging from the analysis of recommendations to improve the SAPS peer education programme.

The recommendation for additional resources focussed on the availability of marketing materials for the peer education programme and informational materials to assist informing peers on a variety of HIV issues. Transport to peer education training, awareness raising events etc was highlighted as a significant need. The need for stationery required for the peer education programme was noted. Condoms were cited as another resource that should be more freely available.

*"Give necessary resources to peer educators e.g. learning materials, cars"*

**Cluster 9**

*"Management of SAPS must get involved and there must be enough money allocated to HIV and Head Office must get enough stationery material that's needed to improve the one we have."*

**Cluster 8**

*"EAS to held meetings with peer eds to support and help them to overcome challenges that come across. Provide the peer eds with resources like condoms, pamphlets, and other marketing resources .Involve the peer eds more often in the campaigns that are conducted throughout the year."*

**Cluster 3**

The recommendation of regular and frequent meetings identified by 9% of respondents links closely to the need for training and workshops and conferences, but has a focus on being frequent and regular. These meetings will focus on sharing challenges, discussion on how to improve services, report back on activities, teambuilding, and to discuss fears and challenges. Additionally several respondents indicated that regular meetings at the provincial level be introduced.

*"Meeting at least once a month as peer eds to talk on challenges that we facing. How can we improve"*

*our services.”*

**Cluster 3**

*“Meeting on monthly basis - to discuss challenges and to give reports on task allocated to the peer educators.”*

**Cluster 4**

*“I recommended that there be quarterly meetings at provincial level as to discuss the challenges and to seek advice from different educators.”*

**Cluster 6**

More HIV awareness events recommended by 8% of respondents highlight the visibility of the peer education programme, the need for basic and more advanced information regarding HIV and healthy lifestyles and the need to introduce more innovative types of awareness events.

*“If the station commissioners and Peer Educator are working together, during the awareness they can be able to have a lot of people attending or participating in the events that deals with HIV. A lot of people can get more information and be involved.”*

**Cluster 8**

*“Introduce stage dramas or plays and let everyone participate or take part once. Quarterly, let the units or stations watch aids videos or stories on the screen once in a while when there is spare time.”*

**Cluster 7**

*“To make people aware of the epidemic”*

**Cluster 8**

Recommended by 7% of peer educators included in the study was the need for more information to be made available to members of SAPS regarding HIV and AIDS (n = 16) and the need to get external organisations involved in the SAPS programme to bring information, best practice, additional training methods and to ensure that SAPS is offering a comprehensive service to those affected and infected with HIV.

*“Seeing that HIV is advancing every year giving new information to peer educators every 6 months would be a good start”*

**Cluster 7**

*“If we can get more advanced information about HIV and other chronic illnesses to be able to answer questions that we are asked by people,”*

**Cluster 7**

*“To liaise with other departments for instance dept of local municipalities and dept of health. To have an access of VCT within the workplace to have HIV policy. Organize the health”*

**Cluster 8**

*“Getting other organisations best practise, then improve on what you have as SAPS. Involve many people members and explain to them the importance of the programme because as it is at this stage, few knows about the programme.”*

**Cluster 3**

*“Working hand in hand with NGOs as they are well equipped. Inviting other highly skilled organisation to teach or add information to us.”*

**Cluster 8**

Other recommendations included ensure greater participation in the peer education programme (6%, n = 14), train more peer educations (6%, n = 13) and incentivise peer educators (45, n = 8).

Participation is seen as key to the performance of peer educators, participation is correctly identified as a method of spreading information regarding HIV.

Incentivising peer educators emerged as a theme worthy of notice. Peer educators want to be acknowledged for the work that they do through recognised training, awards for best peer educator, provision of T-shirts and caps (mention was made by 2 respondents of a uniform) and letters of appreciation. However, equally strongly peer educators want to be taken seriously and for the work that they do to be acknowledged.

*“To encourage people to be involved at peer education and learn more and more about HIV & AIDS. To inform each and every one about it at saps even outside the saps.”*

**Cluster 6**

*“As I have said SAPS employees must participate in order to encourage the Peer Educators for having many programmes.”*

**Cluster 3**

*“Senior officers to respect and utilize our skills /talents. To recognize and acknowledge the peer educators. Reward and give incentives to old peer educators. To do quarterly competitions / rewards for best peer educator. To bring back monthly meetings per Cluster. To Have Quarterly visits from Provincial / National offices.”*

**Cluster 3**

*“Recognition and consideration. Taking the programme seriously. Increasing the number of EAS members, dealing with the programme, increasing instruments equipments or supplying them down to the station level.”*

**Cluster 4**

Other unrelated recommendations were made by 17% (n = 38) of respondents. These have been grouped into two categories and selected recommendations presented below.

The first category deals with recommendations regarding the role of SAPS in the communities and recommends additional activities in communities.

The second category deals with the SAPS peer education programme and recommendations for changes to the structure of the SAPS peer education programme; formalising the roles of peer educators in job descriptions, recommend that peer education become a separate unit; mobilise the youth desk to facilitate delivery; conduct monitoring and evaluation of peer education activities and provide regular feedback.

**RECOMMENDATIONS REGARDING COMMUNITIES**

*“To visit the sick and assist their families in doing the family chores. (eg. Washing, ironing, buying*

*groceries provide”*

**Cluster 3**

*“Visit infected patient because some of us never met one of these patient face to face / have a word with.”*

*“We must have group counsellors, visit infected patients at hospitals”*

**Cluster 4**

*“Opportunities to improve is to go to one of the clinics to gain more information about from doctors and nurses about it to improve HIV&AIDS skills .Also to distribute condoms to employees.”*

**Cluster 7**

*“Peer Councillors should have a project eg. Visit hospices once a month to give sick people hope & support. To collect food parcels & clothes to give to people at hospices. To organise a Christmas party for those people and be granted permission to ask for donations.”*

**Cluster8**

**RECOMMENDATIONS REGARDING PROGRAMME STRUCTURE**

*“A quarterly magazine or newsletter”*

**Cluster 3**

*“The programmes be cascaded to the stations as done at the Provincial and National office co-ordinators to be afforded enough time and opportunity to stretch the programme and instruments to be supplied to all stations.”*

*“More power must be officially given to peer educators to organise campaigns at SAPS so that saps members must not relax, be always updated about HIV & AIDS.”*

*“Regular questionnaires like this one, to check on the productivity and interest of the existing peer educators.”*

*“Peer education can be a unit on its own and so that members could be able to focus on it without involving other things.”*

**Cluster 4**

*“Peer Education should be included in the Peer Educators PEP and JD.”*

**Cluster 6**

*“SAPS as the big organisation need to ensure that HIV Peer Educators is effective supported, monitored and evaluated.”*

**Cluster 7**

*“EAS representatives be appointed at every police station that will promote effective and efficient Peer Educators programmes at station level”*

*“Mobilise the youth desks to facilitate the delivery.”*

**Cluster 9**

*“Make peer education programme part of our daily job even in our parades our offices must make sure that the emphasise the importance of peer educator in our unit or organisation”*

*“The Peer Educators to give feedback about the activities that they had.”*

**Cluster 8**

## 10 SAPS CONCLUSIONS AND RECOMMENDATIONS

### 10.1 PROGRAMME MANAGEMENT

- The presence of a peer education coordinator at a station makes it much more likely that the peer education programme at that station will be active. This is true across individual stations and is also evident in the Cluster analysis.
- The SAPS peer education programme needs to articulate their goals more clearly, ensure that they are realistic and measurable and communicate them more effectively to peer educators tasked with conducting activities aimed at reaching goals. These goals should be communicated to all SAPS staff.
- The SAPS peer education programme is more likely to be active in stations and in Clusters where peer educators perceive that SAPS peer education programme goals are clear, measurable and realistic.
- Leadership of the SAPS peer education programme needs to be strengthened and the programme is more likely to be active where peer educators perceive that the programme has strong leadership.
- Cluster data does not support as strongly the relationship between perceived strong leadership and active peer education programmes. Cluster 5 particularly is an anomaly with very high perception of leadership but very low reported active peer education programmes in stations.
- The roles and responsibilities of peer educators need to be more clearly defined and communicated to peer educators. On an individual level there appears to be a trend indicating that individuals who respect and appreciate the SAPS leadership are more likely to be aware of their roles and responsibilities. However this finding is inconsistent at the Cluster level.

### 10.2 SAPS PEER EDUCATION INFRASTRUCTURE

- There is a need to build on the peer education infrastructure<sup>3</sup> within the SAPS programme. With Cluster 2 substantially behind the balance.
- While available data indicated that there are more peer educators in larger stations, no clear picture of the ratio of peer educators to other staff at stations, within divisions or within Clusters was obtainable from the available data. This should be considered in future studies to allow for more depth in the analysis.

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<sup>3</sup> Note that infrastructure was not clearly defined for respondents.

- In very large stations (more than 200 employees) the number of peer educators is likely to be insufficient to have any impact.
- While peer education committees do not exist at most stations, where they do exist they mainly meet with some regularity and that the meetings are mainly found to be useful by participants.
- Clusters where meetings are found to be most useful include those where committee meetings are held at least every three months (Clusters 4, 8 and 9).

### **10.3 IS SAPS PEER EDUCATION PROGRAMME IN NEED OF ASSISTANCE?**

- The majority of respondents felt that the SAPS peer education programme is in need of assistance.
- Additional support is required across all areas touched on by this study. Cluster 2 reported the lowest need for additional assistance and Clusters 5 and 8 the highest need for additional assistance.
- At an individual level half of peer educators feel confident of their skills and knowledge to deliver an effective peer led programme. These individuals are concentrated in Clusters 3, 5 and 8.

### **10.4 RECRUITMENT, TRAINING AND RETENTION OF PEER EDUCATORS**

- Most of SAPS peer educators are volunteers and these seem to be the peer educators who will remain in service for the longest period of time. This is roughly true across all Clusters other than Cluster 5 where all peer educators who responded to the questions are either new peer educators (1 – 6 months) or have been in services for more than 2 years.
- Most SAPS peer educators received a 2 – 3 day initial training; however Cluster 5 again stands out with 83% of respondents indicating a 4 – 5 day initial training. Most SAPS peer educators have never participated in refresher training and of those who have had additional training have mostly participated in 2 – 3 day refresher training.
- A trend seems to indicate that 2 – 5 days of initial training of peer educators relates to a higher level of peer education activity at the station level. This trend is consistent in the Cluster analysis for all Clusters other than Cluster 5.
- Half of peer educators report being satisfied with the training they receive across all areas included in the survey. Cluster 2 that reported the greatest need for assistance across all areas also reported the highest level of dissatisfaction with the training received across all categories.
- Specific areas where support is needed is in (1) discouraging multiple partners, (2) stigma reduction, (3) helping parents to talk to their children, (4) supporting people who are grieving and (5) referring others to treatment.

### **10.5 PEER EDUCATOR ACTIVITIES**

- The key activities engaged in by peer educators are (1) coordination of awareness campaigns, (2) provision of condoms to peers and (3) promotion of VCT. Few respondents indicate implementing a wider range of activities as part of the peer education programme
- Only half of respondents provided any indication of division participation in peer education activities. This leads researchers to suspect that participation is low.

- Very little time each month is dedicated to peer education activities by peer educators with the vast majority reporting 0 to 2 hrs. This finding is consistent across all Clusters.
- In general only approximately half of peer educators feel either very confident or somewhat confident about undertaking specific peer education activities.

#### **10.6 FORMAL AND INFORMAL DISCUSSIONS WITH HIV AND AIDS FOCUS**

- The incidence of peer educators engaging in discussions around HIV and AIDS are more frequent at work more than out of work, and are more likely to be informal than formal with the highest frequency reported being 2 to times a year. However they are all relatively infrequent with between 35% and 54% of respondents refraining from responding or responding never.
- Clusters with the highest incidence of:
  - a. Formal Structured discussions are 3, 8 and 9.
  - b. Informal discussions with colleagues at work are 5, 8 and 9.
  - c. Informal discussions with colleagues outside of work are 5, 8 and 9.
  - d. Informal discussions at work with people who are not colleagues are 5, 7 and 9.

#### **10.7 REPORTING ON PEER EDUCATION ACTIVITIES**

- Only one quarter of individuals feel that SAPS has a clearly defined reporting system in place and half of respondents indicated that they do not report at all. Clearly there is a need for further refinement of the SAPS peer education programme reporting system and clarity of communication regarding reporting requirements.
- In none of the Clusters do more than 42% of respondents find a clearly defined reporting system and between 26 and 63% of respondents in Clusters indicate that they never report.
- There is insufficient or no use of reported data by senior SAPS peer education staff members. They are not even looking at it.

#### **10.8 ATTITUDE OF PEER EDUCATORS TO PEER EDUCATION**

- Approximately half of peer educators feel prepared to undertake listed peer education activities. Cluster 2 is a clear outlier with very few respondents indicating that they feel prepared to undertake peer education activities.
- Half of peer educators report that they will continue with the programme as it is. Again the clear outlier is Cluster 2 where the majority of peer educators are either not interested in continued participation or will only continue to participate if real improvements are made to the SAPS peer education programme.
- 68% of the responses to the section on the strengths of the programme could not be used. Either there was no response or the response was irrelevant. It is thus impossible to detect indicative trends within the remaining data. That said, there was a perception among peer educators that the strength of the programme resided in their ability to increase knowledge and HIV, to reduce stigma, to distribute condoms and to generally assist SAPS members to live more healthily and to be more aware of the dangers of HIV.
- Although the response rates was low, those who did respond were diverse in what they saw as challenges. There does seem to be some indication that the perceived negative attitude of senior station staff to the peer education programme was prevailing (18%) among those who responded. A corollary to this -- that peer educators are not valued and that there is no incentive scheme in place -- also drew some responses.

- Regarding the recommendations, the items most suggested included greater management support (23%) and more peer educator training (22%). To a lesser extent, respondents were also interested in holding more workshops and conferences on HIV as well as boosting resources for peer educators.

**APPENDIX A - STATIONS PARTICIPATING IN THE RESEARCH**

Detailed list of stations participating in the research and the number of respondents from each. Additionally, the Cluster for each station is indicated in the table

**Table 7: Number of respondents from each station by Cluster**

STATION NAMES	CLUSTER									
	1	2	3	4	5	6	7	8	9	10
Akasia				1						
Atteridgeville			5							
Belle Ombre Railway Police			1							
Brixton					1					
Brooklyn				2						
Chamdor Garage							1			
Crystal Park		2								
Daveyton		3								
Dawn Park									1	
De Deur									4	
Devon	2									
Diepkloof								2		
Dobsonville								3		
Douglasdale							3			
DTC Soweto								2		
Dube				1						
Duduza	1									
Ennerdale									2	
Erasmia			2							
Etwatwa		3								
Evaton									2	
Firearm registration Centre						1				
Florida							2			
Garankuwa				5						
Garsfontein				1						
Gauteng 10111 Centre						1				
Heidelberg									1	
Honeydew							6			
Jabulani								2		
JHB Central					6					
JHB PERS (Flying Squad)					6					
JHB WITS PSS					1					
Kempton Park		1								
Kliprivier									2	
Kliptown								1		
Krugersdorp							3			
Krugersdorp Railway Police							2			
Kwatema	2									
Laudium CID (Detectives)			1							
LCRC Krugersdorp							1			
LCRC Pretoria North				1						
Lenasia South								2		
Loate				5						
Lyttelton				2						
Mabopane				1						

**SAPS PEER EDUCATION PROGRAMME SITUATIONAL ASSESSMENT REPORT**

Mabopane Railway police				1						
Magaliesburg							1			
Meadowlands								4		
Meyerton									1	
Midrand						3				
MNTU - WITS					1					
Moot				1						
Moroka								6		
Naledi								2		
Norkem Park		4								
Orange Farm									1	
POPS						1				
Pretoria Central			7							
Pretoria North FRC				1						
Pretoria Railway Station			2							
Protea Glen								3		
Provincial Head (GAUTENG)										1
PSS				1						
PSS DOG UNIT		1								
PSS Provincial Head					2					
Public Order Policing Pretoria				1						
Putfontein		3								
Randburg							3			
Randfontein							6			
Ratanda									2	
Rietgat				1						
Roodepoort							7			
Roodepoort FRC							2			
Silverton FRC			1							
Silverton FRC (Firearms Registration Centre)			1							
Sophiatown					4					
Soshanguve				2						
Springs	4									
Static & Mobile JHB						1				
Sunnyside				5						
Temba				3						
Tembisa		2								
Tshwane Railway Province			1							
Union building			2							
Vanderbijlpark									2	
Vereeniging									1	
Villieria				3						
VIP in transit Jhb					2					
Vosloorus									6	
Westonaria							2			
Wierdabrug			4							
Zonkizizwe									2	
	1					1				
<b>Grand Total</b>	<b>10</b>	<b>19</b>	<b>27</b>	<b>38</b>	<b>24</b>	<b>7</b>	<b>39</b>	<b>27</b>	<b>27</b>	<b>1</b>