

**AN EVALUATION OF THE "LIFE SKILLS TRAIN
THE TRAINER PROGRAMME"**

by

LYDIA TSAKANE BALOYI

Submitted in part fulfilment of the requirements for the degree

of

**MASTER OF EDUCATION-WITH SPECIALISATION IN
GUIDANCE AND COUNSELLING**

in the

DEPARTMENT OF EDUCATIONAL STUDIES

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR S BURGER

NOVEMBER 1998

I the undersigned, LYDIA TSAKANE BALOYI, declare that:

An evaluation of the “Life Skills Train the Trainer Programme”

is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means a complete reference.

L T BALOYI

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to everyone who assisted me with this study:

Dr. Sanet Burger for her patience, guidance and her positive and encouraging attitude.

My brother, Ishmael, for being so patient in all the inconveniences I caused him.

My special friend, Phillip, for all the encouragement, support, assistance and sacrifice he made for me throughout my study period.

All my family for their understanding and support.

SUMMARY

AN EVALUATION OF THE “LIFE SKILLS TRAIN THE TRAINER PROGRAMME”

BY	LYDIA TSAKANE BALOYI
DEGREE	MAGISTER EDUCATIONIS (Specialisation in Guidance and Counselling)
DEPARTMENT	EDUCATIONAL STUDIES
UNIVERSITY	UNIVERSITY OF SOUTH AFRICA
SUPERVISOR	DR. S. BURGER

Life skills are coping skills taught to learners, with the purpose of developing self-reliant and confident people with skills, to cope with important life's challenges in times of change.

Where life skill education initiatives are being set up, much time and resources are channelled into training teachers, promoting, disseminating and implementing life skill education. For life skill education to be effective and continue to be relevant, research needs to be undertaken as an integral part of the whole process.

This study focuses on the 'Life Skills Train the Trainer Programme'. The aim being to evaluate the success of this programme in empowering teachers to teach life skills. It was found that although life skill education has been found to be an important area in every learner's life, there are obstacles that may affect an effective implementation of life skill education in schools. These obstacles need to be attended to.

OPSOMMING

'N EVALUERING VAN DIE "LIFE SKILLS TRAIN THE TRAINER PROGRAMME"

DEUR: LYDIA TSAKANE BALOYI
GRAAD: MAGISTER EDUCATIONIS (Spesialisering in voorligting)
DEPARTEMENT: OPVOEDKUNDESTUDIES
UNIVERSITEIT: UNIVERSITEIT VAN SUID-AFRIKA
STUDIELEIER: Dr S. BURGER

Lewensvaardighede word aan leerlinge onderrig met die doel om selfstandigheid en selfversekerdheid te ontwikkel, sodat hulle in staat is om lewenseise te midde van veranderende tye te kan hanteer.

Wanneer lewensvaardighede-onderrig geïnisieer word, word baie tyd en hulpbronne gekanaliseer in die opleiding van onderwysers, asook in die promovering, verspreiding en implementering van sodanige onderwys. Vir lewensvaardighede-onderrig om effektief te wees en relevant te bly, moet navorsing 'n integrale deel van die hele proses vorm.

Hierdie studie is gerig op die "Life Skills Train the Trainer Programme". Die doel was om vas te stel tot watter mate hierdie program bydra tot die bemagtiging van onderwysers in die onderrig van lewensvaardighede.

Die bevinding was dat alhoewel erkenning gegee word aan die belangrikheid van lewensvaardighede-onderrig, daar tog struikelblokke is wat effektiewe implementering in skole kan belemmer. Hierdie struikelblokke moet aangespreek word.

KEY WORDS

Life skills

Life Orientation

Specific Outcomes

Evaluation

Illuminative evaluation

Formative evaluation

Triangulation method

Sexuality education

Curriculum

TABLE OF CONTENTS

CHAPTER ONE

AWARENESS OF THE PROBLEM, STATEMENT OF THE PROBLEM AND RESEARCH AIM

1.1 Introduction and background to the study	1
1.2 Awareness of the problem	3
1.3 Analysis of the problem	3
1.4 Statement of the problem	5
1.4.1 General statement	6
1.4.2 Specific statement	6
1.5 Research aim	6
1.6 Demarcation of study	6
1.7 Research methodology	7
1.8 Definition of concepts	8
1.8.1 Evaluation	8
1.8.2 Illuminative evaluation	8
1.8.3 Formative evaluation	9
1.8.4 Life skills	9

1.8.5 Learning milieu	9
1.8.6 Instructional system	9
1.8.7 Life Orientation	10
1.8.8 Triangulation Method	10
1.9 Programme of study	10

CHAPTER TWO

LIFE SKILLS AND LIFE SKILLS PROGRAMMES

Section A: Life Skills

2.1 Introduction	11
2.2 What are “life skills”?	12
2.2.1 Classification of Life Skills	14
2.3 Life Skill Education	17
2.3.1 The need for life skill education	18
2.3.2 Life Skills training and the school curriculum	20
2.3.3 Life skills training and the South African school curriculum	22
2.4 Life Orientation	24
2.4.1 The key to Life Orientation	24
2.4.2 The rationale of Life Orientation	25
2.4.3 Learning outcomes specific to Life Orientation	26

2.4.3.1 Life Orientation specific outcome 1: 'Understand and accept themselves as unique and worthwhile human beings'	26
2.4.3.2 Life Orientation specific outcome 2: 'Use skills and display attitudes and values that improve relationships in family, group and community'	27
2.4.3.3 Life Orientation specific outcome 5: 'Practice acquired life and decision-making skills'	28
2.4.3.4 Life Orientation specific outcome 7: 'Demonstrate the value and attitudes necessary for a healthy and balanced lifestyle'	28
2.5 Life Skills teaching methods	29
2.5.1 Experiential learning	30
2.5.2 Co-operative learning	31
2.5.3 Group work	32
2.5.3.1 Advantages of group work	33
2.5.3.2 Limitations of group work	33
2.5.3.3 Hints on setting up group work	34
2.5.3.4 Activities in group work	35
2.5.4 The new role of the instructor	36
2.5.5 Teacher training in life skill education	38
2.6 Life Skills Programmes	39
2.6.1 The effectiveness of life skills programmes	40

2.6.1.1 Effects on health and social behaviour	41
2.6.1.2 The impact on school performance	41
2.6.2 Factors associated with effective life skills programmes	41
2.6.2.1 Flexibility in programme design	42
2.6.2.2 Programme facilitation in a workshop - instructor's notes	42
2.6.3 School-Based AIDS Education Programme in Zimbabwe	43
2.6.4 Life skills programme on "Finding a Job"	45
2.6.4.1 Objectives of this programme	45
2.6.4.2 Skills for finding a job	46
2.6.5 Life skills programme on "Unemployment"	49
2.6.5.1 What is unemployment?	49
2.6.5.2 Objectives of an unemployment teaching programme	49
2.6.6 Life skills programme on "do-it-yourself"- What is possible	50
2.6.6.1 Information related to unemployment	51
2.6.6.2 Attitudes for dealing with unemployment	51
2.6.6.3 Skills for unemployment	51
2.6.6.4 Responses to unemployment	52
2.6.7 The structure of an Unemployment Teaching Programme	52
2.6.8 Life Skills programmes on "Networking"	54
2.6.8.1 The Networking Programme	55
2.6.8.2 Types of Networks	57

2.6.8.3 The functioning of Networks	58
2.7 Summary	58
Section B: Evaluation as a tool for Programme Assessment	
2.8 Introduction	60
2.9 What is evaluation?	61
2.10 The role of evaluation	61
2.11 The role of an evaluator	64
2.12 Stages of evaluation	65
2.13 Conclusion	66

CHAPTER THREE

THE LIFE SKILLS TRAIN THE TRAINER PROGRAMME (LSTTP)

3.1 Background of the programme	67
3.2 About the training project in the Gauteng Province	68
3.3 Aim of the LSTTP	69
3.4 Goal of the LSTTP	70
3.5 The nature of training in the LSTTP	70
3.6 The training process	71

3.6.1 Phase 1	71
3.6.1.1 Week 1	71
3.6.1.2 Week 2	77
3.6.2 Phase 2	79
3.6.3 Phase 3	80
3.7 The Training Content of the two Phases	81
3.8 Conclusion	82

CHAPTER FOUR

THE RESEARCH DESIGN

4.1 Methodology	83
4.2 Cases and sampling	84
4.3 Reliability, Triangulation and Methods of Data Collection	84
4.4 Data analysis	90
4.5 Limitations	90

CHAPTER FIVE

EMPIRICAL INVESTIGATION

5.1 Introduction	91
5.2 The case study	91
5.3 The data base	92
5.4 Detailed case study: Olga	92
5.4.1 Background	92
5.4.2 Life skills implementation at the school	94
5.4.3 Interview with the School Principal	96
5.4.3.1 How does the principal feel about having life skill education implemented in his school?	97
5.4.3.2 How involved is the school Principal in the implementation of the life skills programmes in his school?	97
5.4.4 Interview with the learners	98
5.4.4.1 Do learners feel free to talk about issues of sexuality?	98
5.4.4.2 What are the learners' main areas of concern, especially on sexuality education?	100
5.4.4.3 What do learners feel is missing in their life skill lessons?	101
5.4.4.4 What do learners wish to do to share the knowledge they are gaining from the life skill lessons?	101

5.4.5 Observing Olga in the classroom	102
5.4.5.1 How are classroom activities structured?	103
5.4.5.2 Does the teacher provide opportunities for learners to talk about, and share concerns about sexuality education?	104
5.4.5.3 How does the teacher interact with what learners are saying?	105
5.4.5.4 How often does the teacher attend to individuals or groups during the lesson?	106
5.4.5.5 Is the teacher conscious of the learners' obstacles to free expression?	106
5.4.5.6 Does the teacher change her lesson plan or approach after identifying a problem?	107
5.4.6 Interview with Olga	107
5.4.6.1 What new knowledge did the teacher receive in the life skills training?	108
5.4.6.2 What programmes were useful to improve her teaching performance?	109
5.4.6.3 Any programmes the teacher felt were missing in their training?	110
5.4.6.4 What assistance did the teacher seek or receive for her training, from other people, including Master Trainers?	111
5.4.6.5 Does the teacher feel confident in training other teachers?	111
5.5 Detailed case study: Regina	112
5.5.1 Background	112

5.5.2 Implementation at the school	113
5.5.3 Interview with the school principal	114
5.5.3.1 How does the principal feel about having life skill education implemented in his school?	114
5.5.3.2 How involved is the principal in the implementation of the life skill programme in his school?	114
5.5.4 Interview with the learners	115
5.5.4.1 Do learners feel free to talk about issues of sexuality?	116
5.5.4.2 What are the learners' main areas of concern, especially on sexuality issues?	117
5.5.4.3 What do learners feel is missing in their life skill lessons?	118
5.5.4.4 What do learners wish to do to share the knowledge they are gaining from the life skill lessons?	118
5.5.5 Observing Regina in the life skills classroom	119
5.5.5.1 How are classroom activities structured?	120
5.5.5.2 Does the teacher provide opportunities for learners to talk about, and share concerns about sexuality education?	121
5.5.5.3 How does the teacher interact with what learners are saying?	122
5.5.5.4 How often does the teacher attend to individuals or groups during the lesson?	122
5.5.5.5 Is the teacher conscious of the learners' obstacles to free expression?	123
5.5.5.6 Does the teacher change her lesson plan or approach after identifying a problem?	123

5.5.6 Interview with the teacher	124
5.5.6.1 What new knowledge did the teacher receive in the life skill training?	124
5.5.6.2 What programmes were useful to improve the teacher's performance?	125
5.5.6.3 Any programmes the teacher felt were missing in their training?	125
5.5.6.4 What assistance did the teacher seek or receive for the training, from other people, including the Master Trainers?	126
5.5.6.5 Does the teacher feel confident in training other teachers?	127
5.6 Observation of the teachers in the cluster discussions	127
5.6.1 Do teachers feel free to discuss their problems in the cluster meetings?	128
5.6.2 What are the teachers' experiences in the implementation of the life skill education at their schools?	129
5.6.3 Do teachers share ideas that assist them with their problems and concerns?	130
5.7 Conclusion	131

CHAPTER SIX

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction	133
6.2 Findings from the literature study	134
6.2.1 Findings regarding important aspects of life skill education and their relevance to the study (Chapter Two)	134
6.2.2 Findings from the literature concerning factors associated with effective life skills training programmes (Chapters Two and Three)	136
6.3 Findings from the empirical study	138
6.3.1 Findings concerning the training of teachers	138
6.3.2 Findings concerning the implementation of life skill education in schools	139
6.4 Conclusions	140
6.5 Limitation of the study	141
6.6 Recommendations	142
6.7 Concluding remarks	142

BIBLIOGRAPHY

144

APPENDICES

Appendix 1: Questionnaire for Teacher 1

149-151

Appendix 2: Questionnaire for Teacher 2

152-154

CHAPTER ONE

AWARENESS OF THE PROBLEM, STATEMENT OF THE PROBLEM AND RESEARCH AIM

1.1 Introduction and background to the study

Historically, the issue of sexuality education has been relegated to the periphery of educational concern. In all previous departments of education the provision of sexuality education has lagged behind the estimated need, the lack of experts who can teach the subject has exacerbated this problem in South Africa, particularly in African schools. Over the past decades the degree of this problem has repeatedly been documented (Ngesi 1997:5). In the old curriculum before 1994, sexuality education was not taught as a subject, but as a sub-topic of the subject Guidance.

Although Guidance has always been in the curriculum, it was treated as less important to most school communities, since it was not an examination subject. In essence, Guidance itself was not provided for in the timetables of many schools. Some school principals and teachers referred to it as “a Christmas subject”. This meant that even if it was supposed to be taught in schools this never happened. In schools where Guidance was offered the main emphasis was on career guidance.

‘Social guidance’ was provided for in the school curriculum, including the curriculum of teacher training institutions. The topics included here were “Good social relationships”, and “Marriage and parenthood”(Lindhard, Dlamini & Barnard 1987:73 & 98). This meant that pre-marital sex was considered less important or “taboo” and would be rarely, if ever, discussed in schools. It also indicates that even in teacher training colleges, sexuality education was something of lesser concern so,

teachers were never equipped with skills to handle the subject of sexuality education in the classroom.

Ngesi (1997:5) highlighted the problems facing the South African society concerning sexuality education, which include teenage pregnancies, STDs, and HIV & AIDS. The report states that “in 1995 16,2% of HIV positive people were under the age of 19” and that “the highest cumulative case totals in South Africa in 1996 were approximately 1550 for women aged between 20-24, and 1350 for men aged between 30-34, who must have become infected while still teenagers at school”.

Ngesi (1997:5) also emphasised the importance of sexuality education in schools when he referred to the findings by the National Survey of Sexual Attitudes, that “children who had sexuality education in school, experienced first intercourse later than children who picked up information from friends”.

With an interest in Outcomes-based education being, “to a large extent, the result of community pressure for accountability in education” (Killen 1996:2) it is now clear that there is a move in the education sphere to link the school curriculum with the real issues in the communities.

Sexuality education is one of the burning issues in our society today. It was one of the functions given, only to the then “Psychological Guidance and Special Education Services” now called “Auxiliary Support Services”. These areas seemed to have been so over-stretched that they did not have the time to concentrate on the ‘sexuality education’ aspect of their work (Ngesi 1997:6). Sexuality education has now been included in the subject Life skills which is in one of the eight learning areas, that is, Life Orientation. Life skills now enjoy an equal status with Guidance in Life Orientation.

1.2. Awareness of the Problem

The researcher, being involved with the training of teachers in schools, realised that although life skills has always been in the school curriculum, this area was usually treated as less important to other subjects in most schooling communities, since it is not an examination subject. As a facilitator of the learning area of Life Orientation, the researcher therefore realised the importance of finding out from both teachers and learners what they need from a life skills programme so that it can be successfully sustained as part of the curriculum.

To assemble the above information, one should start from the basic training of teachers and how much they have been equipped by the training they received, to implement life skills at their schools. The researcher further wonders whether this Life Skills programme will also help in evoking an awareness of the importance of life skills in the curriculum.

1.3 Analysis of the problem

Life Orientation (LO) is a learning area (LA) which aims at the holistic unfolding of learners, by:

1. Enhancing the practice of positive values, attitudes, behaviour and skills in the individual and the community;
2. Promoting the achievement of individual learners' potential by strengthening and integrating their:
 - self-concept;
 - capacity to develop healthy relationships;
 - ability to make informed and responsible decisions;
 - pleasure in the expression and co-ordination of their intellectual, physical, spiritual, emotional and moral powers.
3. Encouraging a healthy lifestyle, characterised by specific and contextualised application of the actions and values expressed in the LO rationale that is; the

celebration of, care for and responsibility towards the self and the social, natural and material environments (Department of Education 1997: LO-3).

It is in the interest of the aims of LO, and the information provided in the above background, that a need was realised to train teachers in the area of Life Skills, especially the subject of sexuality education.

The 'Life Skills Train the Trainer Programme' (LSTTP) is an intervention programme, initiated by the National Department of Education and the National Health Department in 1996. The focus of this programme is in:

1. Supporting the implementation of life skill education into the School Curriculum
2. Working towards teaching children and adolescents some life skills that will help with the prevention of:
 - Drug abuse
 - HIV and AIDS infection
 - Teenage pregnancies
 - And to promote the well being of the youth (GDE & GDH 1998:6).

The aim of the LSTTP is to increase the capacity of trainers in Life Skill education, especially in the education sphere. These trainers would be able to interact with an array of different people and facilitate discussions around the subject of Life Skill education, especially sexuality education. The goal was that life skill education would reach the majority of people in South Africa. The motivation behind the programme is the wide spread problem of health in the communities today, in particular the issue of sexuality education and HIV/AIDS.

It was discovered that despite the growing necessity for sexuality education today, very few people are equipped with the necessary skills to deal comfortably with the subject, so as to have a significant impact. The aim of the programme thus is to train Master trainers, who would in turn train teachers. The teachers would then in turn train other teachers and also implement the programme at their respective schools.

Since the programme was started in 1997, the questions to be addressed are:

- To what extent is the LSTTP succeeding in reaching its main target, that is, the empowering of the majority of teachers in schools, as effective trainers?
- To what extent will the training equip teachers to facilitate the equipping of learners with the knowledge of life skills and sexuality education;
- Is the programme in its initial form addressing the communities' needs?
- If not, what is missing or what needs to be added or reviewed.

This study was motivated by the concern that the Departments of Education and of Health are using a 'Cascade Model' of training in providing the course. This model of training practitioners has been found to yield very little results after a long term of training. In most cases, training will happen up to the second phase, and never pass through effectively to the third phase. It is thus important to follow up and evaluate this training programme in its second and third phase in order to inform debates and present insights that might have been missed in the initial stages of the programme.

Up to now, research done concentrated only on the 1st phase of the programme (the training of Master Trainers). It is thus important that a further study is conducted on the second and third phases of the programme. These two phases involve the training of teachers, and the implementation of life skills in schools as part of the curriculum.

1.4 Statement of the problem

1.4.1. General statement

The subject of sexuality education has become an important issue in our society today. The high rate of adolescent pregnancies and the increase of a number of teenagers who are sexually active and contaminated with sexually transmitted diseases, have necessitated the need to have sexuality education included in the school curriculum. Whether the above discussed course will successfully equip teachers with the necessary

skill to enable them to deal with the challenges they face in teaching the subject of Life Skills at school, is a question that this research wants to address.

1.4.2. Specific statement

This research will attempt to address the following questions:

Were the trained teachers sufficiently equipped by the LSTTP with the necessary skills to enable them to face the classroom challenges?

Was the content of the programme relevant to the learners needs?

Is the issue of sexuality addressed sufficiently and receiving enough time in the school timetable?

1.5. Research aim

The aim of this study is to evaluate if the LSTTP is succeeding in reaching its target goals, and to look at the sustainability of the programme within the schools. As this programme will be divided into 3 phases (for the purpose of this study) the main emphases will be on the 2nd and 3rd phases of the programme.

1.6. Demarcation of Study

Although the LSTTP is meant for the whole of Gauteng Province, this study will concentrate only on a small portion of the area, demarcated in the education department as the “Central region - District 4”. This district consists of 24 High schools. For the purpose of this study, the research will concentrate on two high schools within this district. The schools will be selected from three different cultural groups in the area.

The reason for selecting this district is that the researcher is based in this very district, which would make it easy to gather information from colleagues, teachers, and learners involved.

1.7. Research methodology and procedure

This study will endeavour to show through a case study method the impact of the course. Through the case study method, three teachers, three principals and six learners from the schools will form a sample to be used in this study.

An advantage of a case study in this research is to enable the researcher to probe into and analyse the impact of the course in the implementation of life skills education in schools by teachers who were part of the cascading model during training.

Burgess (1985:177) sums up the effectiveness of the case study in the following way: "Taken in one direction, it leads us to the perfection of observation and documentation." However, Burgess further states, that the methods employed by case study researchers may involve a number of particular problems such as gaining access, negotiating for observations and interviews with teachers.

The problems above may be eliminated if a researcher can establish a positive relationship with the subjects involved in the study.

In order to assess the reliability of data, this study will adopt the process of triangulation. Through triangulation the researcher uses different methods of data collection such as observation, questionnaires, interviews, and others. Cohen and Manion (1989:269) further point out that different types of triangulation can be used. These include time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation, and methodological triangulation. These concepts will be clarified in the next section. Data in this study will be collected in the following way:

First will be observations of discussions held by teachers during their information-sharing sessions, where teachers share their experiences and concerns concerning the implementation of life skills in their schools.

Secondly, teachers will be observed in their classrooms to find out how they interact with learners, and how they approach issues raised by learners in their classrooms.

Thirdly, interviews will be conducted with learners to identify their areas of concern on sexuality education and to find out whether they feel free to talk about issues in their classes.

Fourthly, the training of teachers will be evaluated through interviews of teachers who were trained, from the selected schools. Questions will include;

- Whether the training satisfied their expectations and if they have acquired new knowledge or skills from the training;
- To what extent will they be able to apply what they have learned in their work;
- To indicate the parts of the training which were most useful for improving their performance, and what other topics they wish could have been included in the whole training.

1.8 Definition of concepts

1.8.1 Evaluation

Evaluation in education is the process of determining to what extent educational objectives are being realised. In this research a definition by Stufflebeam (1971:53) will be used, where he refers to evaluation as “a process of delineating, obtaining, and providing useful information for judging decision alternatives”. This definition is used here because the programme to be evaluated (Life Skills) is a cyclic, continuing process and therefore needs information for revision and improvement on a continuous basis.

1.8.2 Illuminative evaluation

Illuminative evaluation is an evaluation method that seeks to describe and interpret, and takes into account the contexts in which educational innovations must function (Parlett & Hamilton 1976:84) This evaluation methodology will form the basis of this study.

1.8.3 Formative evaluation

Formative evaluation is a process of research, which evaluates a programme during its intermediate stage of development (Scriven, Tyler and Gagne 1967:24). The role of formative evaluation is to discover deficiencies and successes in the intermediate version of a programme, with the aim of improving on it. Feedback on an evaluated project is used in revising the project.

1.8.4 Life skills

These are abilities and skills for adaptive and positive behaviour that enable people to deal with the demands and challenges of everyday life. They are practical skills in the art of living (Lindhard & Dlamini 1990:19). A skill is an area of ability in which one has gained competence through practice.

1.8.5 Learning milieu

This is a socio-psychological and material environment in which students and teachers work together. The learning milieu represents a network of variables such as cultural, social, institutional and psychological (Parlett & Hamilton 1976:90). These variables interact in complicated ways to produce in each class course, a unique pattern of circumstances, pressures, customs, opinions, and work-styles, which suffuse the teaching and learning which occurs there.

1.8.6 Instructional system

This is a variety of formalised plans and statements, which relate to some particular teaching arrangement. These include a set of pedagogic assumptions, syllabi, and details of techniques and equipment employed in a learning milieu (Parlett & Hamilton 1976:89).

1.8.7 Life Orientation

Life Orientation is one of the eight learning areas in South Africa's Outcomes Based education system. These learning areas include Arts & Culture (AC), Natural Sciences (NS), Human and Social Sciences (HSS), Technology (TECH), Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS), Economics and Management Sciences (EMS) and Language Literacy and Communication (LLC). The main focus of Life Orientation is central to the holistic unfolding of the learners by caring for their intellectual, physical, personal, social, spiritual, and emotional growth as well as for the way these facets work together (Department of Education 1997:LO-2).

1.8.8. Triangulation Method

This is a method of study where two or more methods of data collection are used in the study of some aspects of human behaviour (Cohen & Manion 1994:233). One method of study is employed to check and validate the other method used in the same study.

1.9. Programme of study.

Chapter 1. Awareness of the problem; Statement of the problem and Aims of the research.

Chapter 2. Life Skills and Life Skills Programmes: How and why the Life Skills Programmes are developed.

Chapter 3. The Structure of the Life Skills Train the Trainer Programme: Aims and Outcomes.

Chapter 4. The Research design: How the research will be conducted.

Chapter 5. Empirical Investigations: The data gathering.

Chapter 6. Research Findings, Conclusions and Recommendations.

CHAPTER TWO

LIFE SKILLS AND LIFE SKILLS PROGRAMMES

Section A: Life Skills

2.1 Introduction

Every living person, young and old, require in their daily lives, some personal and social skills in order to function confidently and competently by themselves, with other people and with the wider community. These skills are a person's abilities, developed into skills through practice. This was also highlighted by an education-section newsletter writer in "The Star" (1992:13) in his remarks when he said:

"...it takes hard work, enthusiasm and a strong belief in yourself, to be successful; to be really good at something, you need to practise really hard at it, and refuse to give up when the going gets tough".

It is also indicated in skills development programmes, that individuals go to school not only to learn mathematics, science and biology, but also to make friends and to learn how to get along with different people. Through interaction with people from all walks of life, one also learns about life. A person's ability to interact in a non-racial society and to respect other people's values will empower him to act more productively and effectively. He may acquire an abundance of abilities during his development, but need to make full use of these abilities by putting them into practice so that they turn into 'skills for life'.

This chapter is devoted to an in-depth exploration of "life skills" and "life skills programmes", the purpose being to investigate an impact of the life skills programmes,

and to identify other factors which affect and influence this type of programmes in their implementation. After an explanation of the concept 'life skills', its importance and place in the curriculum, some examples of life skill programmes will be presented.

2.2. What are "life skills"?

Lindhard (1986:1) and Pickworth (1990:77) described 'life skills' as a large range of coping behaviours that are seen to be of fundamental importance to individuals for effective functioning in their everyday lives. The World Health Organization's definition of life skills also describes them as including "*abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the challenges and demands of everyday life*" (NCSNET & NCESS 1997:53). Life skills, from this perspective therefore, are essentially those abilities that help to promote mental well-being and social competence in people, as they face the realities of life.

Life skills include abilities such as being able to manage one's emotions, to assert one's self and communicate effectively; the ability to make decisions and find solutions to problems and the ability to find personal meaning in one's daily activities and to find purpose in life. It is believed that life skills have always been part of human experience. Pickworth (1990:77) who remarked about that also emphasized this:

"...It was taken for granted that each individual acquired these skills as part of growing up and that these skills could not be taught".

Life skills are necessary for physical and emotional well-being and are used by an individual for adapting to and mastering life situations. They constitute indispensable knowledge rather than an accessory of knowledge and provide a means for perceiving and responding to life's significant events. They should therefore be taught rather than be left for incidental learning.

With social change and the complexities of modern life, a failure to develop these life skills is being highlighted. The frequent occurrences of issues like suicide, infectious diseases, abusive personalities and the abuse of drugs are but a few examples of this lack of life skills development.

The learning of life skills in many countries has been facilitated through the development of curricula for schools. In a study of numerous interventions based on this approach, the World Health Organization (WHO) identified important areas of life skills being taught for the promotion of health and the well-being of children and adolescents.

These are:

- Decision making skills,
- Critical thinking skills,
- Creative thinking skills,
- Interpersonal skills,
- Communication skills,
- Problem solving,
- Skills for coping with emotions and coping with stress (WHO 1998:3).

Inevitably, cultural and social factors of a community determine the exact nature of life skills in that community. The precise nature of life skill education must therefore, also be determined at country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

As life skill education is based on the teaching of generic types of skills for life, many experts usually group these in different ways. The next section will explore these different groupings or classifications of life skills.

2.2.1 Classification of Life Skills

Different experts use different approaches in their classification of life skills. Hopson & Scally (1986:15) used an analytical approach to classify life skills into four categories:

- *Skills of learning* -literacy, numeracy, study skills and computer literacy.
- *Skills of relating* - making, keeping and ending relationships; communication; assertiveness; conflict management; parenting and being an effective member of a group.
- *Skills of working and playing* - career management; time management; entrepreneurship; choosing and using leisure options; preparation for retirement; seeking and keeping a job; managing unemployment; home management; setting objectives and action planning.
- *Skills of developing self and others* - being positive about yourself; creative problem solving; decision making; stress management; transition management; managing sexuality; maintaining physical well-being; pro-activity; managing negative emotions; discovering interests, values and skills; developing the spiritual self; helping others and developing the political self.

Pickworth (1990:80) adopted an empirical approach in the classification of life skills. Over 300 life skills descriptors were grouped into four generic categories.

- *Interpersonal communication and human relations skills*
These are described as skills necessary for effective verbal and non-verbal communication with others, leading to ease in establishing relationships; management of interpersonal intimacy; clear expression of ideas and opinions; giving and receiving feedback.

- *Problem-solving / decision-making skills.*

These include skills necessary for information seeking; information assessment and analysis; problem identification, solution implementation and evaluation; goal setting; systematic planning and forecasting; time management; critical thinking and conflict resolution skills.

- *Physical fitness / health maintenance skills*

This category includes skills necessary for motor development and co-ordination; nutritional maintenance; weight control; physical fitness; athletic participation; understanding the physiological aspects of sexuality; stress management and the selection and practice of leisure activities.

- *Identity development / 'purpose in life' skills*

These are the skills for improving an awareness necessary for ongoing development of personal identity and emotional awareness, including self-monitoring, maintenance of self esteem, manipulation and accommodation of one's environment, sex-role development and clarifying morals and values.

Life skills are said to develop in and are applied to the different contexts of human life; the home and family, school, work and the community. This means that even though these skills may be acquired during different stages of a person's life, they cover all the three life stages, that is childhood, adolescence and adulthood.

The following life skills grouping by Van Staden (1990:14) relate to the skills that he believes learners need "to cope not only with the known but also the unknown". He also grouped these skills into four categories:

- *Skills for self-knowledge*

Self-exploration, self-knowledge and self-concept; performance, abilities, strengths and limitations; potential for improving personal performance; personality, temperament, values and intelligence.

- *Skills for personal relationships*

Getting on with others: parents, siblings, family, peers, the opposite sex and the community; friendships; communication; leisure time; community work; network; social responsibility; assertiveness and conflict resolution.

- *Skills for success in life*

Thinking and study skills; careers choice; self-employment and unemployment; self-exploration and positive thinking; stress management; healthy living and keeping fit, and the development of a potential lifestyle management.

- *Planning for the future*

Further education, university or college courtship; marriage and children; transitions and the management of change; time management; decision making and financial management.

From all the foregoing categories it can be realised that the wide range of life skills are common to all categorisations. These life skills involve all important areas of human functioning. As Pickworth (1990:78) pointed out that the accomplishment of developmental tasks is dependent on the mastery of life skills appropriate to the developmental stage. The greater the range of skills an individual possesses, the greater the range of alternatives he has, which allows the individual a greater opportunity to take charge of himself and his life. This is called “self empowerment”.

It is, therefore, vital that the training of educators (teachers) should incorporate broader knowledge and skills to deal with learners’ developmental needs in each stage of their development. As the NCFE (1997:58) advised, educators need to be made aware of the developmental tasks confronting learners so that they can assist them in acquiring the necessary skills and information they need to cope and participate as productive and satisfied individuals.

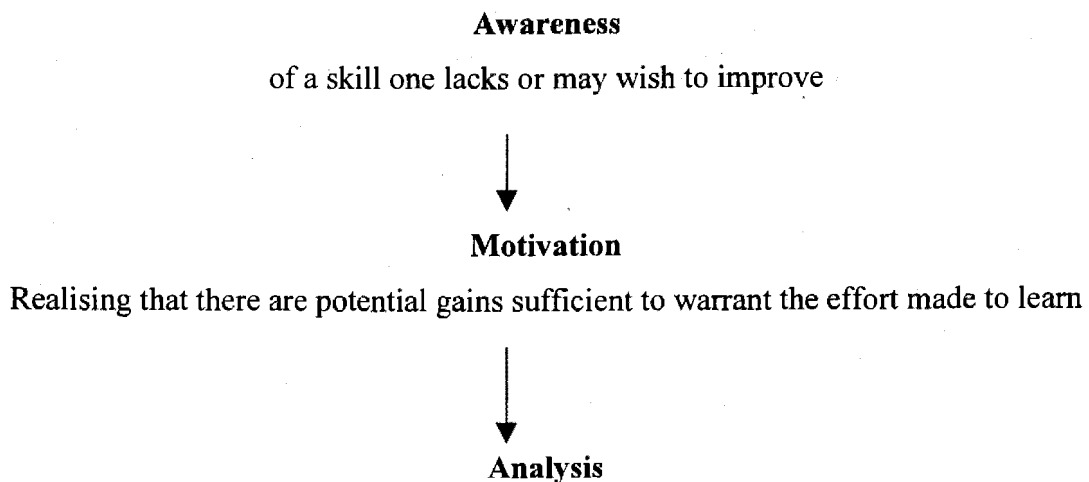
2.3 Life Skills Education

Life skill education is a holistic approach in teaching learners skills they need to promote their own health, as well as the health of others. In general, life skill education is designed to help students develop psychosocial competence, which refers to an ability to maintain a state of mental fitness and to demonstrate this in adaptive and positive behaviour, while interacting with others.

Weisen (1998:5) argues that life skill education is accomplished through a series of three main steps of skill acquisition:

- (a) Life skills are explored in the safe environment of the classroom.
- (b) Students are encouraged to apply life skills in the context of low-risk everyday situations, which will increase their ability to manage day-to-day experiences and receive adequate reinforcement to use life skills.
- (c) Students apply life skills to specific high-risk situations, where the needed skills are more complex. For example, in a situation where one should resist peer pressure to smoke, one would need skills like assertiveness and negotiation skills.

Van Staden (1990:15) further divided the steps for skill acquisition into six stages. They are:



of the components of the skill, of one's objectives in learning it, of the possible teaching

sources



Practice

Selecting components to work on, deciding when, where and how to start, and actually "doing" them



Review

Getting feedback on performance if possible. Assessing progress oneself. Rewarding progress and correcting mistakes



Apply the skill

Using the learning in real situations, possibly even teaching them to others

From the two types of stages of skills acquisition above, the common idea is that through teaching and practice, learners become more competent and confident, and are better prepared for exploring and practising the application of life skills when faced with more threatening situations.

2.3.1 The need for life skill education

Life skills are developed through life skill education, which is concerned with the preventative, promotive and developmental aspects of social skills. Life skill education is the process of allowing learners the opportunity to develop and practise all the necessary life skills. Life skill education therefore becomes a tool for empowering learners for life.

In a review of literature related to life skill education, much research indicates that young people need life skill education, and this should therefore be developed. Literature points to deficits in life skills, and the need to teach life skills for abused children, for delinquent children, shy children, pregnant adolescents, for anger control and for the prevention of anorexia and bulimia nervosa (WHO 1998:5).

The World Health Organization also cited a nationwide survey of nearly 47000 students in grades 6-12 in the United States of America, where assets and deficits in students' lives, which influenced their ability to make positive choices were identified (WHO 1998:5). The results suggested that students had deficits in life skills, and the recommendations were that educators should work to enhance the social competencies of young people, including the teaching of friendship-making skills, caring skills, assertiveness skills and resistance skills.

The need for life skills is also frequently emphasised in the findings of research studies set up to investigate what qualities and competencies employers look for in young recruits. Experts such as Pedersen (1993:40-50), Roussouw (1990:3-11) and Karmel (1984:190-201) concur that important life skills areas like interpersonal and communication skills, along with creativeness and negotiation skills, are frequently reported in studies of the competencies employers look for in young recruits.

Life skills education, in its promotion of psychosocial development, also responds to the need to cater for the rights of the child as highlighted in Article 29 of the United Nations Convention on the Rights of the Child (Weisen 1998:6). This article states that:

“Education...shall be directed to the development of the child's personality, talents, mental and physical abilities to their fullest potential; ...the preparation of the child for responsible life in a free society, in a spirit of understanding, peace, tolerance, equity of the sexes, and friendship...”

For life skill education to address the needs of children as described in the UN Convention on the Rights of the Child (Weisen 1998:6), the education authorities

should ensure that the aims of the education system and the content of the school curriculum reflect the ideal for education as described above.

2.3.2 Life Skills training and the school curriculum

Life skill education is a crucial subject. Students need skills to cope with growing up. In addition they need to prepare for life, not only for success at school. A student may reach the highest academic level in education yet not be able to cope with the challenges and demands of the adult world. This could be due to the absence of Life skill education in his school curriculum.

As the concern of education is with the whole development of learners, there is a need to introduce life skills education from the elementary school level. The importance of life skills education in the elementary level cannot be stressed enough. Life skill education in the primary school is preventative, as children will be able to prevent many problems from occurring.

Large numbers in classrooms may also mean that it is not always possible for each child to get sufficient individual attention. Children who have problems are thus not identified until these problems become manifest as behavioural problems. This is why life skill teaching is needed to be a reality in the classroom.

Weisen (1998: 4) cited the most effective approaches to life skill education as sharing two important characteristics:

- They are designed as long-term interventions, spanning several years.
- They are implemented by trained educators.

A setting that supports both of these characteristics is the school, which is also an appropriate place for the introduction of life skill education for the following reasons:

- It provides access to life skill education for children and adolescents on a large scale.

- It provides access to life skill education for children and adolescents on a large scale.
- It offers economic efficiencies, by using an existing infrastructure.
- It has experienced teachers already in place.
- It has high credibility with parents and community members.
- It offers possibilities for short and long term evaluation.

Furthermore, the school is expected in most countries to contribute to the socialisation of young people. The introduction of life skill education in schools therefore enables the school to fulfill its responsibilities of promoting the education, health and development of young people. The role that the school can and should play in the nurturing of life skills in youth is thus undeniably important.

While learners, especially those from deprived environments, should be given special attention in this regard, it is also necessary to be sensitive to cultural differences. Pickworth (1990:85) advises that it is not desirable to impose a universal programme on all youth. Life skills training in the curriculum should be adapted to specific community needs. The skills taught should bear closely on the real needs of life.

The purpose for school education should not only be to prepare learners for a final school examination and thus for entrance to tertiary education, but should also aim at preparing young people for a productive and fulfilling future. Learners should be taught life skills, not only for future benefit, but also to enable them to derive maximum benefit from the educational system. A curriculum of life skills in all grades at both elementary and secondary schools should therefore be developed.

As the experts Pickworth (1990:86) and Van der Walt (1988:8) argue, the inclusion of life skills programmes in the curriculum should be based on developmental principles, so that appropriate life skills are taught at the appropriate life and career developmental stage. In general there are certain age ranges when certain coping behaviours or life skills are optimally learned, because an accomplishment of developmental tasks is also

2.3.3 Life skill training and the South African school curriculum

When change occurs in all walks of a society's life, all institutions in that society are not only affected by that change but have to adjust to it and continue to contribute to community development. Education as an institution is not exempted from this contribution, but plays a key role in enabling a society to adapt to, and cope with change. During this period of adaptation, education cannot be of a rigid nature; it needs to be effective, having a certain level of flexibility, relevancy, adaptability and foresight. Life skill education, which is also an important tool for adaptation, becomes 'a necessity', not 'a luxury' (NCSNET & NCESS 1997:53).

Albeit the need for education to assist society adapt and cope with change, many schools still see their role as more than merely the teaching of the three Rs that is reading, writing and 'arithmetic' (Van der Walt 1988:8). In South Africa, the National Committee on Further Education (NCFE 1997:56) also acknowledged this lack of commitment by formal institutions on the promotion of life skill training when they said:

"Formal institutions have, to date, not considered it their task to guide learners in areas not covered by academic subjects"

Even though steps have been taken to make the academic facet of education more effective by implementing curriculum changes, conducting research and development to update teaching methods, 'life skill training', which is so vital in the coping with change, is a facet of education which has been so sadly neglected.

Today the importance of life skill education is increasingly being realised. An example of this can be seen in the South African context where the government stresses the importance of Life Skills teaching and HIV / AIDS Education in a number of its

government policy documents. These documents have been released in the quest to upgrade the system of education in the country (NCSNET & NCESS 1997:50).

In their recommendations the two Education bodies in South Africa, the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Educational Support Services (NCESS) concurred that life skill education had to be a matter for the whole society. The National Commission for Further Education (NCFE 1997:56) also pointed out the need for life skill education, especially in formal schooling. These bodies emphasised that life skill education is urgently needed if learners are to cope with the transition between formal schooling and adult life. It was felt that within the context of intersectoral collaboration, all relevant expertise - from specialists as well as community resources - should be brought together for the purpose of providing a comprehensive, holistic approach to life skills development.

One of the aims of life skill education is to guide learners towards adulthood by providing them with the necessary skills, so that they make healthy decisions in their personal and work life. In other words, education serves a socialising function - for effective citizenship, promoting spiritual and mental well-being, and inculcating skills and knowledge that will help learners for further learning and work.

In South Africa, Life Skills forms part of the curriculum within an Outcomes-Based Education (OBE) system. International and local experience have suggested that life skill education need to be a dedicated focus area, which should form part of the 'Life Orientation' learning Area' in 'Curriculum 2005' (C2005)'s Outcomes Based Education system, as recorded in the report document of the NCSNET & NCESS (NCSNET & NCESS 1997:53). Life Orientation is a new learning area, which replaces the subject 'guidance' in the old curriculum of South Africa. Although a wide range of life skills are found in the learning outcomes of the Life Orientation learning area, an ideal situation is to have Life skill education 'infused' across the curriculum in all the other

learning areas. This would mean that all teachers have to address the fundamental aspects of life skills as essential outcomes of all learning areas.

The eight learning areas in Curriculum 2005's Outcomes Based Education system are:

1. Language Literacy and Communication
2. Human and Social Sciences
3. Technology
4. Mathematical Literacy, Mathematics and Mathematical Sciences
5. Natural Sciences
6. Arts and Culture
7. Economic and Management Sciences
8. Life Orientation.

2.4. Life Orientation

2.4.1 The key to Life Orientation

The key to this learning area lies in the term itself "LIFE ORIENTATION". In order to understand the objectives of this learning area, the term must be 'unpicked' and 'unpacked':

LIFE	ORIENTATION
The condition which distinguishes animals and plants from inorganic materials.	A person's attitude or adjustment to political, social and physiological circumstances
The capacity for growth, functional activity and continual change, It incorporates the vocational, spiritual, psychological, health,	A process used to cope with the environment.

beliefs and physical dimensions of the individual	
--	--

Adopted from the "Reader's Digest" (1993:882)

The combination of the two terms suggests that this learning area should involve not only the development of the learners' insight into life knowledge, but also the development of skills to utilise this knowledge.

2.4.2 The rationale of Life Orientation

Life Orientation is a learning area that empowers learners to live meaningful lives in a society that demands rapid transformation. According to the Department of Education (1997:LO-2) policy document, this learning area was designed to ensure that there is a holistic development of learners by caring for their intellectual, physical, personal, social, spiritual and emotional aspects, in an integrated and meaningful way.

In an attempt to consider the complex integration of the individual within his/her social context, Life Orientation strives to ensure that knowledge is intricately linked to the acquisition of relevant skills and the appreciation of diverse beliefs, values and practices. It embraces and encourages an understanding of the uniqueness of the individual, the intricacy of human relationships and the interdependence of political and economic facets of communities and countries.

The Life Orientation learning area is a fusion of five focus areas:

- Health
- Guidance
- Human movement
- Religious education
- Life skills

In the teaching of Life Orientation, these focus areas have to evolve as a unique integrated area. Subject “boxes” should therefore be ignored in an attempt to explore the innovative, original and integrated nature of this learning area. Instead of segregating concepts and skills of all contributing disciplines, these are fortified and acquired through genuine and concrete experiential activities, as spelt out in the learning outcomes specific to Life Orientation.

2.4.3 Learning outcomes specific to Life Orientation

Outcomes are skills, knowledge and values, which a learner should achieve through a learning process. Specific outcomes (SO's), according to the Department of Education (1997:12) are defined as “the specification of what learners are able to do, at the end of a learning experience, in a specific learning area”. These are described as skills, values and knowledge, which inform the demonstration of the achievement of an outcome or a set of learning outcomes. These Specific Outcomes therefore describe what the learners will be able to do at all levels of learning.

All the outcomes of Life Orientation are so closely related, that to separate them into the different focus areas is almost not possible. For the purpose of this study the researcher will only give a brief explanation of Specific Outcomes 1, 2, 5 and 7.

2.4.3.1 Life Orientation specific outcome 1: ‘Understand and accept themselves as unique and worthwhile human beings’

This learning outcome considers Life Orientation as instrumental in promoting a meaningful lifestyle for each learner, by developing in every individual respect for the self, which includes a positive self-concept and self-actualisation.

This could be attained by:

- Promoting the individual's own worth, dignity and rights as a unique being.
- Examining how the physical and social environment affects personal development and growth.
- Exploring the role of social, cultural and national perspectives in shaping personal attitudes and values.
- Understanding the integrated nature of the whole person.

In order to accept themselves as unique and worthwhile human beings learners need to have a well-developed and realistic positive self-concept. This realistic positive self-concept enables a learner to accept both his strengths and weaknesses, and to work on his weaknesses to achieve the best he can. Raath & Jacobs (1993:2) described the self-concept as “a unique image that a person has of himself, which can either be positive or negative and is important in the child's intellectual, social and personality development”.

The self-concept develops from a myriad of differentiated and accumulating experiences a person has throughout his life. It is therefore the purpose of the education system to provide the learning space and conditions that will present learners with the necessary experiences from which their self-concepts can be developed.

2.4.3.2 Life Orientation specific outcome 2: ‘Use skills and display attitudes and values that improve relationships in family, group and community’

Based on the conviction that a strong human rights culture should form the basis of society in general, this specific outcome seeks to develop an understanding of the principles of a respect for human rights and their relevance to life. The aim is to develop in learners the values, consciousness and competencies that are required for effective participation as responsible citizens of their society.

A learner cannot develop skills in isolation; he needs to participate in social circles. In doing this he will be able to develop respect for other people's rights in order to form good relationships with them. Good family relationships are important in a learner's formation of other relationships outside the home.

To achieve this outcome learners should be encouraged to assume roles and responsibilities to develop and maintain positive relationships and sound communications. Through group work and participatory learning, learners strengthen their networks, develop mutual dependence and display effective negotiation skills.

2.4.3.3 Life Orientation specific outcome 5: 'Practice acquired life and decision-making skills'

The acquisition and development of life skills forms the essence of Life Orientation. Learners have to be equipped with, understand and be able to apply life skills. The development of information-gathering strategies should form part of this facet. Life skills 'per se' are taught and learned, although it is expected of the learner that he will apply these skills on a wider basis, especially in coping with real-life situations. The acquisition of knowledge and skills that can balance risk and safety in the individual's experiences of his environment and social relationships is crucial to this facet.

2.4.3.4 Life Orientation specific outcome 7: 'Demonstrate the value and attitudes necessary for a healthy and balanced lifestyle'

There can be no doubt that a society's prosperity is dependent upon the health and welfare of its population. There is however ample evidence to indicate that significant social and health-related problems exist among people. Many of these problems can be associated with the lifestyles adopted by individuals, particularly with respect to diet, physical activity, alcohol and substance abuse, sexual activity and a number of other high risk behaviours.

All learners should be provided with a sound knowledge of the benefits of healthy living and a safe way of living. As education is a life-long process, sound health and human movement practices can contribute to the prevention of health-related problems and can improve the quality of life of the learners. Sexuality education is one facet of health education that has been ignored over time, but the increase in the prevalence of health problems related to sexuality, has earned it an important place in Life Orientation.

As Specific Outcomes describe what learners will be able to do at all levels of learning, the differentiation between the phases of learning are addressed by the different levels of complexity in the process learners engage in, and in the kinds of evidence through which learners demonstrate these outcomes. In Outcomes Based Education there is also a relation between skills acquired in the different outcomes, where integration is made easy through an involvement in integrated learning activities.

2.5 Life Skills teaching methods

Life skills are developed through acts that the learner must perform. The learning of life skills depend less on what the learner can recall and more on what he can do. Life skill teaching is best facilitated through discovery and not lecturing, therefore it should be enjoyable. In life skill education, children and adolescents are actively involved in a dynamic teaching and learning process that is often based on Bandura's principles of social learning theory which declares that self-instruction is the most effective learning technique for skills development (Cloete & Van der Walt 1997:30).

One common conclusion from studies of socialisation is that the didactic foundation of education, relying on lectures, is no longer suitable for rapidly changing societies, and that life skill education, using more active methods, should be introduced in schools. Methods used to assist skill acquisition therefore include modeling of the use of skills and practice of skills, primarily in classroom-based activities.

The pedagogy of life skill education is thus based on experiential learning, which include working within groups, cooperative learning and participative activities. Experiential learning (learning through action) therefore forms the basis of life skill training. Experiential learning, co-operative learning and the method of group work are briefly described in the next paragraphs.

2.5.1 Experiential learning

In conventional schooling, the focus is primarily on the development of the mind. The body, mind, thoughts, feelings, actions and the totality of being can be effectively developed only through active participation in the process of learning, where learners learn from experience and reflect on what has been learned (Cloete & Van der Walt 1997:30).

Within the context of life skill training, experiential learning links the school experience, socialisation and the individual's experience. The focus on experiential learning is in building on existing strengths and on the life experiences of the learners. This type of learning acknowledges and welcomes values and uses the existing knowledge and competence of every person in the group.

In experiential learning knowledge is constructed through the workshop; it is never presented by an expert to those who do not know. The participants are active in the process of learning and the power lies with them. In addition, participants are responsible for generating their own learning.

Experiential learning is based on the belief that learners place more value on the knowledge they have discovered for themselves than in knowledge presented by others. By definition, experiential learning is active learning. Life skills learning therefore needs to be experiential, as what is being learned is not just information, but ways of dealing with life's challenges and problems. Experience is the foundation of learning, but can be truly successful only with involvement, active participation and reflection.

2.5.2 Co-operative learning

In order to foster the development of positive relationships in learners, they must have a high self-esteem developed through a realistic positive self-concept. These cannot develop in an individual who lives and operates in isolation, without any contribution from other people. An attitude of cooperation should be encouraged in individuals from a very early age. In education this can be achieved through the use of 'co-operative learning' methods of teaching for learners.

Co-operative learning is a method where a group of learners pursue academic goals through collaborative efforts. They work together in small groups, draw on each other's strengths and experiences, assisting each other in working on a task. The aims of co-operative learning are to encourage supportive relationships, good communication skills and higher-level thinking abilities. The goals of co-operative learning are:

- to foster co-operation among learners
- to encourage positive group relationships
- to develop learners' self-esteem and
- to enhance academic achievement.

Within co-operative learning, groups tend to provide a considerable amount of peer feedback, support and encouragement, because this learning method is based on the elements of:

- *Positive goal interdependence* - where learners undertake a group task with a feeling of mutuality. Each learner feels a need to do his own part for the benefit of the whole group. By striving for the welfare of the whole group, every individual gains a sense of importance and self-worth.
- *Face - to - face promotive interaction* - which occurs when there is a verbal interchange between learners during their task performance. Ideas are shared, clarifications given and ultimately learners summarise what they have learned together.

- *Individual accountability* - where every individual takes personal responsibility for the learning material. Once the facilitator has determined the level of mastery then group members should offer support and assist one another in attaining the mastery level as determined.
- *Social skills* - communication, respect and trust is very important in co-operative learning. Learners should learn to respect and trust other people's ideas and contributions. They need guidance on how to follow as well as how to lead, how to ask for assistance and how to deal with conflict in the group.
- *Group processing* - where learners need to periodically reflect on how well the group is performing and analyze how its effectiveness might be improved. This type of feedback helps the group to rectify any mistakes and to improve on what is lacking for the success of the group.

Co-operative learning has therefore been found to reduce learner isolation and to increase learners' ability to interact and work with others in a group. Group work is a basic process in co-operative learning.

2.5.3 Group Work

The teaching method of a life skills course is group work more than anything else; probably 70% group work and 30% instruction (Lindhard 1986:4). Group work is active learning with participation from students.

Group work has its own spirit and enthusiasm. Through active participation, learners discover learning content for themselves and apply their knowledge. This can be effectively done when learners work in groups and benefit from their peers' knowledge and skills and when they can support each other. Different learning activities can be done in small groups; group discussions and group tasks like completing worksheets, problem solving and others.

Even though group work seems to be the most effective life skill teaching method, it has both advantages and limitations, therefore it needs careful planning. Cloete & Van der Walt (1997:2) listed some advantages and disadvantages of group work.

2.5.3.1 Advantages of group work

- Through group discussions / tasks, learners learn to work together.
- It is a good way of ensuring that learners become actively involved in the learning process.
- Group work improves learners' ability to discuss problems.
- Joint responsibility makes a learner less afraid to undertake an investigation, including the conducting of interviews.
- It creates opportunity for mutual help through peer teaching.
- Groups have more resources than individuals. When learners bring their ideas together, there is greater insight than when a learner works alone.
- Learners can be motivated to think and learn through the enthusiasm of their peers in their group.
- By being involved in group work learners get the opportunity to develop and practise:
 - Listening to other learners' ideas;
 - Skills of negotiation, settling disputes and reaching consensus;
 - Expressing own ideas clearly and giving opinions.
- Learners who work and participate in a group context are involved in generating their learning because they feel empowered, which makes them interested, motivated and co-operative.

2.5.3.2 Limitations of group work

- Group discussions take time.
- Time can be wasted if the learners are not very clear on the task that is expected of them.

- Learners will not contribute to the group if they do not feel comfortable with the other members.
- Some learners may not work at all, relying on the rest of the group to do the work.

There is, on the other hand, an interesting byproduct from group discussions: as the learners learn to work together in groups, the timid become more assertive and the dominant become more willing to listen and to let others have a chance. When learners have done group work four or six times, the quality of answers and the speed with which they get organised is vastly improved; and so is the quality of their joint thinking, because they stimulate one another mentally.

2.5.3.3 Hints on setting up group work

Learners are more likely to get bored or even show “off task” behaviour if group work has not been carefully planned. Cloete & Van der Walt (1997:3) suggested the following helpful hints for success in setting up group work:

- The outcomes for group work should be clearly thought of.
- Learners should be absolutely clear about what is expected of them. They need to know:
 - how much time they have to complete the task or discussion,
 - what the task at hand is, what the outcome will be and how they will present their findings - written or orally,
 - that they must appoint a group leader, scribe and spokesperson.
- Instructions need to be clear and understandable. If complicated the instructor need to write them down so that the learners can keep on referring to them if necessary.
- The instructor should start the discussion with an interesting quote, controversial statement, or problem statement. This attracts learners’ attention and makes them want to start discussing the topic:

- It focuses their attention because they have to think about the quote, statement or problem.
- It makes the discussion also more personalised than simply talking about, for example, “pollution”.
- During feedback, groups should not repeat points, which have already been mentioned as this can become boring.

2.5.3.4 Activities in group work

An activity or activities in group work depend mostly on the objectives of the learning programme at hand and the task involved. A few group work activities will now be described:

- *Brainstorming*

If a great number of ideas are needed in a short time, brainstorming can be used. This means calling for ideas from the audience and recording them on the chalkboard or an overhead projector. No criticism of the ideas is allowed at this stage - there is no evaluation of ideas now. Suggestions may only be discussed after the brainstorm session.

- *Buzz group*

This can be used as a very good warming-up device, or to clarify some disagreement on some subject in a general discussion. Learners or participants are asked to discuss the problem or an issue of concern, each with his neighbour.

- *Group discussion and a KOKI*

This is one of the most important teaching methods in Life skill education. Learners are given a topic to discuss in small groups and to bring their answers back to the whole group. They use a KOKI pen or felt-tipped pen to write their answers on large sheets of paper and stick the answers on the wall in front of the audience.

One person from each group may then explain the group's findings. Ideas from different groups are shared in this manner.

- *Evaluation*

Halfway through a life skills course, and at its end, the instructor should call upon learners for an opinion on the course and how it fulfills their needs. A questionnaire is useful for this purpose. Respondents will fill it in and hand it back to the instructor, but they may be asked not to sign it. This provides an important feedback on the activity and provides the instructor with the needs of the group.

The activities above become most effective if the instructor clearly understand his role as facilitator and stick to that role.

2.5.4 The new role of the instructor

"Unlocking the world of skills" becomes the goal of the instructor in a life skill training programme. The instructor ceases to be a teacher and becomes a manager and a non-judgmental facilitator for self-discovery and self-directed learning for the learners. The facilitator creates situations in which learners explore issues and problems drawing from their own experiences and environment, and come up with their own solutions and conclusions. The facilitator carries no authority as an expert, but gives learners a chance to teach each other through sharing. He is therefore not the *most* important part of the process.

At the end of a workshop or learning experience, the audience may expect the facilitator to provide real answers. Lindhard, Mathabe and Atmore (1985:ii) advised that a facilitator should resist the temptation to play the expert. After praising members of the group for what they have produced in their discussions, he may just point out what other groups have suggested and leave the matter there. These experts emphasized this point by even quoting one clever man who said:

“Never tie up the ends of a lecture or conference; leave some untidy ends hanging loose, otherwise your audience will believe that all the thinking has been done, and that they don't have to think any more for themselves”.

Lindhard (1986); Van Staden (1990); Lindhard, Mathabe and Atmore (1987) concurred that the facilitator occupies an important place in life skills training. They identified the following as the new roles of the instructor / facilitator:

- The instructor must be willing to share openly the issues of the course. There can be no limitations or boundaries like; “we cannot have politics” or “the law is the law and we cannot discuss that here”. The instructor may however invite the learners to see matters from more than one angle.
- If the spirit of mutual respect is to be developed in the course, the instructor will have to shed the mantle of superiority caused by authority of greater ages, better education, more experience and status or rank. There must be equality of *“just being people together, to work out something”*.
- There must be willingness to listen not to judge; an effort to understand the world of the learner, to help him clarify his feelings and values, and at the same time project this understanding and respect for the younger person who is now treated as an equal in conversation between equals.
- The instructor has, like all other human beings, certain limitations, and he should be willing to let the learners know that his experience or knowledge on any subject may not be sufficient to answer certain questions.
- The instructor should learn to come out of his shell of privacy or authority and so reveal himself appropriately. This makes him human and develops trust for him.

For an instructor to be well vested in his role as facilitator, he needs thorough training and must continually practise his facilitation skills.

2.5.5 Teacher training in life skill education

Learners in life skill education are involved in a dynamic teaching and learning process. Teachers, more accustomed to didactic teaching, therefore need training in participatory or learner-centred and interactive teaching methods, as well as training in the philosophy and concepts of life skill education. Participatory learning also forms the basis for training “teacher-trainers” in life skills. The teacher trainer should thus facilitate participatory learning, rather than conduct lectures in a didactic style.

Teacher training is an indispensable part of any life skills initiative, and should be incorporated in the early stages of programme development (Weisen 1998:19). Ideally, the initial training should be followed up with several additional workshops allowing teachers to share their experiences and discuss any difficulties or problems following a trial period of programme implementation.

Weisen (1998:19) suggested the following components to be included in the training of teachers:

- An understanding of the aims of life skill education and the specific objectives of life skills lessons.
- An understanding of the scope and sequence of the life skills education curriculum.
- An understanding of the philosophical and theoretical underpinnings of life skill education and the methodology used.
- The learning of facilitation and coordination of interactive and experiential learning methods.
- Learning how to evaluate their work and the programme contents, through ongoing assessment of their own and their students’ perceptions of the classroom activities and homework assignments.
- Learning of ways to engage the support of parents and other teachers. Training should help teachers be able to explain the life skills curriculum to parents and gain parental support for the life skill education objectives.

Additional workshop materials would also need to be prepared to guide teachers in the use of the life skill education materials that are to be implemented.

With repeated practice and follow-up training workshops, teachers will develop more complex skills. It will be extremely exciting to them to have the opportunity to teach life skills to others, because in teaching something it is first required that the facilitator's own ideas be clarified so that they can be presented to others.

As the facilitator becomes more confident with facilitation, he may find that he is challenged or that he receives feedback in a way which will encourage even greater clarification of his views. The real value of teaching others, however, is that in being able to do that, an individual can have the opportunity to share some of the esteem, attention and status which can be available to those he teach.

The availability of ongoing teacher training programmes can also contribute to the long-term survival of a programme (WHO (2) 1998:7). One way to do this is to institutionalise the training by incorporating it into teacher training institutions. Since this could be a long-term solution, in-service training for teachers is often been used as a short-term solution.

2.6 Life Skills Programmes

The planning and content of life skill programmes for learners are different from those of programmes for adults. Up to school leaving age the learners go through many stages of development, which may have an effect on their process of skill acquisition. Van der Walt (1988:8) stated that guidance and training provided at an early stage when the person's personality, attitudes and thought-processes are being formed is more beneficial than training given only later at an adult age. In the school situation therefore, programmes must be geared towards a specific age or developmental level, starting from the very early age.

Life skills programmes have been used all over the world in the past years. Their purpose has generally been to provide personal coping skills to individuals so that they can deal effectively with situations which may be new to them. Life skills programmes do not teach skills in isolation, but as part of educational programmes that include, for example, health information; discussion about major life issues; work on motivation and attitude change; and may also include practical activities to promote a positive school “climate” or atmosphere (WHO (2) 1998:2).

When taught as generic skills for life, life skills are taught in the context of holistic health and social issues such as relationships, learning about social influence on behaviour and learning about rights and responsibilities, as well as being taught in the context of health problems (WHO 1998:3). This is frequently the case even when programmes have one principal objective, like drug abuse or violence prevention. In the school situation therefore, programmes must be geared towards a specific age or developmental level, starting from the very early age.

Some objectives for which life skills programmes have been developed include the prevention of: suicide, child abuse, teenage pregnancies, AIDS/HIV, peace education and the promotion of mental well-being.

The next section will focus on the general effects of certain life skill programmes.

2.6.1 The effectiveness of life skills programmes

As described earlier on (paragraph 2.2), there is a lot of research that suggests the importance of life skill education to promote the health and well-being of children and adolescents. The World Health Organization also cited research, which points more directly to the effectiveness of life skill education approaches (paragraph 2.3.1).

2.6.1.1 Effects on health and social behaviour

In a study undertaken of the Yale-New Haven Social Competence Promotion programme, it was found that relative to controls, students in the experimental group demonstrated improvements in their ability to plan ahead and choose effective solutions to problem situations that they face (Caplan, Weissberg, Grober & Jacoby 1992: 56-63). This programme included the teaching of core life skills such as stress management, problem solving, decision making and communication skills. The results of this study indicated that involvement with peers, as measured by self-report and teacher ratings, increased as a function of the programme. The findings also reported gains in self-control and sociability, improved skills in handling interpersonal problems and coping with anxiety. This provides evidence for the effectiveness of life skills programmes in achieving multiple promotion and prevention goals.

2.6.1.2 The impact on school performance

One major study in this area was the assessment of the teaching of thinking skills in Venezuelan schools. The study compared 900 students that took part in the thinking skills lessons to a matched group of a similar size. Both groups received intelligence tests and tests of academic achievement at the beginning and end of the experiment. The results showed that the experimental group had satisfactory significant increases in intelligence (Gonzalez 1990:5-9). It also indicated that teachers changed in their attitudes towards the teaching process; displaying increased interest in their students and gaining in assertiveness.

2.6.2 Factors associated with effective life skill programmes

A review of research on numerous school-based life skill programmes in the United States has revealed factors associated with effective programmes. The World Health Organization (WHO 1998:10) summarized the key factors of effective programmes as:

- teaching of both generic life skills and specific skills for the prevention of specific behaviours;
- teaching specific skills at appropriate developmental points;
- having a peer leadership component for work with older adolescents;
- having clear links with existing subject areas in the school curriculum;
- to be based on active student involvement;
- using clear, up-to-date and “user-friendly” materials;
- being delivered by trained teachers;
- being implemented over a long-term period.

2.6.2.1 Flexibility in programme design

The nature of the life skills component depend upon the objectives set for the programme, as well as the age groups to be targeted and the setting in which it is to be carried out. There are numerous possibilities and there is a need for flexibility of implementation, but that should not compromise programme effectiveness because it cannot be assumed that an isolated part of a large programme will still be effective. The World Health Organisation (WHO (2) 1998:6) therefore insists that if programmes are adapted and changed, pilot testing and evaluation of the new version should be put in place.

2.6.2.2 Programme facilitation in a workshop – instructor’s notes

In teaching or facilitating, an instructor must be adequately prepared before he starts an activity or programme, in order to achieve all his objectives. Activities are designed according to the type of programme and the objectives thereof, but most often the programmes will have similar types of activities. In the next paragraphs, the researcher will briefly describe the activities that can be used in the life skill programmes included in this study, that of “Finding a job”, “Unemployment”, “Do it Yourself” and “Networking”.

There must be a time limit set aside for every activity. The first activity is usually a “short talk”, to open the session, welcome participants, introduce the subject of the day, state the objectives of the course and describing the teaching/learning method. An “ice-breaker” related to the topic of the day can also be used here. An introduction of the life skill programme could also be done through an introduction of a quotation, which can be brainstormed. This first activity could take about 10 minutes.

Next will be the division into groups and a brief talk explaining what groups need to discuss or engage in. About 10 minutes can be set aside for this activity, so that every instruction is clarified to the groups before they start with their tasks. This is to be followed by the actual group work, with the time limit determined by the type of activity involved.

After the groups have discussed, agreed and recorded their feedback, they will then report back to the major group, through a group representative or, use a KOKI method. About 20 minutes can be set aside for reporting back, but this will also depend on the number of groups that have to report back.

The session is ended with a summation of the feedback from the groups, and a short discussion thereafter. This whole process can be repeated if the activities are short and require feedback after every step. The facilitator should though, guard against a temptation to give solutions to participants, so that they can, after the course, continue to think about the problems they were discussing and find their own solutions

The next section focuses on a brief discussion of some examples of life skill programmes.

2.6.3 School-Based AIDS Education Programme in Zimbabwe

The Zimbabwe School-Based AIDS Education Programme, based on life skills, targeted all students from age 9 to 18 years. It forms a compulsory part of the school curriculum,

with special time allocated for life skills in the school timetable and enjoying an equal status with mainstream subjects.

The main *objective* of this programme is to empower learners by involving them in their own education, through strategies that are participatory, giving a significant measure of responsibility and decision-making to the learners themselves. The programme does not only look at feeding learners with information on AIDS, but to help learners acquire life skills that enable them to deal effectively with the demands and challenges of everyday life.

The *teaching methods* used are experiential and student-centered, while the *teachers' role* is that of a manager, a non-judgmental facilitator who creates situations in which learners explore issues and problems, drawing from their experiences and environment. From these, learners are encouraged to come up with their own solutions and conclusions, which they ultimately own up to.

The *teaching materials* used are issue-orientated and pose a series of scenarios relevant to life in general. Materials do not prescribe answers to learners' problems, but provide situations that help students confront issues that enable them to examine alternatives, take decisions and make judgments. The material include issues of direct interest to youth such as sexual responsibility, teenage pregnancy, unplanned marriages, dating, making friends, growing up, gender sensitivity, rape, development of self-esteem, sexual orientation, safe sex, drug and alcohol abuse.

Teachers, students and parents are involved in the development of life skills textbooks for each grade. For each level there is a Teacher's book and a Pupil's book, and supplementary enrichment material for both teacher and student are provided on an on-going basis.

Teacher training is two-pronged: in-service training, for teachers already in schools and pre-service training for teacher trainees in colleges of education. A "cascade" model is

used for in-service training through national, provincial, district and school levels. A cluster-based training is implemented, with heads of schools forming training teams for the clusters. Classroom teachers are being trained in schools and in the clusters.

A link between in-service and pre-service training is provided by college lecturers who participate in both the pre-service and in-service training of teachers. Personnel from the Ministry of Health and non-governmental organisations also participate in the training of teachers.

The education personnel are carrying out process evaluation through informal assessment during programme development and implementation. Although systematic teaching of HIV / AIDS education started in January 1994, informal investigations and experience already suggest that this approach is a more effective way of enabling students to cope with HIV / AIDS than purely an informed-based programme. Students already show a remarkable degree of openness and responsible interest in discussing sex and sex-related issues.

The success of a programme of this nature, implemented wide-scale, depends on political commitment, government ownership, broad-based support, management issues, action research, creation of training capacities and support systems and the involvement of teachers and learners.

The following life skills programmes are focused more on classroom teaching.

2.6.4 Life skills programme on “Finding a job”

2.6.4.1 Objectives of this programme:

- To alert students to changes that are occurring in career patterns and job opportunities as a result of social, economic and technological developments.
- To develop the areas of self-awareness which will be relevant to finding a job.

- To identify how and where learners can find information about jobs and identify people who can be resourceful.
- To develop skills of presenting oneself effectively for a job interview.
- To identify how one might use a pro-active, positive approach to job seeking.
- To examine ways in which individuals might create jobs for themselves.

2.6.4.2 Skills for finding a job

In order to find a job, there are certain skills one needs to develop or have. Van Staden (1990:17) suggested the following skills:

- **Knowing yourself**

A pre-requisite to job hunting will be a good deal of self-awareness. To help students focus on what is relevant self-knowledge, the facilitator needs to clarify his own ideas so that he can present himself freely to his audience. In this way he can be challenged or receive feedback in a way which will encourage even greater clarification and also encourage learners to strive for self-knowledge. Learners need to know their strengths and weaknesses, wants or needs, aspired short-term or long-term achievements and be aware of their experience, qualifications, skills and interests related to a job.

- **Finding out and getting help**

This means knowing where to get information about jobs (networking). Networks will be discussed later in this study.

- **Getting the job**

The programme identifies the skills of presenting oneself once a job has been identified. These skills involve:

- job application;
- preparing a “personal profile” sheet;
- communicating effectively on the telephone;
- verbal and non-verbal skills of impressing in an interview;
- deciding what is appropriate in appearance;
- tips on how to make a positive impression.

- **How to make things happen**

If opportunities and vacancies are not apparent it will be necessary to be “pro-active” and to look at ways of:

- planning job hunting so that time is used efficiently and ground is covered economically (*see Table 2.1 for instructor 's notes*);
- searching out opportunities where none is advertised.

Table 2.1 -How to find a job

TIME Minutes	ACTIVITY	SUBJECT
10	Short Talk	Opening of session Objectives of this session
5	<u>Exercise 1</u> Discussion	The need for information - What do we mean by resources?
25	Small groups discussions and KOKI	Why do we have a need for information? Where would you find information about jobs?

TIME Minutes	ACTIVITY	SUBJECT
10	<u>Exercise 2</u> Short Talk	Using information about jobs
20	Brainstorm or KOKI	Different methods used in applying for a job.
20	<u>Exercise 3</u> Short Talk	How to prepare a curriculum vitae.
30	Group discussion and KOKI	You are interested in a job that was advertised in a newsletter. Prepare a curriculum vitae in order to respond to the advertisement.
10	Summing up	Presenting oneself for a job interview.

TOTAL TIME : 1 hour + 30 minutes

- **Follow-up skills**

Skills should be acquired on how to follow up on unsuccessful applications, because paying attention and making a follow-up on applications can make a good impression.

The economic future involves a thorough social re-evaluation of the “work ethic” and its accompanying label “unemployment”. This requires openness with learners about the possibility of being jobless and teaches them how to cope constructively with unemployment, one component of which is ‘job-seeking skills’. An emphasis

on personal skill development and pro-activity can combat the personal damage which unemployment could cause. Individuals who have and use job-seeking skills will have the advantage at times of reduced employment opportunity.

2.6.5 A Life skills programme on “Unemployment”

2.6.5.1 What is unemployment?

In order to discuss ‘unemployment’ the concept needs to be well-defined. There are many technical definitions, including whether one is seeking work or not (Lindhard, Mathabe & Atmore 1987:51). For the purpose of this discussion, unemployment will be defined as referring to firstly, someone who is not working and is not necessarily looking for a job, for some reasons like, recuperating from an illness or even an inability to work; and secondly to someone who is looking but just cannot find a job.

There are many causes of unemployment, including mechanisation, urbanisation, jobs not keeping pace with population growth, technological advancement, political factors and economic factors. Most of these are outside the control of the individual, but he has to learn to adapt to the situation as it presents itself.

2.6.5.2 Objectives of an unemployment teaching programme

Teaching about unemployment in the classroom seeks to place unemployment firmly on the agenda of teaching, in order to prepare learners for unemployment. It helps to determine what kinds of people will survive and progress even if they have no jobs. This programme is also meant to help teachers create teaching material by raising the issue of alternatives and emphasising the benefits of solidarity in communities.

Lindhard, Mathabe and Atmore (1987:55) summarised the objectives of an unemployment teaching programme as follows:

- Developing attitudes which will reduce the impact of unemployment on the individual, like challenging the notion that status is only derived from jobs.
- Demonstrating alternatives like small-scale projects showing how you can have work without an employer - such as repairing bicycles in your yard.
- Showing the importance of choices.
- Discussing ways of being usefully unemployed - by learning new skills and adapting the ones you already have.
- Discussing the need to remain in good health, even during an unemployment period.

Other objectives should include information seeking and building a resource base; the need to be flexible and to adapt to changing situations around the learners; and most importantly, to develop an understanding and awareness of the needs of those around them, who may fulfill these needs somehow.

2.6.6 Life skills programme on “do-it-yourself” - What is possible

“If you give a man a fish you feed him for a day, if you teach him how to fish you feed him for a lifetime”

The above remark quoted by Van Staden (1990:18) is a clear indication that the teacher who is preparing students for “life” and for reality teaches about unemployment in the classroom. It aims to challenge expectations and values and to equip learners to survive. Coping with unemployment is aimed at equipping learners with skills to deal with unemployment in their lifetime. Helping learners here would mean responding to the needs that unemployment can create. Van Staden (1990:18) identified the following information attitudes and skills as important needs for an individual to respond to being unemployed.

2.6.6.1 Information related to unemployment

This should include:

- the causes of unemployment
- local job opportunities and unemployment situations
- education and training opportunities
- self-employment or co-operative employment prospects
- the effects of unemployment on the individual

2.6.6.2 Attitudes for dealing with unemployment

- pro-activity, as it is likely to bring more benefits than inertia
- an individual who is his own best resource, but could also benefit more by requesting for support from others
- not to simply wait for others to provide jobs, which may not be enough, but trying self-help which is the most reliable resource
- realising that the worth and significance of an individual does not depend only on having a job
- acknowledging that a job is one of life's options. It does not necessarily guarantee a satisfying life, nor is a job the only source of satisfying life.

2.6.6.3 Skills for unemployment

Skills a person needs which will help during unemployment are issues like:

- how to find a job
- how to cope with stress
- how to be pro-active
- how to be positive about oneself
- how to find information and resources
- how to achieve and maintain physical well being.

2.6.6.4 Responses to unemployment

- What an individual can do in the *short term*

For short-term survival an individual can develop skills and attitudes which will reduce the immediate negative effects of unemployment. He can understand the causes and dangers of unemployment; develop job-seeking skills, and be able to manage life at times when a job is not available.

- What an individual can do in the *medium term*

He can investigate and become involved in self-help or co-operative ventures; and work towards a point where there are these options by creating a job for oneself and others, or co-operating with others to create jobs.

- What an individual can do in the *long term*

He can develop an identity and self-esteem, which is not job-centered; and can regard having a job as one of life's options, which may be available from time to time.

2.6.7 The structure of an Unemployment Teaching Programme

- Introduction
- Brainstorm activity
- Buzz group
- Small group discussions and KOKI
- Report back and conclusion
- Some exercises for use by learners and in the classroom.

(See also Table 2.2)

Table 2.2 - Unemployment in the classroom

TIME Minutes	ACTIVITY	SUBJECT
5	Short Talk	Objectives of this programme. What is Unemployment?
10	<u>Exercise 1</u> Brainstorm activity (in pairs)	Why do we work?
5	Report back and short discussion Break into groups	What causes of unemployment
30	<u>Exercise 2 - 4</u> Discussion on four (4) subjects Use a KOKI	<ol style="list-style-type: none"> 1. Why is it hard to be out of work? 2. What would you like to have achieved when you are 25? 3. How could you earn extra money? 4. How can you increase your chances of getting a job?

TIME Minutes	ACTIVITY	SUBJECT
15	Report back	Each group representative summarizes the group's responses.
5	Summing up	Improving your job-hunting skill.

TOTAL TIME: 1 hour + 10 minutes.

2.6.8 Life skills programme on “Networking”

“No man is an island intire of itself; every man is a peece of the continent, a part of the main...”

JOHN DONNE, 1575 -1631

The quotation above is by a man who also strongly believed that we all need networks as support systems in our personal and community lives. People without a network or support system are usually alone and lonely, and in the long run their mental and physical health is bound to suffer.

Lindhard, Mathabe and Atmore (1987:1) have defined networks as “systems, paths or channels through which individuals or organizations pass on information and support, or goods and services”.

2.6.8.1 The Networking Programme

A life skill programme about networks is intended for use with a group of learners, community workers or organisations who need information or want to start some activity in their school or community. This programme sets out to describe social networks and how they function. It sets out to make people aware of the importance of networks and how to work them.

Network programmes can be divided into two parts: those dealing with a person trying to enter an existing network to obtain help or information. The second part is those dealing with setting up a network for a specific purpose such as “starting a health club”.

(See table below)

Table 2.3 - “Networking”

TIME Minutes	ACTIVITY	SUBJECT
5	Discussion	Write down a quotation, for example: “No man is an Island...”. Explain this quotation and ask participants what it makes them think about.
5	Brainstorm (whole group)	Why we seek/need the company of others?
5	<u>Exercise 1</u> Short Talk	Describe networks. Draw an example of one person’s network.

TIME Minutes	ACTIVITY	SUBJECT
10	Draw & Discuss	Ask participants to draw their own networks and discuss it with the nearest person.
20	Break into small groups and discuss KOKI	You arrive at a new school to study there. You know nobody at that school. How do you get into that school's network?
10	Report back	Entering the school's network
5	<u>Exercise 2</u> Short talk	School Networks - How do they function?
10	Report back	What kind of people are the most effective in school networks?
5	Summing up	Improving your networking skills.

TOTAL TIME: 1 hour + 45 minutes.

2.6.8.2 Types of Networks

There are many kinds of networks:

Technical networks such as Radio and Television networks - supplying listeners and viewers with information and entertainment; the Electricity Supply Commission, with a network of power-stations to supply electricity to people all over the country.

Administrative Networks like the Department of Water Affairs which has offices in major cities to regulate the use of water in the country.

Professional networks such as networks of helping bodies or helping agencies like the societies to help the blind, the aged, the crippled, institute for crime prevention and institute for race relations. Most of these societies can be described as self-help bodies.

Social networks can help individuals with problems such as:

- to find work
- to settle in a new community
- to get transport in emergencies
- to give support in bereavement
- to protect one another against violence.

Personal networks established with family members at home, the extended family, the workplace, the places of worship, the school, the college or the sports-club and many other places. These are the areas where one would start looking if one wishes to enter a network.

2.6.8.3 The functioning of Networks

Networks function to solve problems for individuals and groups. One can find help in everyday matters and help in emergencies. Lindhard, Mathabe and Atmore (1987:6) listed the following activities that groups can perform together:

- prevent crime
- provide mutual aid in a crisis
- start reading clubs
- protect the school's interests
- prevent unwanted changes by protest to authorities
- keep people properly informed
- organise informal education clubs.

All people need information to help them solve problems or to make decisions. We all have problems, which can only be solved, if we have information and resources. We also need to know where to find information and how to use it; so a proper use of information is a skill which needs to be acquired through practice.

Whereas “no man is an island” we all need support from our fellow men, exchange of advice, information and help. If we do not want to become isolated from our communities, to become “islands”, we must be well-informed, know what goes on around us and know where to find help and resources.

2.7 Summary

In this chapter the phenomenon of life skills, the importance of life skill education and the nature of life skills programmes were examined. Life skills, as abilities for the enhancement of psychosocial competence, that is those skills that enable individuals to deal effectively with the demands and challenges of everyday life, are generic in nature. They need to be taught in the context of social issues, such as relationships, learning

about social influences on behaviour and learning about rights and responsibilities, as well as being taught in the context of health problems.

Life skills education is an empowering approach to health promotion and primary prevention for young people. It therefore needs to be designed to create a supportive environment, where young people are exposed to role models and where peers, families and teachers for health promoting and pro-social actions reward them.

Numerous research papers site the need for life skills to fulfill important needs for socialising young people in modern societies, as well as to fulfill the role of schools; one of the main domains of socialisation of children and adolescents. This need for life skills teaching in schools has seen it being incorporated into the school curriculum in many countries. The school curriculum of South Africa has been cited in this study as an example, where life skills form part of the learning area of Life Orientation, which replaces the subject "guidance" in the old curriculum.

The teaching of life skills is practical and intends to equip learners with new or improved abilities. The practical nature of life skills teaching is reflected in the methods used to teach them, which are based on experiential learning (learning through active participation) rather than didactic teaching. Life skills acquisition requires opportunities for practice and application of the skills being taught.

Some examples of life skills programmes, their content and how they can be facilitated in the classroom have been discussed briefly. Notes for the facilitator have also been provided, together with his role in life skills teaching.

Where life skills programmes are being implemented, research findings indicate that life skills education is an effective approach to health promotion and prevention education. There is therefore a need for a systematic evaluation of life skills programmes, which should be planned as an integral part of the development and implementation of all

major life skills initiatives. The next section of this chapter will explore some evaluation tools that can be used in the evaluation of life skill programmes.

Section B: Evaluation as a tool for Programme Assessment

2.8 Introduction

The introduction of an innovation sets off a chain of repercussions throughout the learning milieu. In turn, these unintended consequences are likely to affect the innovation itself, changing its form and moderating its impact (Parlett & Hamilton 1976:90). The LSTTP as a curriculum innovative is not exempted from such unintended consequences, and such consequences are likely to affect its form and impact.

Calls for curriculum evaluation abound in the international literature on curriculum innovation and more recently, in policy documents for educational transformation in South Africa (NEPI, 1992). “Human behaviour, is adaptive only when people obtain feedback from the environment” (Posavac & Carey 1989:14). Curriculum innovation as social behaviour also requires continuous feedback. Posavac and Carey (1989:14) further argued that environmental problems are hard to solve because of the long delay between environmentally destructive policies and the feedback indicating the weakening of natural systems.

An evaluation conducted in this study seeks to provide the LSTTP with feedback during its delivery process. However, an examination of the literature reveals that curriculum evaluation should bring with it two aspects: the theory as advocated by the literature, and the theory in practice. Theory on curriculum evaluation has been well documented, in Parlett and Hamilton (1976:84-101), Wolcot (1984:177-208) and in Fetterman (1994:1-15). These experts provide a helpful conceptual framework for analyzing both curriculum evaluation and curriculum innovations.

2.9 What is evaluation?

Different authors in many different ways, have defined evaluation, but there is a common agreement in all these definitions; that evaluation is a determination of a thing's value. Worthen and Sanders (1987:22) define educational evaluation as "a formal determination of the quality, effectiveness, or value of a programme, project, process, objective, or curriculum". Rossi and Freeman (1989:40) see evaluation as an art, and representing, or that it should represent, an effort to meet the need of all stakeholders connected to the programme. Therefore evaluations need to be designed and implemented in ways that recognises the policy and programme interests of the stakeholders, and that will yield maximally useful information for decision-makers.

The purpose of evaluation thus, is to provide information about whether a programme or service is in fact being conducted as it should be, or whether progress towards the programme or service objectives has been made (Sprinthall, Schmutte & Sirois 1991:104). Feedback from an evaluation of the LSTTP will therefore be used by decision-makers in making decisions about the impact of the programme in terms of how the programme is delivered and what the programme does for those whom it is being conducted for.

2.10 The role of evaluation

The function of evaluation may thus be thought of in two ways, as having goals and roles (Scriven, Tyler and Gagne 1967:61). In terms of goals, we may say that evaluation attempts to answer certain types of questions about certain processes, procedures and programmes. But the roles which evaluation has in a particular educational context may be varied, like forming part of the development of a curriculum, where evaluation will provide the decision-makers with information useful in improving the programme. Scriven, Tyler and Gagne (1967:61) called this a formative role. On the other hand, evaluation may be conducted at the end of a programme to provide stakeholders with judgments about that programme's impact or merit. This was called a 'summative role'.

Summative evaluation leads to decisions concerning programme continuation, termination, adoption, etc., while formative evaluation leads to (or should lead to) decisions about programme development (including modification, revision and addition) (Worthen & Sanders 1987:34). Although summative evaluation is important in judging the outcomes of programmes, it is imperative that a programme be revised repeatedly during its developmental stage to provide it with information that will give insight into the programme. Evaluations conducted only when a project nears completion may simply come too late to be of much help. On the other hand, failure to use formative evaluation can be myopic because, formative data collected early can help re-channel unproductive processes into more productive directions.

Formative or process evaluation involves two possible elements, both having to do with events that occur as the programme is being delivered to the target group (Sprinthall, Schmutte & Sirois 1991:104). One of those elements involves making observations of the delivery itself, that is, the evaluation of programme implementation, and the purpose being to determine whether the programme plan is being carried out as planned. The second element of formative evaluation requires monitoring progress as the programme is being implemented. This is the evaluation of progress, and the goal here is to determine the degree of impact that the programme is having.

Evaluation studies often contain descriptions of programme strengths and weaknesses for future modification of the programme (Sprinthall, Schmutte & Sirois 1991:105). These descriptions are usually enlightening for the programme. Parlette and Hamilton (1976:84) called this process of evaluation 'Illuminative evaluation'. These two authors define illuminative evaluation as "an evaluation process which seeks to describe and interpret rather than to measure and predict". This type of study contains little or no interpretation on the part of the researcher, and the readers instead are left to draw their own conclusions and generalisations (Sprinthall, Schmutte & Sirois 1991:103). Information described will thus be used by decision makers in revising the programme for improvement.

Illuminative evaluation takes into account the wider contexts in which educational innovations function (Parlett & Hamilton 1976:88). This is an alternative to traditional evaluation which only assesses the effectiveness of an innovation by examining whether or not it has reached required standards on pre-specified criteria, without considering other factors that may influence the programme. In education, evaluations of this type are usually inappropriate, ineffective or insufficient for programme evaluation because, instead of paying attention to questions of educational practice, they focus only on seeking findings along pre-ordained lines.

The aims of illuminative evaluations are to study the innovatory project and to describe the programme holistically from the perspective of the participants. Central to an understanding of Parlett and Hamilton's illuminative evaluation are two concepts: the 'instructional system' and the 'learning milieu'.

An instructional system is a set of pedagogical assumptions, syllabi, and details of techniques and equipment used in a programme. Parlette and Hamilton (1976:89) describe these as sets of elements arranged in a coherent plan. In illuminative evaluation, when an instructional system is adopted, it undergoes modification, assuming a different form in every situation, as it is interpreted and re-interpreted in different settings. In practice programme objectives may commonly be re-ordered, re-defined, abandoned, or even forgotten; depending on the feedback provided by the programme informants.

The 'learning milieu' is a material environment within which a programme operates. It represents a network of cultural, social psychological, and institutional variables, which interact in some certain ways to produce a unique pattern of circumstances, making up the programme's environment. The makeup of the learning milieu, in a particular programme, depends on the interplay of numerous different factors. In an educational sphere these may include for instance, administrative constraints, arrangements of subjects, curricula, teaching methods and individual teacher characteristics. An

acknowledgment of the diversity and complexity of these factors therefore, forms a prerequisite for the serious evaluation of the impact of an educational innovation for example, the LSTTP.

The basic argument here is that every programme, including educational ones, is usually influenced by the learning milieu of which they form part. The 'learning milieu' concept is therefore necessary for analysing the interdependence of programme processes and for relating the organisation and practices of the programme to the immediate and long-term impact of the programme. Connecting changes in the learning milieu with programme processes is one of the chief concerns of illuminative evaluation.

Either an external or an internal evaluator can undertake programme evaluation. An external evaluator's objectivity in the programme is seldom questioned, inspite of the fact that he might have difficulty in learning as much about the programme as an internal evaluator would. An internal evaluator on the other hand might have difficulty in remaining objective in his study.

2.11 The role of an evaluator

Illuminative evaluation begins at the onset, with an evaluator familiarising himself with the day-to-day realities of the setting he is studying. These would include the subjects (participants) in his study; the time allocated for instruction on the subject (topic) of the programme, and the layout of the programme, without any attempt to manipulate or control any situation variables in the learning milieu. Since illuminative evaluation concentrates on examining the innovation as an integral part of the learning milieu, there is a definite emphasis both on observation at the classroom level and on interviewing participating facilitators and learners.

2.12 Stages of evaluation

Illuminative evaluation therefore progresses in three stages:

Stage 1: An evaluator observes, inquires further, and then seeks to describe or explain what he has gathered. In the first stage during observation, incidents, recurring trends, and issues frequently raised in discussions, guide the next stage of an evaluation. These will either be observed by an evaluator himself or be heard about from facilitators and learners.

Stage 2: It begins with the selection of some phenomena, occurrences, or groups of opinions as topics for a more sustained and intensive inquiry. Questioning thus become more focused, while communication becomes more coherent and relaxed. Generally, observation, inquiry and discussions at this stage will be more directed, systematic, and selective; guided by emerging issues. Data collected in a triangulation method plays a vital role here.

Stage 3: The third stage consists of seeking general principles underlying the organisation of the programme where patterns of cause and effect within its operation are spotted and individual findings are situated and described within a broader learning milieu, in the light of the information obtained.

The three stages of evaluation will usually overlap and interrelate. The progression from one stage to the other, as the investigation unfolds, occurs as the programme contents become progressively clarified and re-defined. As the investigation becomes more focused, concentrated attention is given to the emerging issues. Unique and unpredicted phenomena are given more weight. This reduces a problem of accumulating a mass of un-analysed material, which could even cloud some important issues in the programme study.

2.13 Conclusion

In engaging this method of evaluation it should however, be remembered that Parlett and Hamilton's illuminative evaluation also has its own limitations, which need to be taken into consideration and investigated. Although this type of evaluation takes into account the learning environment, as well as the instructional system, it does not seem to cater for the educational background of the facilitators, which could be a hindering factor in their programme implementation.

Since such conditions are particularly pertinent to South Africa, the proposed study intends to explore the educational background of teachers as facilitators, by looking at the Life Skills facilitators in their classrooms and how the life skills training programme has prepared them to deal with issues of sexuality education in their classrooms.

CHAPTER THREE

THE LIFE SKILLS TRAIN THE TRAINER PROGRAMME (LSTTP)

3.1 Background of the programme

The Life Skills Train the Trainer Programme is a joint project co-ordinated by both the Department of Education and the Department of Health, in conjunction with several other service organisations namely, Johannesburg Family Life Centre; Life Line West-Rand; Township AIDS Project; Planned Parenthood Association of South Africa; SANCA Institute for Health training and Development; Community Chest; and Community Agency for Social Enquiry (CASE 1998:2).

The initiative for the project came from the National Departments of Health and of Education in consultation with various non-governmental organisations (NGOs), Provincial Departments and other service providers. The focus was primarily on the prevention of the Human Immuno-deficiency Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS) through the provision of Life Skills training, to spread the knowledge about these health problems.

It is estimated that 14% of South Africans are infected with HIV, while statistics world-wide show that the highest rate of HIV infection is recorded among young people (Case 1998:1). It seems therefore that South African teenagers cannot be exempted from the high statistics of HIV infected young people of the world. The reason for the large proportion of teenagers testing positive for HIV are various, ranging from a lack of among other things, information, self-awareness, confidence, equal gender relations, as well as the ability to resist pressure from various quarters (GDE 1997:3). It is for this reason that the Departments of Education and of Health,

together with Non-Governmental Organisation (NGOs) and other service providers committed themselves to providing sexuality education within a comprehensive Life Skills programme.

The focus of this programme is on empowering the youth with skills to help them make informed decisions regarding their sexuality. That would be the first and critical step towards curbing HIV/STD infection (GDH 1997).

Although the thrust of the programme was to reduce the rate of HIV infection among teenagers, it is believed that the infection of this disease should not be seen in isolation. It was felt that a holistic approach, focusing on developing decision-making skills, and increasing confidence among teenagers, would enable them to behave in a mature and responsible manner. At the same time, the education department also emphasises Life Skills in its new curriculum of Outcomes Based Education system, in the learning area of Life Orientation.

The emphasis on health issues through life skills teaching, and the lack of enough experts on health issues, especially HIV & STD, in the education department, raised concerns about the delivery of information to a larger population in our society. This then led to a concern about teacher training for the successful implementation of life skills nationally. Provinces then had, to decide on how they would train their teachers in order to implement this Life Skill education programme.

3.2 About the training project in the Gauteng Province

In developing its own training programme, the Gauteng Province placed the responsibility of this project on the Education department, which would work and take into consideration, the aims and needs of the department of Health in addressing the problem of the HIV/AIDS epidemic (GDE & GDH 1997:1). The reason for having the Department of Education directing the programme is that Life Skills is also

a curriculum matter, and therefore the project will be part of the ongoing educational programmes at schools.

A broad consultation initiated about this programme resulted in the formation of the Gauteng Provincial Task Team for Life Skills, which consisted of both the Departments of Education & Health, and all the stakeholders. The European Union funded this project.

The Task team decided to adopt the cascading model of training, which, in addition to training, would also provide a mechanism to sustain the implementation of Life Skills in schools, for the learners. This model was termed the “Train the Trainer Programme”. The target group for training was the Auxiliary Support Services staff and the Educational Centre staff. These were to be the ‘Master Trainers’, and included people such as education specialists from district offices, health-care workers, community health nurses, and district surgeons.

This type of programme was meant for increasing the training capacity within government structures. Auxiliary staff is education-district based, therefore would form a resource and support structure for teachers.

3.3 Aim of the LSTTP

The aim of training teachers in this programme was to present a preventative model, whereby learners and the community would learn skills on how to prevent diseases (GLSP 1997:3). It also aimed at a paradigm shift in Life Skills; to be non-judgmental in approach and attitude to the various issues dealt with in the programme, and to develop creativity in the presentation of the programme.

3.4 Goal of the LSTTP

The goal of this project was to train 500 'Master Trainers', who would then train the teachers, health care workers as well as community workers within their districts. A participatory approach was adopted in developing this programme, ensuring that Life Skills is integrated into the school curriculum, by basing the training framework on the revised outcomes of Outcomes-based education (OBE) in curriculum 2005. These outcomes are specific to the learning area of Life Orientation, which cuts across the other seven learning areas. These seven learning areas are Language Literacy and Communication; Arts & Culture; Human and Social Sciences; Natural Sciences; Economic and Management Sciences; Mathematical Literacy, Mathematics & Mathematical Sciences; and Technology.

3.5 The nature of training in the LSTTP

The training is generic in nature, with an aim of presenting a preventative model of teaching Life Skills. In other words, when discussing aspects of decision-making or problem solving, the principles employed would be applied in any situation be it drugs, sex, relationships, missing school etc. Training is also participatory in nature, in order to encourage creative teaching (an important skill in problem solving).

Due to an enormous content area that a Life skills training course would necessarily have to cover, and the difficulty in covering all that in two-weeks time (for the Master Trainers) trainees are given some material to read on their own. This means that, due to the generic nature of the course, areas that were not covered in detail during the training period were covered in the course material provided by the training organisations.

3.6 The Training Process

For the purpose of this study, this training programme will be divided into three (3) phases.

3.6.1 Phase 1

This phase was conducted over a period of two weeks, which were six weeks apart. The targeted group here was the 'Master trainers', who consisted of the Education District Auxiliary personnel, including individuals from the learning area of Life Orientation; together with the 'Health-care' and Community workers from the Department of Welfare. Although the target number was 500 Master trainers, by the end of 1997 only 237 were trained, with the remaining number targeted for 1998. When this research was undertaken, the 1998 training was in progress. The training responsibility was given to the Department of Education and Department of Health, in conjunction with several other Non-Governmental organisations.

3.6.1.1 Week 1

The first week of training concentrated on the dissemination of information from the trainers, on different life skill programmes. Because of limited time available, some areas could not be treated but notes were distributed for trainees to go and read on their own. These programmes, which will be explained later, included Family origins and Roles; Child Abuse; Assertiveness training; Crisis Management; Stress Management; Conflict Management; Basic Counselling Skills; Group Dynamics and Facilitation skills; Sexuality Education in Schools; Human anatomy and physiology; Reproductive Health and Contraception; HIV/AIDS & STDs; HIV/AIDS And The Law.

- **Sexuality Education in Schools, Anatomy and Physiology, Reproductive Health and Contraception, HIV/AIDS & STDs**

Sexuality Education is defined by the Department of National Health and Population Development as a means for giving the child, according to its age, the knowledge about healthy relationships between boys and girls, man and women, husbands and wives. It is a means for preparing the child for adolescence, and eventually for marriage, by educating the child in the facts of menstruation, sex, pregnancy and married life (NHPD 1992:6).

The aims of sexuality education are:

- to promote responsible behaviour by increasing individual responsibility for sexual behaviour;
- to promote the ability of individuals to make informed decisions;
- to enable adolescents to recognise group pressure and develop strategies for coping with them and
- to facilitate communication on sexual matters between young and old and develop educational skills for future parents and child carers.

Sexuality education was included in this training programme because it is the single most important life skill that has been given little attention, if any at all, by both parents and educators. Although its importance has been widely acknowledged by the wide society, some parents and teachers are nervous about the teaching of sexuality education in schools. They believe that it will increase children's curiosity and encourage them to engage in sexual activities.

Research has however shown that when children get correct information about sex, they are more careful about the time when to have sex (Old Mutual 1994/5:26). Children are also better prepared to make sexual decisions and to take responsibility for their decisions when they are well-informed. Many young people have lots of questions about sex but they do not know where to go for answers because most

parents find these questions difficult to address. Some may feel embarrassed, uncomfortable or even afraid to approach the topic. But young people need skills and accurate information to cope with the difficult sexual choices they face as they grow up.

Many young people enter into relationships that they are not really comfortable with, because of peer pressure (group pressure) and a lack of coping skills. One of the most difficult choices for any person to make is to choose not to do what all your friends are doing, because everybody wants to belong (Old Mutual 1994/5:14). Decision-making skills are therefore important for children from an early age.

Because of the sensitive nature of sexuality education, experts in this field were involved in training 'Master Trainers' to empower them to be able to train teachers. These teachers need to be effectively trained because they are the ones who would deal with these issues on a daily basis with learners. Correct information about issues like HIV and AIDS helps prevent such diseases, including all the other sexually transmitted diseases (STDs).

AIDS is an incurable disease, which is passed on by means of unprotected sexual intercourse, by infected mothers to their unborn babies and by drug users sharing the same needles (NHPD 1992:166). Fear and ignorance about this disease have led to a new form of discrimination and prejudice in our society against people with HIV and AIDS. Education is thus needed regarding sexual responsibility and the facts concerning HIV and AIDS, its identification, prevention and after-care for infected persons.

STDs are those diseases one gets in one's sexual parts, and these can be very serious and dangerous. They can cause death, blindness and deformity in new-born babies, as well as infertility, cancer, and other life-threatening complications in pregnancy (Old Mutual 1994/5:8). But these STDs are easy to prevent if people know how.

Sexually transmitted diseases are spreading at an alarming rate in all countries of the world. This increase in the spread of sexually transmitted diseases is due to many factors for example, increasing promiscuity, increased movement of people (sailors, migrant workers, tourists), urbanisation (moving from country to cities) and ignorance regarding the facts about STDs (NHPD 1992:156). It is therefore vital for learners to learn the facts about their anatomy and physiology and about STDs before they even start engaging in sexual activities.

- **Child Abuse**

Child abuse has been defined by Gaylard and Hlungwani (1997:7) as any inhuman treatment of children, usually involving intentional harm (physically, sexually or emotionally), by a parent, a guardian or any adult - whether the abuser accepts or admits this or not.

Physical abuse is when there is any non-accidental injury or pattern of injuries to a child as a result of acts of omission or commission by a parent or care provider that endanger or impair the child's physical or emotional health and development.

Emotional abuse involves excessive or unreasonable parental demands that place expectations on a child beyond his or her capabilities, which might result in emotional disturbances.

Sexual abuse on the other hand is defined as engaging a child in sexual activities that he or she does not understand, to which the child cannot give informed consent, which violate the social taboos of society (Gaylard & Hlungwani 1997:9).

Although prevailing statistics differ between studies, the phenomenon of child abuse, and child sexual abuse in particular, has been recognised as a widespread problem internationally. Researchers have demonstrated the existence of Child Abuse at levels far higher than the level of reported cases in every country where this phenomenon has been investigated (Gaylard & Hlungwani 1997:14). Prevalence rates in South Africa seem even worse than international findings, with one in four girls and one in every eight boys being sexually abused by the age of 16.

The primary schools' drawing competition in Gauteng, which was run by Southern Life in conjunction with Community Chest demonstrated an increase in child sexual abuse. Children's drawings were examined by psychologists with experience in child art and sexual abuse. A conclusion reached was that the majority of drawings from primary schools in the township areas being classified as 'disturbed', were 'abnormal' for children of that age (Gaylard & Hlungwani 1997:6). The drawings illustrated either scenes of sexually explicit and violent acts or contained elements that points to signs of emotional trauma.

Child sexual abuse is a process (rather than an event) in which various factors combine to form unique symptoms in each abused child. It is also recognised that sexual abuse is almost always traumatic and intrusive, requiring special coping mechanisms and resulting in serious harm to the child's experience of him/herself, others and the world.

It is in the light of this awareness that it was decided that key persons in the community (especially teachers) need to receive intensive training on child abuse in order to be able to identify, as well as counsel and manage the victims and their families. In this way trainees who would benefit from the LSTTP, would themselves become resources to the schools and broader communities, which in the long run would assist with widespread community empowerment.

- **Basic Counselling Skills**

The NHPD (1992:186) define counselling as a process through which one person helps another by helpful conversation in an understanding atmosphere. Counselling is a way of seeking to establish a helping relationship in which the one counselled can express his thoughts and feelings in such a way as to clarify his own situation, come to terms with some new experience, see his difficulty more objectively, and so face his problems with less anxiety and tension. Its basic purpose is to assist the individual to make his own decision from among the choices available to him.

For trainers to be effective in their helping of others they need to be aware of the basic principles underlying a counselling relationship like, an atmosphere of warmth, openness, acceptance and trust. The counsellor should also be aware of the guiding ethics to counselling like the principles surrounding confidentiality. The counsellor needs to be trained in the techniques of counselling like how to listen effectively to the person being counselled, how to pay attention to what is been said and reflect on it, how to ask questions and clarify statements, and how to summarise the content of the interview.

In counselling, the counsellor should be able to select techniques that will suit his particular client or group, like children, adults, or adolescents. Adolescents for example, do not usually have a clearly defined sense of their own value system. One of the reasons they experiment is to develop their own identity and obtain clarity about their own convictions. But although they are searching for their own values, they are very sensitive about being forced, particularly by adults. Developing a non-judgmental attitude towards adolescents during counselling is therefore, of the utmost importance.

- **Assertiveness Training; Crisis, Conflict and Stress Management**

Assertive behaviour is a direct, honest and appropriate expression of one's feelings, opinions and beliefs, without violating another person's rights but showing consideration and equal respect for the other person (Life Line 1997:5). Assertiveness training is important especially in the establishment of positive and healthy relationships. Skills for assertiveness go hand in hand with decision-making and the management of conflict, stress and any type of crisis. These skills can be learned and maintained through frequent practise.

Being assertive is valuable because it reduces tension in a situation of stress, conflict or crisis because it allows you and the other person to enter a win-win situation. Through being assertive a person avoids bottling up frustration and resentment

because of his non-assertiveness. A person also learns to express his own feelings in a constructive way rather than a way harmful to relationships, therefore improving social relationships. An assertive person is more in control of his own life and emotions, and is pro-active rather than letting things just happen to him.

3.6.1.2 Week 2

The second week of training concentrated on the development of training skills for trainees. The reason for this was that it would be fruitless to empower trainees with life skills content if they were to fail in transferring it to their target groups. During the period between the first and the second week of training, trainees were requested to go and conduct an analysis of the needs of their target groups, as these would vary according to different communities.

These needs were then analysed for every district. The aim of this analysis was:

- to identify the extent of the match or mismatch between the existing needs and the existing provision of these needs in the different areas;
- to assess the potential and limitation of the vision of the 'Life Skills Train The Trainer Programme' and
- to provide a data base of the existing situation, which would be as substantive and representative as possible.

A comparison between adult learning and youth learning was also discussed. Life skills programmes are targeted for both young and adult learners, yet the approach of dealing with these groups cannot be the same; hence trainees were empowered in dealing with both groups. These training methods were coupled with the different learning styles where 'experiential learning' and 'group work' were emphasised.

Group work forms a very important part of the teaching strategy in an Outcomes Based Education (OBE) system. This Life Skills programme derived its training

principles in line with the OBE system, where teachers facilitate the process and learners discover learning content for themselves and apply that knowledge. This can be effectively done when learners work in-groups and benefit from their peers' knowledge and skills and support each other. Teachers assume the role of facilitator.

Facilitators are made aware of the difference in groups and how each group member operates within every group. The role of trainers as facilitators was clarified as being always actively involved by giving clear instructions, asking questions to broaden learner thinking; circulating between the groups to monitor their progress and giving feedback to the groups. By giving learners a chance to work together as a group they are able to experiment with a wide variety of skills, which provides for experiential learning (Cloete & Van der Walt 1997:4).

Other training techniques identified and discussed as relevant for life skills training were the following;

- *Discussion*, which can be held with the whole class but best when held in small groups.
- *Questioning*, which encourages creative thinking in learners. Facilitators are to be aware that “putting down” a learner by not accepting responses in a positive way may discourage learners from answering further questions.
- *Brainstorming*, a technique in which every student's response that applies to the topic is acceptable. In brainstorming, it is important to not evaluate ideas but to accept everything and to record each idea and reflect on every idea at the end.
- *Role-play* involves presenting a short spontaneous play, which describes possible real-life situations. Learners usually find it easier to imitate someone else's character than having to express their own ideas and feelings.
- *Case study*. This is a fictional story that allows learners to make decisions about how a person should act or respond, and what the consequences of their actions might be. A case study allows learners to discuss someone else's behaviour and, therefore, to avoid revealing personal experiences that might be embarrassing to them (WHO & UNESCO 1994:9-10)

Resource material distributed at the end of the training process included Posters, Teacher's guides, Learner's workbooks and activity books, Manuals for additional content and pamphlets containing important information for referrals.

3.6.2 Phase 2

This phase was to take place in the different Districts of the Education department. For this research, the focus will be in the Gauteng District Central 4 (C4). In this phase the target group was teachers who are directly involved with learners in the classroom. The requirement was to train 2 teachers per school. In this district C4, 48 teachers were to be trained from the 24 high schools in the district, but only 40 teachers managed to attend the training. Training was held for 4 days (continuous) during the school vacation.

The Master Trainers from District C4 were responsible for the facilitation of the programme, but they also invited some non-governmental organisations like the Township AIDS Project (TAP), 'Rainbow Books' (for careers) and Community Chest to assist them in facilitation. The content subject for this training was very much reduced when compared to the initial Master Training sessions. Topics covered were: Conflict Management, Self-awareness training, Sexuality Education in schools, Child Abuse, Assertiveness Training and HIV/AIDS & STDs - with a focus on identification, prevention and after-care.

Training also focused on the development of facilitation skills, and the identification of the needs of a particular school and community. Trainees were also helped in establishing a conducive atmosphere in their classrooms before starting with their activities. This was done by engaging them in a number of different 'ice breakers' that they would also use in their future training and classroom implementation.

3.6.3 Phase 3

In this phase training was to be done in the different schools, the target group being all the teachers in a particular school. Teachers trained by the 'Master Trainers' from the District were to be responsible for the training of all other teachers in the school. They could also seek help from the Master Trainers and the non-governmental organisations. This level of training also includes the implementation of Life skills in the classroom. The process would therefore be continuous.

The summary of the whole training process and the training content is represented in figures 1, 2 and 3 below.

Figure 1: Summary of the Training Process

Phase	Training Responsibility	Target Group	Training Duration	Targeted No. of Teachers/Learners	Trained to date	Areas covered
1	GDE and Stakeholders	Master Trainers	2 Weeks/ six weeks apart	500 Master Trainers	237 by end of October 1997, Remainder to be trained in 1998	See Fig. 1
2	District C 4. (GDE) Master Trainers	2 teachers per school, from 24 District C4 High Schools (Cluster Teachers)	4 Days continuous	48 Teachers	40 trained In District C4.	See Fig. 2
3	Cluster Teachers	Teachers within their school.	Continuous	Classroom Teachers	?	Different Programmes for Different schools

3.7 The Training Content of the Two Phases:

Figure 2: Training Content for Phase 1

PHASE 1	
Target Group: Master trainers.	Number Trained: 237
WEEK 1: (Five days)	WEEK 2: (Five Days)
<ol style="list-style-type: none"> 1. Family Origins 2. Roles of Families 3. Child Abuse 4. Assertiveness Training 5. Crisis Management 6. Stress Management 7. Conflict Management 8. Basic Counselling Skills 9. Group Facilitation Dynamics 10. Sexuality Education in Schools 11. Anatomy & Physiology 12. Reproductive Health & Contraception 13. HIV / AIDS & STDs <ul style="list-style-type: none"> • Prevention • Identification • After Care 14. HIV / AIDS and The Law 	<ol style="list-style-type: none"> 1. Self Awareness (knowledge, skills, attitudes) 2. Life Long Learning 3. Discussing the Needs of Target Groups and Communities 4. Adult Learning Principles (andragogy) compared to youth learning (pedagogy) 5. Experiential Learning 6. Learning Styles 7. Facilitation: <ul style="list-style-type: none"> • profile • roles • tasks 8. Group Dynamics 9. Training Techniques 10. Resources / AIDS (materials) 11. Relapse Prevention (transfer of training)

Figure 3 Training Content for Phase 2.

PHASE 2	
Target Group: Teachers.	Number trained: 40 (In District C4 only)
WEEK 1: (Four days)	
<ol style="list-style-type: none"> 1. Conflict Management 2. Self-awareness 3. Sexuality Education in schools 4. HIV/AIDS and STD <ul style="list-style-type: none"> • Prevention • Identification • After-care 5. Assertiveness training 6. Child Abuse 7. Facilitation Skills 	

3.8 Conclusion

In conclusion, the assumptions being made by the LSTTP are that:

- This programme will train teachers in the skills of facilitating Life Skills education especially sexuality education in their schools, in a more competent way.
- After training, the teachers will be able through life skills, to address the different concerns of learners, especially sexuality education matters.

The question to be addressed by this study, then becomes, whether this ‘cascading Model’ used in the LSTTP, through its three phases, have made an impact in the preparation of teachers for Life Skills facilitation.

CHAPTER FOUR

THE RESEARCH DESIGN

4.1 Methodology

The aim of this research is to examine whether the Life Skills Train the Trainer Programme (LSTTP) successfully equipped teachers with the necessary skills to enable them to deal with sexuality education in schools.

In order to address the above research question, an in-depth case study of the two LSTTP trained teachers and their learners will be undertaken. The appropriate methodology for this kind of a study is qualitative and interpretive. Case studies have the advantage of enabling the researcher to probe deeply and to analyse intensively the practice of the three teachers.

In employing this method, Leedy (1993:54) argues that researchers do two things: they observe through close scrutiny; and they make a careful record of what they observed. In this study, the researcher chose to be a non-participant observer who will sit “at the back of the classroom coding up the verbal exchanges between teacher and pupils by means of a structured set of observational categories” (Cohen and Manion 1994:108)

Case study research raises a number of particular problems such as gaining access, negotiating entry to schools and classrooms, and interviewing teachers (Burgess 1985:178). A number of steps will be taken to minimise these problems. Prior to the research activity the researcher will meet informally with the two teachers and the two principals and explain the purpose of the research, and promise to share the results of this research with them. This will be done in order to address fears and suspicions which the teachers and principals may have about the research.

4.2 Cases and sampling

In order to establish some provisional generalisation, on whether and how the LSTTP had an impact on the teachers' practices in addressing the issue of sexuality education, it is important to look at cases of teachers who had been in the programme from the beginning of the programme; teachers whom the programme identified as trained trainers and who work as implementers within their school community to implement the LSTTP. Cohen and Manion (1989:141) refer to this kind of case as "quota sampling, which involves interviewing certain individuals from particular categories that the researcher delineated". In this case, the researcher will take a specific chosen sample for a particular purpose.

The teachers studied in this case will be from two high schools in district Gauteng Central 4. One teacher from each school will be studied. These teachers are among the first key trained teachers (change-agents) of the LSTTP in 1998. Both the two teachers are actively involved as change-agents within their schooling community.

4.3 Reliability, Triangulation and Methods of Data Collection

Cohen and Manion (1994:233) define triangulation as "the use of two or more methods of data collection in the study of some aspect of human behaviour". Through triangulation, the researcher attempts to "look at the same issue from more than one standpoint, and uses data collected in one way to cross-check the accuracy of data collected in another way" (LeCompte and Preissle 1993:48).

Triangulation is important because it enhances reliability of the data. The methods for collecting the data in this study will involve the use of observation in the cluster meetings, observation in classrooms, and interviewing. This provides for methodological triangulation.

Data will be collected over a two-month period. Firstly, in the cluster meetings, teachers will be observed by the researcher while jointly discussing their experiences, concerns, ideas and offering each other solutions to their problems, if possible. Through observation, “the researcher collects data on what the participants are doing in their practice” (LeCompte and Preissle 1993:32). These observations will be done in a structured way using questions formulated by the researcher (see table 2, overleaf). The focus will be on whether the teachers feel confident to deal with the challenges they encounter in training other teachers; and the implementation of Life Skills in their classrooms, and whether they implement the Life Skills programme in the form that they received it in their training or make adjustments to the programme to suit their trainees and learners.

Secondly, each teacher will be observed in her classroom for two subject periods while facilitating a Life Skills lesson. The researcher acknowledges that these two periods cannot necessarily be generalised to all practices of the two teachers. These observations will also be done in a structured way (see table 2). Through these observations the researcher will look at the extent to which teachers are responsive to building on what learners discuss in Life Skills, whether they give learners a chance and encourage them to express their thoughts, ideas, and feelings in an environment which is conducive for self-expression.

Thirdly, interviews will be held with learners to find out their areas of concern on sexuality education and if they feel free to talk about issues on sexuality education in their classrooms.

Fourthly, interviews will be held with teachers to get their views on the training they themselves had:

- Whether they received ample information to help them implement Life skill education in the classroom.
- Whether they are confident enough to handle issues of sexuality education with learners and parents.

- How they, as individuals, make up for areas they cannot deal with freely and confidently.

It is also important to find out from school principals what they think about Life Skills as part of the curriculum, and if they see it having any impact on their schools.

Table 2:		
Research methods	Subjects	Indicators
Observation of discussions in cluster meetings	Trained/Implementing teachers	<ol style="list-style-type: none"> 1. Do teachers feel free to discuss their problems in the cluster meetings ? 2. Do teachers share ideas that assist them with their problems and concerns ? 3. What are the teachers' experiences in the implementation of life skill education at their schools?
Observation in the classrooms	Teachers	<ol style="list-style-type: none"> 1. How are classroom activities structured? 2. Do teachers provide opportunities and activities for learners to talk about, and share concerns about sexuality education? <ol style="list-style-type: none"> 2.1. Do teachers listen to what learners are saying? 2.2. Do teachers build on what learners discuss on issues of sexuality? 3. How do teachers interact with what learners are saying? 4. How often do teachers attend to individuals or groups during the lesson? 5. Are teachers conscious of learners' obstacles to free expression? 6. Do teachers change their lesson plans or approach after identifying a problem

Table 2:		
Research methods	Subjects	Indicators
Interview	Learners	<ol style="list-style-type: none"> 1. What are the learners' main areas of concern, especially on sexuality education? 2. Do learners feel free to talk about issues of sexuality? 3. What do learners feel is missing in their Life Skills lessons? 4. What do learners wish to do to share the knowledge they are gaining from the life skill lessons?
Interview	Teachers	<ol style="list-style-type: none"> 1. What new knowledge did the teachers receive in their Life Skills training? 2. What programmes were useful to improve their teaching performance? 3. Any programmes the teachers felt were missing from their training? 4. What assistance did the teachers seek or receive for their training of other teachers, from other people, including Master Trainers? 5. Do the teachers feel confident in training other teachers?

Table 2:		
Research methods	Subjects	Indicators
Interview	Principal	<ol style="list-style-type: none"> 1. How do school principals feel about having Life Skill education implemented in their schools? 2. How involved are school principals in the implementation of the life skill programme in their schools?

4.4 Data Analysis

Waite (1993:680) defines analysis as “understanding or making sense of what was observed”. In this study, the data collected will be analysed in the following way:

The indicators in the table above and the theoretical framework to be developed in Chapter Two will be used to guide the analysis of the data collected through the field notes in the cluster meetings, observations within the classroom and unstructured interviews of teachers, learners and school principals.

4.5 Limitations

The researcher acknowledges that this research will be a small sample of evidence about the LSTTP. Firstly, it will look at only two teachers, two principals and four learners from only two schools. Therefore, the generalisations drawn from this sample can only be provisional, because other teachers in the programme could provide contrary evidence. Secondly, only two months will be spent with each of the two teachers in their practices, and two months cannot necessarily be generalised to future teacher practices.

CHAPTER FIVE

EMPIRICAL INVESTIGATION

5.1 Introduction

In Chapter four the research design of this study was expounded. In this chapter the empirical investigation will be discussed. Two teachers were used in this study. Both cases will be discussed in detail. The investigation process will be fully discussed in order to evaluate the impact of the Life Skills Train the Trainer Programme in preparing teachers for the implementation of life skill education in their classrooms.

The researcher in this study used two schools as her research base because these are the only schools within the education District four (4) which managed to start with the implementation of the programme after the teachers were trained by the District's Master Trainers.

It was found that although other school wanted to implement, there was a problem of the trained teachers having to teach other subjects in the curriculum. These teachers, although some of them are "Guidance" teachers, have to concentrate more on the examination subjects, and could not fit Life skills teaching within their present schedules.

5.2 The case study

These case studies present an in-depth description of two teachers who were trained in the Life Skills Train the Trainer Programme in 1998, by the Master Trainers. Olga and Regina (not real names) are both secondary school teachers. In this chapter the data gathered will be used to describe the practises of both teachers, specifically how they were empowered to deal with the subject of sexuality education with the learners, their parents and the other teachers.

5.3 The Data base

As discussed in Chapter four, the data from which the researcher has drawn this description is composed of information gathered over a two months period. Olga and Regina were:

- Observed whilst discussing their problems and concerns in their cluster groups meetings.
- Observed in their classrooms when presenting life skills lessons to their learners.

The two teachers were also interviewed to find out how they felt about the training they received and how they were coping with implementation of the life skills programme. Other people interviewed were learners and school principals (Head Masters) to find out if life skills education are serving them any good, if they think it is valuable for the learners and how they feel about it being included in the school curriculum.

5.4 Detailed case study: Olga

5.4.1 Background

This background information was gathered through a questionnaire given to the teachers at the beginning of their training. The teachers were given a chance to fill in the questionnaire at their respective homes after the first day of training. This day could not have had an influence on the teachers' responses because the day's programme was particularly focused on the creation of a relaxed atmosphere before one could begin with the teaching of a life skills lesson.

Olga is a teacher at Leeds Secondary school and she has been with the school for several years now. In addition to teaching Guidance, she also offers the subjects "Economics" and "Accounting". Guidance is still the subject in place before the implementation of the new

learning area, Life Orientation in the new curriculum. She has been teaching the subject Guidance for a period of four years.

Olga attended the life skills training course because she believes that it would help her deal with learners problems more effectively. She also feels Guidance is important in the school curriculum because, she said, "*it makes the child understand himself and the environment around him*". She also remarked that the introduction of life skill education in the curriculum would help learners to make decisions in order to achieve their set goals.

Olga has not received thorough training in the area of Guidance. She only studied guidance for a period of one year, as a minor subject, at the teacher training college. However, her interest in helping learners with their problems encouraged her to take guidance as one of her teaching subjects at her school. When asked why she took guidance as a teaching subject, when she was not thoroughly trained for it she said that she realised the vast area of problems learners face at the school, with little help from the school, and decided to do something about it.

In attending the training programme, Olga hoped to be empowered in the areas of

- Basic counselling skills
- Stress management skills
- Decision-making or Problem solving skills

Olga's intention was to go back to her school and share the information she had gained in the training workshop with her colleagues and the whole school community by:

- conducting workshops and
- being involved in person to person discussions

Olga also felt that all teachers should be trained in life skills because they interact with learners on a daily basis in their different subjects. She felt that for teachers to be trained in

life skills, it would also help the teachers in empowering them to *“revive their teaching content and make learning more interesting”*.

Life skill education is important for every person in the learning situation because it helps both the teacher and the learner, even those learners with special educational needs. Olga said that life skill education in the curriculum will help learners with special educational needs to *“cope with daily challenges and make them multi-skilled”*. It will also *“improve their performance as they participate in their learning”*.

5.4.2 Life skills implementation at the school

In the implementation of life skill education at the school, Olga has two programmes running concurrently; one for the learners and the other one for the parents of the learners. She utilizes the services of the Township AIDS Project (TAP), a Non-governmental organisation. This organisation has projects in the Townships where it is involved with the education of people about HIV and AIDS. TAP has also been involved in the training of teachers in the Life Skills Train the Trainer Programme.

In the programme involving parents, Olga realised the need for the education of these parents concerning sexuality education, since it would be implemented in the school curriculum. It was therefore important that the school receive support from parents, in the implementation of sexuality education.

When asked why involve parents in sexuality education, Olga said that the decision emanates from the needs of the community in which Leeds secondary school is situated. Most of the problems of learners that Olga deals with are related to the issues of sexuality, family problems and relationship problems. She usually experiences situations where a learner has a problem, but has no one to talk to at home until it affects his academic work too.

Parents of the same community also still have a problem talking to their children about issues related to sexuality. For some parents the ideal of abstinence before marriage still remains

their belief, thus they cannot discuss sex issues with their unmarried children. At the information sharing sessions held with parents at Leeds secondary school, Discussions revolved around the problems of HIV, AIDS and Sexually Transmitted Diseases that are spreading so fast in the country. Parents were made aware that if they do not talk to their children about these problems, they might be failing to protect their children against these terrible diseases.

It became evident though that some of the parents were realising the importance of talking to their children about issues of sexuality. These parents also acknowledged the efforts of the Department of Education to include Life skills, especially sexuality education in the curriculum. For example, one parent remarked:

“We need to talk to our children about these issues concerning sex, because if we do not do it, some people might do it for us and some information they receive might not be correct”.

Another parent acknowledged that children need information and parents need to provide it. It was also evident that most of the parents still need to learn to talk to their children about sexuality issues, and would rely on the school to help them with that problem. Olga then explained to them that they also need to be involved because the school has many learners, some of whom might not be detected when having problems.

The meeting with parents appeared to have been successful because some parents who work with the health department promised to help the teachers with some health problems that learners might have. One parent encouraged other parents to get involved with the education of children to protect them from diseases. He said:

“If sexual information and discussing sexual matters openly with children means saving their lives, as that may prevent them from becoming infected with AIDS, then that is a sacrifice that all of us should be prepared to make”.

The second Life skills programme that Leeds high school has is with the learners. Olga has started implementing life skill education in her classrooms. This is also done with the help of the Township AIDS Project (TAP). An agreement was reached between the school and this organisation that they will offer sexuality education to the learners, once a week, for a period of six weeks. Olga's role during this programme was to follow up TAP's lessons afterwards in order to clarify issues and to give learners more time to discuss issues of great concern to them.

Some of Olga's concerns together with the learners' discussions about the life skills lessons they were receiving at school will be discussed in the next sections. The main focus will be on sexuality education and the success of the Life Skills Train the Trainer Programme to train teachers to deal with this subject. Learners' interviews, an interview with Olga, the school principal, observation of Olga in her classroom together with an observation of the discussions between Olga and her colleagues, will be presented in the following section.

Although these interviews were unstructured, some structured indicators were used to guide the interviews. The reason to conduct unstructured interviews was to help create a condition where all interviewees would be free to express themselves in a more relaxed atmosphere.

5.4.3 Interview with the school principal

At the time of the interview the principal of Leeds Secondary was still new at the school. He had joined the school at the beginning of the year and was not yet familiar with the exact needs of the learners at that school in relation to life skill education. The following indicators were used in an interview with the principal:

- How does the principal feel about having life skill education implemented in his school?
- How involved is the principal in the implementation of the life skills programme in his school?

In the discussion that follows the researcher comments on the principal's responses during the interview, with reference to each of these indicators.

5.4.3.1 How does the principal feel about having life skill education implemented in his school?

From the knowledge he has of the problems that most communities face, especially the youth, the Principal thought that it is a privilege that life skill education has taken off in his school. He has had problems brought to his office, most of them social problems. He therefore realised that there is a need to reach out to the majority of learners in the school, to help them with their problems. The most effective way was to do it through the classroom.

The Principal also indicated that although he would like life skill education fully implemented in the whole school, he still has a problem with a shortage of teaching staff. He mentioned that since the teachers offering life skill education also offer other subjects, this makes their task very difficult.

The other problem was that the timetable for the school had already been drawn and it would be difficult to change it on the third term of the school year. Hence life skill education could not be implemented fully into the school timetable.

5.4.3.2 How involved is the school principal in the implementation of the life skills programme in his school?

The only involvement the principal has is through the information he receives from his teachers. Whatever the teachers plan to do concerning life skills, they inform him and he offers them assistance whenever they need it.

5.4.4 Interviews with the learners

The researcher interviewed two learners. These were from the class that was chosen to form the sample for the school. The following indicators were used in this interview:

- Do learners feel free to talk about issues of sexuality?
- What are the learners' areas of main concern, especially on sexuality education?
- What do learners feel is missing in their life skills lessons?
- What do learners wish to do to share the knowledge they are gaining from the life skills lessons?

In the following section the learners' responses according to each of the indicators will be discussed.

5.4.4.1 Do learners feel free to talk about issues of sexuality?

At the beginning of the interview the learners seemed to have a problem talking about issues of sexuality. The researcher had to simplify her questions by asking certain questions in a "case study" form. For example:

Researcher: "Do you think sexuality education should be taught at schools?"

Learner: "Yes".

Researcher: Why?

Learner 1: "Because it is important for us learners to get answers for some questions we have about things that concerns sex. We need relevant information from adults and we often do not get it from our parents".

Learner 2: "Even some teachers would not talk to us about sex. If you try to find something from them they label you as a troublemaker and tell you to concentrate only on your studies. I don't know why they are like that".

Learner 1: “I think they are just like our parents. I understand why they are not free to talk about these things. They grew up during those times when you could not talk to adults about these things”.

Learner 2: “But parents need to talk to their children about these things related to sex, because most young people who end up with problems like AIDS and STDs are those who do not have anyone to advice them”.

Researcher: “You said some teachers are like some parents, they are not free to talk about sexuality issues. How then do you think they will be able to teach sexuality education?”

Learner 2: “I think if the Department of Education say they must do it, they will ultimately get used to it”.

Learner 1: “I think that when you practice something, you ultimately know how to do it. I also think that the school needs to involve our parents in all this. Some of them can come and help sometimes. My mother said she can help. She is a health-nurse, so she is used to talking to people about sex things”.

Researcher: “Can you assist in teaching sexuality education to other learners?”

Learner 1: “Yes I don’t have a problem talking about sex issues. I do that always with my friends. I advice them because my mother encourages me to help them. I sometimes invite them to my home so that they talk to my mother about their problems”.

Learner 2: “I also can teach other students. We all need to share knowledge”.

From the above excerpt it seems that when learners are made to feel relaxed in a situation, they find it easy to talk about issues of sexuality. There is also an indication that if they can have people to talk to freely, most of them can come forward with their problems.

5.4.4.2 *What are the learners' main areas of concern, especially on sexuality education?*

In addition to being able to talk to their parents and teachers about their problems related to sexuality, learners feel they need to know more about HIV and AIDS. From the lessons they are receiving from the TAP personnel, they have realised that they have been misinformed for a long time. The learners talked about the myths that are rife in their communities about HIV and AIDS. Some of the myths mentioned by the learners include; getting AIDS from mosquito bites, playing alongside or being close to someone with AIDS, sharing dishes and utensils with AIDS people and from toilet seats.

The learners have since learned that *"it is not possible to get AIDS in any other way than through sexual fluids, blood or from infected mothers to their unborn babies"*. The main concern is that there are many people in their community who still do not believe in the existence of the AIDS disease. Some of those who believe that AIDS is a reality have a belief that it can be cured. One learner cited an example of an adult who raped a four-year old girl with a belief that he will be cleansed from the disease.

Other sexually transmitted diseases are also a problem in many learners. When one is infected, one is afraid to seek help from the health clinic because they feel some health nurses may humiliate them. They therefore ignore those diseases until it is too late. The feeling was that if people have relevant information about these diseases, they would know of the long-term effects and seek help in time.

The other area of concern the learners mentioned was the usage of condoms. They felt it is difficult to initiate to their partners that they use a condom because that might be interpreted as a lack of trust in your partner. At times one may even lose a partner if insisting that a condom be used.

It appeared that these learners have a problem in dealing with peer pressure. This could be one life skill programme that Olga might have to include as an area that needs immediate attention.

5.4.4.3 What do learners feel is missing in their life skills lessons?

Learners pointed out to the need to talk about relationships. One learner felt it is important that they understand relationships in their own families, and those with friends and intimate partners.

When the researcher asked why the learner felt family relationships are important, a number of reasons were given. Most of the problems mentioned were related to a lack of parents' or adults' understanding of the kind of life their children are leading. On the other hand young people also cannot accept that adults have a wish to protect them from the dangers of today's world. Some learners are said to be engaging in illegal dealings because they feel unloved in their families, whilst others do it to spite their parents.

Learners will also want to talk about relationships involving intimate partners. One concern was that at times you have a partner who will urge one to do things one is against. If one were to refuse that, one could end up assaulted. One of the learners said that there are even those boys or girls who would not even accept that a relationship is over. This learner even called that type of relationship "*a bullying relationship*" Some of them end up committing suicide because they cannot cope with the separation. The learners therefore would like to be "trained" in dealing with relationships and how to end relationships or separations.

5.4.4.4 What do learners wish to do to share the knowledge they are gaining from the life skills lessons?

A number of projects were mentioned as a way of sharing information with other people. The following suggestions came up as a means of sharing their knowledge with other learners and friends, and to help the life skill education teachers:

- They would organise some group visits to the nearest AIDS information centre or clinic, to fill up all the gaps in their knowledge. This would give them and others a

chance to meet with people who work with AIDS, so that they can ask more questions. They will also find out how they can get involved with AIDS and STD education and how to care for people with AIDS.

- Since they now know more about organisations, which deals with AIDS and HIV, they will invite experts from these organisations to come and talk to the learners at their school.
- They will, with the help of their teachers, create health clubs, where they can come together as youth to discuss issues like AIDS and STD awareness, including all other issues related to sexuality education.
- They also want to organise drama competitions amongst classes. These competitions will focus on the education of people about the many issues that affect the youth. These competitions will also help keep them away from the streets where many learners end up in trouble.

It seems that sexuality education has been a ‘wake-up call’ for some learners at Leeds secondary school. From the projects mentioned above, there is an indication that learners are willing to participate in evoking awareness about sexuality education in their school. It also emphasises the need for sexuality education in the school curriculum.

5.4.5 Observing Olga in the classroom

The observation of Olga’s lesson was focused on her interaction with the learners. Whether she creates an atmosphere that encourages learners to express their concerns and whether she herself is free to discuss the issues of sexuality education with the learners. In order to effectively observe this, the following indicators were used:

- How are classroom activities structured?
- Do teachers provide opportunities for learners to talk about, and share concerns about sexuality education?
 - Do teachers listen to what learners are saying?
 - Do teachers build on what learners discuss on issues of sexuality?
- How do teachers interact with what learners are saying?

- How often do teachers attend to individuals or groups during the lesson?
- Are teachers conscious of learners' obstacles to free expression?
- Do teachers change their lesson plans or approach after identifying a problem?

Although Olga teaches learners in different standards, the classroom the researcher observed was for standard eight learners (grade10). The classroom contained sixty learners, a combination of both boys and girls. These are seated two or three in a desk only meant for two learners.

5.4.5.1 How are classroom activities structured?

The learners in Olga's class are seated all facing the front portion of the class. There is very little space, which is unoccupied. The teacher's movement in the room is limited only to the front portion of the room.

When Olga enters a class she introduces the topic of the day. In all the lessons that the researcher observed, Olga was assessing what the Township AIDS Project personnel had treated in the last lessons they gave to the learners. "*The purpose of assessing*", Olga explained, "*was to give learners more time and another chance to discuss what they gathered from the TAP personnel*".

Olga would though, give a lecture on the topic of the day and thereafter give learners a chance to ask questions or make comments on anything concerning the lecture. Some learners would even raise some concerns about issues related to the lecture. No group work methods were used in the classrooms. Olga had explained before the beginning of the lesson that she would have loved to have her learners work in groups so that they may discuss issues effectively. She pointed out that the sizes of her classrooms as compared to the learners these rooms are meant to accommodate were posing a problem, because they are very small.

One solution to the problem of overcrowding would be to minimise the number of learners, but that too was not feasible, as it would increase the number of teaching periods Olga had to take per day. That was not possible as she was already overloaded with the classes she had.

5.4.5.2 Does the teacher provide opportunities for learners to talk about, and share concerns about sexuality education?

Olga does provide opportunities in order for learners to talk about issues they are concerned about. During the lessons observed, Olga would provide learners with information, after which she would require them to discuss issues, related to the information she had provided. For example, in the lesson where contraceptives were discussed, Olga initiated a discussion by asking a question:

“Do you think learners should have condoms in their possession?”

This question led to an argument where there were two different views; one, which was that learner, should not use condoms because they should not even engage in sexual relationships. The other viewpoint was that most learners are involved in relationships where sex is also involved, so they need to have condoms in their possession because for example *“one will never know what might happen when you are with your partner”*.

In another discussion where the topic of the day was still on contraceptives, the issue of condoms came up again, because one learner had been discussing the issue with some friends and they were arguing about whose responsibility it is in the keeping of condoms. While some learners felt it were boys who had to take care of that, the questions that arose from the teacher to help learners think more deeply were:

“What if the guy does not want to use a condom?”

“Who will be responsible if the girl becomes pregnant?”

These questions led to another lengthy discussion that could not be exhausted on that day, but learners were asked to go home and think about what was discussed in the classroom. The questions that Olga asked in the classroom gave learners a chance to start interacting with the subject of sexuality education in their social circles. Whatever they are not satisfied with, they are able to come back and seek clarifications at school through some discussions with other learners, under the guidance of the teacher.

Olga also listens to her learners and builds on what they discuss, to introduce other life skills programmes. In the example given in the paragraph above, Olga listened to what the learners were concerned about and introduced a lesson on 'decision-making' and 'responsibility for own decisions'. She managed to build up a discussion, which encompassed both the programmes, and also managed to give homework which would lead to some other life skills programmes in the next lessons.

5.4.5.3 How does the teacher interact with what learners are saying?

Olga interacted in a number of ways with what the learners were saying. For example, during the lesson about 'decision-making', she tried to respond to what learners were saying by asking them more questions. That provided the learners with opportunities to find their own solutions to the problems.

Questioning enabled Olga to interact with the learners and with what they were saying, and to probe for more understanding from the learners. When she realised and was satisfied that there was some form of consensus in the group, she proceeded by either posing more questions or introducing a 'case' that the learners would then discuss.

Although Olga would try by all means to remain objective during the debates, she would at times give her own opinions about certain issues. For example, when learners were discussing pregnancy, one learner felt that she would rather have an abortion than to raise a child she was not prepared for. One other learner felt it was a sin to have an abortion. Instead of allowing a

allowing a debate on the issue, Olga asked the learner not to be judgmental and she ordered an end to the discussion on the topic.

5.4.5.4 How often does the teacher attend to individuals or groups during a lesson?

Because of the size of her class, Olga explained that she was unable to group her learners in the class, to give them activities that they could do in those small groups. Whatever activity they had to do it together as a class. She admitted that it was also difficult to concentrate on every individual in the class. This was evident when the out-spoken learners dominated the discussions more often.

In addition to concentrating on the learners who volunteered their participation in class, Olga would often call on the quiet learners to hear their opinion. By so doing, she was trying to accommodate and involve every learner in the discussions. Individuals were thus attended to within the bigger group.

5.4.5.5 Is the teacher conscious of the learners' obstacles to free expression?

Throughout all the lessons that the researcher observed in Olga's class, she seemed very conscious of the learners' obstacles to free expression. This was either in the form of language problems or the sensitivity of some subjects under discussion. It seemed easier for her to deal with the language problem than with the sensitive topics.

Olga conducted her lessons in English. When she thought some of her learners had a problem expressing themselves in English, she encouraged them to speak in their mother tongue. For example when one learner was trying to relate how she once made a wrong decision because of the pressures from her friends, she had difficulty in doing so and decided not to continue with her story. Olga then encouraged her to use any other language she was more fluent in. This seemed to have encouraged other learners into talking.

Most learners started participating in discussions when they were allowed to express themselves in the language that they felt relaxed in. That also helped in creating a more relaxed atmosphere for the learners.

When learners had problems participating because of the nature of the topic under discussion, Olga asked for different learners to express their views individually. She used a lot of questions to invite many learners into the discussion and that seemed to encourage more learners to get involved.

5.4.5.6 Does the teacher change her lesson plan or approach after identifying a problem?

The researcher did not see Olga with any lesson plan, which she followed in the classroom. It would therefore be difficult to give a clear answer to the question above. It seemed though that in every lesson Olga would walk away at the end knowing what lesson to give in the next class. She seemed to be guided by the needs of the learners in her lessons.

During the lesson, Olga would try to accommodate the learners' problems using the very same approach she started with. The other thing she would do was to add on other methods of teaching to those, which she was using, in order to accommodate problems she identified during the lesson.

5.4.6 Interview with Olga

After the questionnaire that Olga and other teachers completed at the beginning of their training, this interview was used as a follow-up investigation. The researcher here wanted to find out if the teachers' aspirations were satisfied, concerning the life skills programmes they wanted to be empowered in. The following indicators were used in the interview with Olga:

- What new knowledge did the teachers receive in their life skills training?
- What programme was useful to improve their teaching performance?
- Any programmes the teachers felt were missing from their training?

- What assistance did the teachers seek or receive for their training, from other people, including the Master Trainers?
- Do the teachers feel confident in training other teachers?

The following responses were gathered as per indicators above.

5.4.6.1 What new knowledge did the teacher receive in the life skills training?

Olga received new knowledge in three basic areas; Group work teaching methods, the area of Child abuse and HIV and AIDS. When requested to explain what new knowledge she received in each of the three areas she mentioned, Olga had a lengthy explanation, which we will only summarise.

She said that she was impressed by the teaching methods she was introduced to, for the teaching of life skill education. She had always used the lecture method in her guidance lessons, which might have not been very effective. She has learned how to facilitate groups, which, she said, *“will make it easier for one to teach sexuality education”*. She has learned that in group work, learners will be able to teach one another because they will be working in small groups. Olga explained that she has realised how learners struggle to talk in front of many other learners. *“Smaller groups could therefore be more productive”*, she remarked.

Olga further explained that there might be some learners who may still feel embarrassed to talk about issues of sexuality with their teacher, or to the whole class. These learners might also find it easier to talk with their group members who will then relate whatever information to the rest of the class or bigger group.

Olga said she also realised how working in a group can help learners practice many other life skills, like; the value of sharing, listening carefully to what other people are saying, learning from others, taking responsibility for the benefit of other people too, helping others and eliminating unnecessary competitions.

Child abuse is also an area that needs ample information for teachers who work with learners daily. Olga was happy that she learned more about identifying abused children and how to help them. She mentioned that in their school they have many cases of abused children or learners, who in most cases need help but the teachers do not know how to help them. They usually send these learners to the Social workers, but some of them are not free to talk to these strangers. Some would end up engaging in delinquent activities.

It was also exciting to have people who work with HIV and AIDS education on daily basis. They offered valuable information and strategies of teaching and informing people about these diseases. The trainers helped her become aware of the difference between HIV and AIDS, and how to care for those people who have been infected.

The AIDS experts also gave some ideas on how a school could be involved in the AIDS education campaign. Olga wants to be involved in these campaigns and also wants to encourage learners to get involved too. As she remarked “ *If learners are able to educate others about AIDS, then that might reduce the risk of these learners getting infected themselves*”.

5.4.6.2 What programme was useful to improve her teaching performance?

The things that Olga felt will improve her teaching performance are: facilitation skills, how to structure a group and how to create a relaxed atmosphere in a learning situation. When talking about the effectiveness of ‘ice breakers’, Olga explained:

“In the ‘ice breakers’ that we went through, I felt more relaxed in the group, although initially I knew no one in that group. This shows that an ‘ice breaker’, when well prepared, can be very effective in breaking the ice within groups”.

Olga has learned that for one to be a facilitator one needs to be thoroughly trained. She has learned the roles of a facilitator. That will help her in teaching or facilitating learning not only

in life skills teaching, but in all the other subjects she teaches. The training she received was not only theoretical, but more practical. By using a similar form of training, that is the “hands-on” type of teaching, one could help learners develop useful skills, even those which were not intended for.

5.4.6.3 Any programmes the teacher felt were missing in their training?

As Olga had also mentioned in the questionnaire she completed at the beginning of their training, she had hoped the training would empower her in areas like basic counselling skills, stress management skills and decision making or problem solving skills. She needs training in these areas because those are the types of skills she needs in her everyday work with learners.

During examination times many learners seem to suffer from stress. That affects their academic performance negatively. Some learners suffer from post-examination stress. Olga said that some of these learners who cannot cope with this stress, end up attempting or even succeeding in committing suicide. It is therefore important that learners be trained in *stress management*.

Olga also needed *counselling skills* to help her learners. She said that there are instances where a learner has a problem but is unable to communicate it to other people. Olga believes that in these instances, if she is equipped with counselling skills, she could be able to help such learners.

Olga had wished to be empowered in teaching about *family origins*. She said that most of the cases of learners in her school are related to family issues. Learners need to be taught about different types of families, not only the original-traditional family. There are learners who develop emotional problems because they try to compare their families with those of their friends'. Olga would therefore, have liked to learn how to effectively deal with learners who are affected by such situations.

There is another problem of single parents. There are many learners who come from single-parent families. Those where the parent is the mother only, does not pose much problems, but

those who have fathers as the only parent usually have problems. This is because most fathers usually have a problem in fulfilling the 'mother role'.

5.4.6.4 What assistance did the teacher seek or receive for her training, from other people, including MasterTrainers?

At the time of the interview, Olga had not conducted any training for her colleagues as yet. Some reasons were that:

- It would be difficult to arrange time for this training at that time of the year, because most teachers had some activities already going on.
- Some teachers at Leeds secondary school felt it would be difficult for them to engage with sexuality education topics with learners. They requested Olga to start with the programme for the learners, so that they may see how the learners will react to the subject. Olga realised that Biology and Science teachers did not have a problem with the subject of sexuality, but teachers in other subjects expressed a lack of confidence.
- Another reason was that although Olga was trained, she did not receive material for the training of the other teachers.

Olga did remark that it would be a little difficult to train teachers under the conditions she mentioned above. It would therefore, be vital that she gets help when conducting training for the other teachers.

5.4.6.5 Does the teacher feel confident in training other teachers?

Olga admitted though that she would need help when training other teachers. She said that there are some sexuality education subjects that she might not feel free treating with some of her colleagues. The researcher requested a clarification on that and this is how Olga explained it:

“Amongst our staff members there are some teachers who could be as old as my own parents. I see them as such and feel that I might not be free to do things like, a demonstration of how to use a condom, with these teachers”.

The reason given for that was:

“We might be needed to learn to interact with such topics with everyone, but one cannot ignore where one comes from. Our cultural backgrounds will continue to influence some of the things we do or say to our audience”.

It will be important therefore that experts be invited when the school conducts training for the teachers, so that they may tackle the most sensitive subjects. Areas like HIV and AIDS need someone who is adequately trained to handle the subject, especially when training adults because they might have many questions that needs an expert in the field to attend to.

There is an indication in some of the reasons given above that in the introduction of sexuality education in schools, one should consider cultural differences and its influence in learning. Olga though, acknowledges the fact that if she can start the training for other teachers, although she foresees some problems ahead, she will get used to interacting with the subject of sexuality education.

5.5 Detailed case study: Regina

5.5.1 Background

Regina is a teacher at Rhodes Secondary school. She teaches Hotel management. Regina has never been trained in guidance or Life skills, before the LSTTP training. Although she has never taught these subjects, she believes that life skills is very important for every individual. She believes that learners also need life skills in addition to the knowledge they receive in academic subjects. When asked about the importance of guidance (in the questionnaire) she

answered: "...Pupils need to learn skills other than academic ones." She also added that learners also need to explore who they are, that is their strengths, weaknesses and attitudes.

Regina also believes that "life skills" is a subject that all teachers need, both in their daily work and personally. She thinks that life skills should be taught across the curriculum; be integrated into all subjects. She explained that if life skills can be integrated into all subjects, teachers will become more aware of pupils' needs and will be better equipped to deal with problems.

Learners with special educational needs also need life skill education. Regina explained that this would help them if they were to be included in the mainstream classes. Life skill education will assist these learners in coping with their own problems and those that might be caused by pressure from those learners without educational needs.

The reason Regina attended the Life skills training course is because she wanted to contribute to the implementation of the Life skills Training programme in her school. She wished to acquire "*skill to be effective in implementing a life skills programme*" Regina therefore intended to share the information gathered from the training programme with her school community by:

- Running workshops for teachers
- Running life skills programmes in the school, with the assistance of Non-governmental organisations and the community.

5.5.2 Implementation at the school

The life skills training programme was implemented in Rhodes secondary school, in two sections that run concurrently. One section is the implementation of life skills lessons for grade nine learners. This part is run with the help of students from the neighbouring University. They give lessons to learners for two hours, once a week every Thursday. This

enables some teachers to be relieved from their classes and they then attend the Life skills training themselves.

Regina runs the life skills training for the teachers. She gets a lot of support from the school principal. Her classes for the teachers run in one life skill programme that is repeated on the second week. For teachers who are unable to attend the first week they could still receive the same programme the following week. A timetable has been drawn to ensure that all teachers get a chance to attend the programme once in the two weeks.

5.5.3 Interview with the school principal

The following indicators were used in the interview with the principal

5.5.3.1 How does the principal feel about having life skill education implemented in his school?

The principal of Rhodes secondary school seemed very keen to have life skill education implemented in his school. He explained that he has a shortage of teachers in his school, but also has large numbers of learners in the classrooms. Because of that, the school cannot afford to have a teacher who is solely responsible for life skills teaching in the whole school, alone. That is the reason the school decided that they would have all teachers trained in life skills.

5.5.3.2 How involved is the principal in the implementation of the life skills programme in his school?

The principal of Rhodes secondary is very much involved in the implementation of life skill education in his school. He is working closely with the trained teacher, supporting her in the training of the other teachers. He took initiatives to invite the Rand Afrikaanse Universiteit to be involved in the implementation of life skill education in his school.

He has also designed a programme for life skills for the rest of the school community and is monitoring its progress too. The principal, together with Regina, realised how parents needed to be involved in the programme too. Parents were then invited to an evening where they had an information-sharing session. In this session parents were informed about life skill education and requested to indicate if they would like it implemented in the school curriculum. *“The reason for getting the parents’ ideas is”, the principal explained, “to get their support so that they could help us with whatever problems we encounter in the school”.*

The other reason for involving them is to find out those who could be available to look after the learners when the teachers are busy with their training. They could also assist in teaching the learners some of the life skills programmes. In that way the teachers will not be working alone because the education of learners is a responsibility of the whole community.

In the session held with the parents they indicated a relief in having life skill education at school. One of the parents saw it as a way of reducing the generation gap between them and their children, because they do not understand their kids any more. This parent said:

“It will be productive if parents work together with teachers because then learners will realise that the adults are speaking in one voice”.

One other parent remarked that suicide and drugs have taken over the lives of everyone in the community. Because every individual is affected by these problems, it is vital that all be involved in finding a solution. The principal urged all parents to get involved and to contact the school to offer any suggestions.

5.5.4 Interview with the learners

The learners interviewed in this school are the teachers who were trained by Regina. The reason for taking teachers as learners is that Regina was not offering life skills lessons to learners (pupils) at that point. As pointed out in 5.5.3.3 above, the idea was to train all

teachers who would implement life skills in the classroom after their training. The teachers will then be regarded, in this case study, as the learners in Regina's classroom.

The following indicators were used in the interview with the teachers:

- Do learners feel free to talk about issues of sexuality?
- What are the learners' main areas of concern, especially on sexuality education?
- What do learners feel is missing in their life skills lessons?
- What do learners wish to do to share the knowledge they are gaining from the life skills lessons?

The teachers interviewed were randomly selected from the group that attended the life skills lesson on that day. The interview was conducted immediately after the lesson.

5.5.4.1 Do learners feel free to talk about issues of sexuality?

The teachers indicated that sexuality issues are a very sensitive subject for them. They felt embarrassed when some topics were discussed, basically because they believe issues like these should be privately discussed by married couples only. The researcher asked for an example of these sensitive issues and the answer she got was: "*a demonstration about condoms*". The other thing that caused the embarrassment was because the group consisted of both males and females of different age groups.

The teachers also admitted that it would be difficult for them to discuss sexuality issues with learners, especially because they cannot even discuss it freely amongst themselves.

Other teachers though, expressed a hope that they will get used to discussing these topics, if they continue to have the life skills training lessons, particularly sexuality education. The discussion about the use of condoms did also help the teachers realise that with practice they will learn to relax and discuss sexuality education issues with ease.

5.5.4.2 What are the learners' main areas of concern, especially on sexuality issues?

The teachers voiced out a concern about some of their colleagues who still have a problem about the teaching of sexuality education in the school. These teachers feel that learners should be made aware of the dangers of HIV, AIDS and other Sexually Transmitted diseases and are encouraged to abstain from sex until they are married. For example, one of the teachers even indicated during the life skills lesson that he will never teach learners about sex because for him, it is like he will be giving them what he called "*a licence to have sex freely*". His belief is that teachers and parents should continue to discourage learners to even discuss anything related to sex, because some of them might be tempted to go and experiment.

One area that is causing a major concern in Rhodes secondary school is the problem of suicide. This is a critical issue which is facing parents, teachers and the whole community. The main concern of teachers is that they are aware of such tendencies in learners. Other than relying on Non-Governmental organisations like "Life Line" to help these learners, teachers need to be able to detect learners with problems that might even lead to suicide in order to prevent it. One teacher, out of concern asked: "*How does one prevent a tragedy like suicide when one cannot detect or understand the underlying causes?*"

One of the teachers explained the need to reduce suicide occurrences. She summarised the whole scenario in these words:

"It is evident today that learners need support in dealing with life stresses. Therefore there should not just be a focus on those with suicidal thoughts and behaviours only, but also on prevention for all the others. Schools and tertiary education institutions have a duty to implement programmes, which will look at the prevention of risky and destructive behaviours by learners. It is vital that we as teachers should be able to counsel learners so that we may detect problems before they can get out of control".

The other area of concern was that there is not much interaction amongst themselves as staff members. They did not know much about one another, and that made it even more difficult for them to discuss sexuality education issues amongst one another. They felt that if they interacted more they would share ideas and even work together to eliminate some disciplinary problems of learners.

5.5.4.3 What do learners feel is missing in their life skills lessons?

The teachers interviewed felt that their lessons were progressing according to their wishes, because they always get to discuss whatever subject they suggest to their facilitator. She would prepare the topic they have requested for, and discuss it in the next lesson. Their facilitator even gives them a chance to debate issues and she only makes sure that the debate is focussed.

One area they would like to address is the relationship between one another. One teacher mentioned that she has been in the school for many years, but she hardly knows much about most of her colleagues. The teachers expressed a need for getting together as a staff and discussing different issues, even those not related to their work so that they may get to know one another.

5.5.4.4 What do learners wish to do to share the knowledge they are gaining from the life skills lessons?

The wish was that, although sexuality education is still a difficult subject to deal with, the teachers would like to teach life skills to their learners in their classes. They believe that empowering learners with life skills will help them deal with a lot of problems they face both at school and socially.

There was agreement between the interviewed teachers that the community in which Rhodes secondary school is situated, is experiencing problems of drug abuse and a high number of suicide cases. The belief was that most of the learners who abuse drugs could be having some

problems of some sort. Because teachers are not trained to deal with such cases, they might aggravate the problems instead of helping the learner. It is therefore important that teachers are able to identify problems in their learners so that they may either help them, or refer them to the relevant people who can offer assistance.

The teachers were also determined to help Regina in running the life skills lessons and in organising some outside organisations to come and talk to both learners and teachers on sexuality matters. They said that in the following year, 1999, when life skill education has been formally implemented in the curriculum of the school, they would help learners form clubs and youth groups. These groups could come together to discuss and debate important issues concerning their community and their school problems.

5.5.5 Observing Regina in the life skills classroom

In the observation of Regina facilitating the life skills lessons with the teachers during their training, the following indicators were used:

- How are classroom activities structured?
- Do teachers provide opportunities for learners to talk about, and share concerns about sexuality education?
 - Do teachers listen to what learners are saying?
 - Do teachers build on what learners discuss on issues of sexuality?
- How do teachers interact with what learners are saying?
- How often do teachers attend to individuals or groups during the lesson?
- Are teachers conscious of learners' obstacles to free expression?
- Do teachers change their lesson plans or approach after identifying a problem?

Regina used the Staff-room as a venue for her life skill training lessons for the teachers. Because of a lack of another suitable venue, only one section of the room was used. On the other section of the room there were photocopying machines and some teachers would continue to use them even when the lesson was in progress. That usually caused some

disturbances for the teachers in training, but Regina tried by all means to keep her learners focused on what she was saying. She usually succeeded in getting her audience's attention.

5.5.5.1 How are classroom activities structured?

Regina's groups consisted of an average of twelve to fourteen teachers. They sat together in chairs arranged in a circular form, without any tables. This facilitated the closeness of the group. The groups consisted also of a mixed gender and different age groups. Regina sat with them, forming part of the group. She had a writing board behind her.

A lesson always began with an activity that helped the group members to relax. It also helped to refocus their attention on the activity of the day because it kept them in anticipation of what they would do next. Regina introducing the subject of the day's lesson followed this first activity.

Introductions were done differently each day. For example, when she facilitated a lesson on 'condoms' and their use, she showed her learners some hand-gloves and asked them to discuss with their neighbours what they would use these gloves for. In a few minutes suggestions were called for and they were recorded on the board. All suggestions came to one general purpose of using gloves and that was "*prevention*" or "*self-protection*". This was followed by the next step, that is, working in small groups.

The groups would be divided into smaller groups and each group would be given an activity to do. The activities could be similar for all groups, or could differ with every group. For example in the lesson about 'condoms', all groups were given the same questions to discuss and to report back to the bigger group. When giving the groups some activities to engage in, Regina would write down some questions and say to the groups:

"From our discussion about gloves we all agreed that we use them for our self-protection. Let us now discuss the following questions":

- Why should we always be worried about protecting ourselves?
- Make a list of the things that people strive to protect themselves and their families from?
- Select any two very crucial things that people wish to protect themselves from today, and explain why?

During report back of different groups all groups; crime and diseases, especially HIV and AIDS, mentioned two things. This gave Regina a good starting point on the discussion about HIV and AIDS and how these can be prevented. The discussion further led to the usage of condoms; who should use them; who decides when to use a condom and where condoms can be found.

The approach Regina used made it easy for teachers to start talking about condoms and their importance. The issue of who should use condoms generated a different form of discussion where some teachers felt young people should not use condoms because they are not supposed to engage in sexual activities (*see paragraph one, section 5.5.4.2*). Regina realised that there was a need for a lengthy discussion about the issue and she prepared this topic as the subject for the next life skills lesson for the teachers.

5.5.5.2 Does the teacher provide opportunities for learners to talk about, and share concerns about sexuality education?

Regina does provide opportunities for teachers to talk about sexuality education. An example can be seen as discussed in 5.5.5.1 above. Regina had realised a need to discuss one topic in sexuality education and because there was no ample time to discuss the issue on that day, she prepared for the next lesson on the same topic. That gave the teachers more time to discuss.

Regina also builds on what the learners were discussing, by identifying an area of concern and giving it more attention. The discussion about sexuality education in the curriculum led to a realisation that there was a need to discuss decision-making and problem solving with the

teachers in future lessons. Whenever a topic would lead to another subject that needed a discussion, Regina would remark about the need for learners to discuss the issue too.

After a number of life skill lessons were observed, it was becoming evident to the researcher that more teachers were realising the need for sexuality education in the curriculum. Responsibility for the teaching of this subject though, remained an unsettling thought for some teachers.

5.5.5.3 How does the teacher interact with what learners are saying?

In her interaction with her learners, Regina never gave the teachers some answers. She always gave them an opportunity to seek answers for themselves or from the other group members. Whenever a question would be directed to her, she would respond by redirecting the question to the group. That would urge the group to start thinking deeply about the question and discuss it further.

During the lesson, Regina seemed to be listening carefully to what the teachers were saying and used some of their discussions as homework for the group members. For example: After a discussion about 'creativity', learners were given a task to go and think about occasions where they lost on opportunities because they thought they could not be able to do certain things, but later on they realised they could have done it. So, teachers always had something to think about and discuss even outside their life skills lessons.

5.5.5.4 How often does the teacher attend to individuals or groups during the lesson?

After giving groups some activities to engage in, Regina took her time to go around the groups to observe and listen to discussions going on. During this time she would be able to clarify some questions for individuals and groups.

Regina became aware that some learners are not yet free to express their ideas openly in front of the bigger group. During her rounds within the smaller groups, she managed to address

some concerns of those individuals. Individual attention and discussions in smaller groups gave Regina an opportunity to work with individuals to encourage them to express their ideas within the bigger group.

5.5.5.5 Is the teacher conscious of the learners' obstacles to free expression?

Regina is aware that some learners or teachers in her groups have problems in discussing certain issues, especially those related to sexuality education. Although some teachers do not talk because they are just shy, certain subjects embarrass others because when issues of less sensitivity are discussed, these particular individuals participate in the discussions fully.

Some teachers have even explained to Regina that they sometimes feel embarrassed to talk openly about certain issues because of the age gap between themselves and the other teachers. As Regina walks between the groups she makes it easier for these teachers to ask questions.

5.5.5.6 Does the teacher change her lesson plan or approach after identifying a problem?

Regina comes to the session with a very well prepared and written-down lesson. The researcher was able to read through the lesson plan before the session started and therefore had an idea of what would be happening during the lesson.

It became evident during the session that Regina does not change her lesson plan after identifying problems, instead she tries to accommodate whatever problem into her next lesson plan. Those issues that cannot be accommodated into the present lesson are accommodated in the next lessons. Learners are informed that their concerns will be addressed in the next lessons, so that they may not leave the session feeling dissatisfied. That also gives the learners a chance to think about the issue prior to coming back to the next session.

5.5.6 Interview with the teacher

The focus of this interview was on finding out if the training that the teacher received in the 'Life Skills Train the Trainer' training programme was of any gain to the teacher. In the questionnaire that Regina completed at the beginning of their training, she indicated that she wished to learn "*skills to be effective in implementing a life skills programme*" from the training that she attended. The following indicators were used to find out if Regina's outcomes and the outcomes of the Life Skills Train the Trainer Programme were achieved.

- What new knowledge did the teachers receive from their life skills training?
- What programmes were useful to improve their teaching performance?
- Any programmes the teachers felt were missing from their training?
- What assistance did the teachers seek or receive for their training from other people, including the Master Trainers?
- Do the teachers feel confident in training other teachers?

In the discussion that follows, the researcher will comment on Regina's responses to each of the above indicators.

5.5.6.1 *What new knowledge did the teacher receive in the life skills training?*

According to Regina, the training session did not offer her much that was new to her. Most of the activities were something she had seen before at her 'Peer counselling' training sessions.

The only new information she said she received was on HIV and AIDS. The information about 'AIDS and the law' was new to her and she realised some things she used to take for granted concerning infected people. For example, there is a lot of discrimination against people suffering from AIDS. These people need to be protected because it was not their choice to be infected. Some people get the virus whilst trying to save other people's lives, yet when they become sick, they could end up with no one to care for them.

Regina indicated that in her teaching about HIV and AIDS, she will emphasise more the ways in which people get infected, so as to reduce the stereotypes and prejudices against people suffering from AIDS.

5.5.6.2 What programmes was useful to improve the teacher's performance?

Group facilitation skills were very helpful for Regina. She said that during the whole training she observed and learned much from the facilitators. The methods these facilitators used are the ones that helped her gain confidence in training her colleagues.

Regina explained that when she started training her colleagues, it was very difficult. She had to break through the wall of resistance that some teachers continued to build. Although she understood why some teachers were resistant to the training, she knew she had to be creative in order to win them over. She had to think back on when she was in the training and remembered some tips her facilitators had given them and started applying them.

Because she always came to the sessions well prepared - something, which was always emphasised by her trainers - she managed to get positive feedback from some of her learners in the groups. *"This gave me courage to keep on trying, and my performance gets better always"*.

5.5.6.3 Any programmes the teacher felt were missing in their training?

Regina made an indication of two life skills programmes she would have wished to have had in their training. These are:

- How to maintain and end relationships;
- How to find information or resources

When asked why she thought these programmes were important, Regina explained that these two issues are the main source of many suicide and criminal cases. There are many learners

who cannot cope with the stress of losing someone they love. While some learners react to loss by going into depression, which might ultimately end up in suicide if no help is forthcoming; others revert to criminal behaviour.

Most of the learners, especially in secondary schools, are involved in some kind of relationships. Other than trying to discourage them from entering relationships, learners need information on how to maintain healthy relationships and how to end them peacefully if these relationships are no more working well.

Finding information and resources is vital for learners, preparing them for independence. Learners should not always depend on their teachers for information, they need skills to find information themselves. Learners though need teachers to assist them on how to find information and resources. Teachers also need training on helping these learners and it would have been good to have these programmes in the life skills training sessions.

5.5.6.4 What assistance did the teacher seek or receive for the training, from other people, including the Master Trainers?

Until the time when the researcher was working at that school, Regina was handling the training alone. Although she thought she could invite some Non-Governmental organisations to help her at certain stages, she wanted to do most of the training herself. *“Training other people gives me an opportunity to practice some facilitation skills”*, she said.

When life skill education is formally implemented in the whole school, the school will need much help from these organisations, including the Master Trainers. This is the time when these people will be adequately utilised. Regina also remarked; *“We do not want to rely much on outside assistance; we want to be able to work our way up on our own”*.

Regina shows enthusiasm for her work. With this type of attitude she is bound to succeed, and to motivate the other teachers who are still striving to accept life skill education as an important and vital part of the education of all learners.

5.5.6.5 Do the teacher feel confident in training other teachers?

As indicated in paragraph 5.5.6.3 above, Regina used to feel uncertain in the training of teachers. As she facilitated more and more lessons, she felt more comfortable with what she was doing. Observing her in her life skills sessions, it was evident that she was now more comfortable with her groups. When doing some demonstrations, she went to an extent of climbing on the tabletop if necessary, to drive a point home.

During an interview with her, Regina seemed more at home with her training of her colleagues. She even remarked that she always looks forward to Thursday; which is the day when the training sessions are conducted. She also indicated that the feedback she received when evaluating her sessions at the end of every lesson gave her courage to continue. From that feedback she realised how much the teachers were gaining from the sessions; and the teachers' wish to have more of the life skills programmes.

In the next section the observation of both teachers will be discussed, together with the teachers' other trained colleagues in the cluster meetings discussions.

5.6 Observation of the teachers in the cluster discussions

The researcher's observations in these meetings were focused on whether the teachers feel free to discuss issues, as they would like their learners to do. The researcher also needed to find out the problems that teachers encounter in their respective schools and how they intend to work through these problems.

It should also be mentioned again that most of the teachers in these cluster meetings have not started with neither the training of their colleagues, nor the implementation of life skill education in their schools. Problems surrounding the implementation and the training of teachers will also be discussed in this section.

The following indicators were used in the observation in the cluster meetings discussions:

- Do teachers feel free to discuss their problems in the cluster meetings?
- What are the teachers experiences in the implementation of Life Skills education at their schools?
- Do teachers share ideas that assist them with their problems and concerns?

Cluster meetings are held once every month. The meetings are facilitated by some teachers who were elected by the larger group. Master Trainers are there to oversee the meetings and to help the teachers with whatever they need. In these meetings the teachers are divided into smaller groups, where they discuss issues that affect them at their respective schools. At the end of the smaller group discussions every group reports their common problems and prospective solutions to these problems. Members from other groups may add to the solutions that have been presented.

The next discussion will focus on the cluster meetings' discussions as per each of the indicators above.

5.6.1 Do teachers feel free to discuss their problems in the cluster meetings?

In a larger group most teachers say very little and some never say even a word. Dividing teachers into small groups helped to get them starting to talk about their problems. The following problems and concerns were generally echoed by most of the teachers from different schools.

A need for a clearer understanding of what life skills really is. In one of the groups there was a lengthy debate as to whether life skills include skills like reading and writing. Teachers from some schools have a problem where some teachers feel that all the subjects they teach involve skill training, so they do not see a reason why they have to be involved in the training of sexuality education. These teachers in the cluster meeting needed a clearer understanding of

of the boundaries of life skill education so that they could go back and clarify the issue with their colleagues.

The teachers also discussed the materials they received from the Department of Education. The general feeling was that *the material is too little for use by all learners in the school*. Some schools do not have photocopying machines, so they cannot make worksheets for all the learners.

Teachers from some of the schools indicated that they have not implemented life skills education at their schools mainly because *they do not feel very confident in doing so*. This makes it difficult for them to train their colleagues especially because some of these teachers still see life skill education as the old 'guidance' subject. A lot of attitude change is needed for most teachers. Some teachers in the meeting expressed their feeling of discouragement because they are not sure of what to do to change the attitudes of their fellow teachers.

While some school principals are willing to support these teachers in implementing life skill education in their schools, there are those *principals who do not show interest in the subject at all*. There is a greater need to work with the principal of the school before they can start working with the teachers and learners.

5.6.2 What are the teachers' experiences in the implementation of life skills education at their schools?

Most teachers did not have much to say because they were still struggling to get life skill education off the ground in their schools. Olga and Regina though had some of their experiences to share with the other teachers.

Olga indicated the problems she was having with teachers in her school. After sharing with these teachers her understanding of what life skill education is and how it needs to be implemented, she had mixed reactions from the teachers. Unlike the Biology and Science

teachers, most other teachers indicated their reluctance in teaching life skills to the learners. That has also contributed to the delay in the training of these teachers.

On the part of learners Olga indicated that she usually gets a problem when teaching the grades 11 and 12. These are more matured learners and they seem to be embarrassed to talk about issues of sexuality. She has though, since found a way of getting them to feel free to talk. She uses case studies more often and that helps to make the atmosphere in the classroom more relaxing. But there are those learners who prefer to approach her when she is alone and they discuss certain issues that were discussed in the classroom.

In the lower grades, eight and nine, the learners are more free to talk in front of everyone in the classroom. This is an indication that a teacher should expect to have different learners as per age groups. That also goes with teachers; the younger ones might find it easier to be engaged in sexuality education discussions than the elder teachers.

Regina's experiences were similar to Olga's, with regard to the teachers attitudes. She found it easier to work with the younger teachers as compared to the elder ones. She did have a problem with their attitude, when she started training the teachers, but because her school principal is very supportive, she managed to succeed in getting co-operation from the teachers.

Regina has not started teaching learners at her school, although the grade nine learners have already started with life skills lessons. She explained how she, together with the school principal have drawn a programme which they intend to use in the implementation of life skill education in their school, the following year.

5.6.3 Do teachers share ideas that assist them with their problems and concerns?

Much as some teachers in the meeting did not have 'hands-on' experience on the implementation of life skills, they did have some ideas that could be tried to deal with problems some teachers were experiencing. For example, the problem of some elderly

teachers getting embarrassed to talk about issues of sexuality with the younger ones. One teacher suggested that one could invite experts on the subject, preferably someone who is also an elderly person to pave the way.

Olga and Regina also indicated that to make life skill education a success in the school, parents need to be involved in the education of their children. The idea is that some parents even offer to help with some lessons, which could be helpful to the teachers as well.

Another idea was an emphasis that teachers seek assistance from the Non-Governmental organisations, to help them treat aspects that they are not comfortable to deal with. Olga indicated that the Township AIDS Project (TAP) is always ready to assist in schools and communities; while Regina pointed out that community social workers are also available to offer assistance.

The other factor that was discussed was the difference in the needs of different communities. It was indicated that teachers should make it a point that whatever programmes they present to their learners should be according to the needs of their own communities. This is important because the learners, teachers and parents can take ownership of the problems they will be dealing with.

5.7 Conclusion

In this chapter, two case studies were discussed in detail. Indicators of the effectiveness of the Life Skills Train the Trainer programme to reach its target were used in the interviews and observations. These observations and interviews were unstructured, although structured indicators were used. The indicators were drawn from some of the basic requirements of programme evaluation as discussed in Section B in Chapter Two.

Although there seem to be evidence of the effectiveness of the Life Skills Train the Trainer Programme in some schools and teachers, there is an indication that there is more work that still needs to be done. The effect of the 'Cascade' model of training will also be assessed

using the information gathered in this chapter. These findings will also be used to describe the effectiveness of the programme in the next chapter. The findings will be examined and conclusions drawn to assess the extent to which the aims of the study have been realised.

CHAPTER SIX

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This study was prompted by the researcher's observations that Life skill education, mainly sexuality education, as part of the subject 'Guidance' in the old curriculum, was never given the necessary attention it deserved, by the school communities (see paragraph 1.2). The escalating rate of sexually transmitted diseases, including HIV/AIDS and teenage pregnancies has rekindled the need to re-focus attention on sexuality education in the school curriculum.

The Life Skills Train the Trainer Programme was put in place for the preparation of teachers to implement life skill education, particularly sexuality education in schools. The aim of this research was to evaluate if this training programme has managed to prepare teachers for the implementation of sexuality education in their schools. They focused on the success of the 'Cascade model' used in the training of teachers.

In this concluding chapter the following aspects will be considered:

- The findings from the literature study regarding important aspects of the Life skills training programmes will be summarised.
- The results of the empirical study will be discussed and assessed.
- Conclusions will be drawn to ascertain the extent to which the aims of the study were realised.
- Limitations of the study will be discussed.
- Recommendations for further research will be suggested.

6.2 Findings from the literature study

6.2.1 Findings regarding important aspects of life skill education and their relevance to the study (Chapter Two)

Life skills are coping behaviours that are important to an individual for effective functioning in his everyday life. Young people have abilities that need to be developed through practice. Life skills are necessary for physical and emotional well being and are used by an individual for adapting to and mastering life situations (see section 2.2). It was found that all subjects in this study teachers, learners, parents and school principals have indicated the need for life skills for every learner, both young and old.

Life skill education is a tool for empowering learners for life. Because of the complex nature of society today, the socialisation of young people cannot be left to parents only, the school has to also take part in this task (see section 2.3.1). This became evident when both Leeds secondary and Rhodes secondary schools held information-sharing sessions for parents to involve them in the introduction of sexuality education for the learners. The parents indicated their inability to teach their children on their own and requested the assistance of the teachers. Both parties agreed to work together on the task.

Whenever there is societal change, all institutions in that society are affected. The education system as an important socialising agent, also undergoes tremendous changes in order to satisfy the current and future needs of society. Yet the school curriculum requires to be drawn, based on the cultural background and specific needs of the particular society (see section 2.3.2).

In this study, the school curriculum of South Africa has been modified to cater for the changing needs of society. We see the introduction of an Outcomes Based Education system, with special reference to the introduction of the learning area Life Orientation. This learning area has been given an equal status with all the other learning areas, and is also compulsory for every learner. The problems of HIV/AIDS and STDs are addressed in sexuality education, which forms part of the area of Life Orientation. This is an indication of the focus on societal priorities in the South African society.

More than anything else, Life skill education is best facilitated through a process of self-discovery, and not teacher lectures. Experiential learning and co-operative learning are teaching methods that are used in life skills teaching, in collaboration with the groupwork method.

Experiential learning is the process of learning where learners learn from experience and reflect on what has been learned (Cloete & Van der Walt 1977:30). Experiential learning links individual experience with what the learner is engaged in at school.

Co-operative learning is a method where a group of learners pursue academic goals through collaborative efforts. This method has been found to encourage co-operation within learners and to assist learners to learn from their peers (see section 2.5.2). Co-operative learning is said to promote in learners the elements of: positive goal interdependence; face-to-face interaction between learners; individual accountability and social skills like sharing, respect and trust.

The two methods above are facilitated through group work. All these methods have been found to be suitable for use in this study because they are the most effective methods in the teaching of life skills. In order to produce good results, these methods need teachers to be well trained in the planning and implementation of these methods. Teacher training therefore becomes an important part of any life skill initiative (see paragraph 2.5.5). Hence the focus of this study is on the effective training of teachers who implement life skill education.

Over the years life skill education has been found to be one of the most important areas of assisting learners with emotional and social problems. Experts (see section 2.5.3.1) agree that through the methods of group work in life skill education, one is able to create a climate of warmth and acceptance in which the child feels free to express him in a protected environment. The purpose of this is to allow the learner to learn to deal with his own problems within an environment of acceptance.

6.2.2 Findings from the literature concerning factors associated with effective life skills training programmes (Chapters Two and Three)

- For any innovative programme to be effective there need to be a pilot testing and evaluation of that programme (WHO (2) 1998:6 paragraph 2.6.1.4) and (paragraph 2.8). These findings support the evaluation of the Life Skills Train the Trainer Programme in this study. The purpose of evaluating the programme is to provide the programme planners with insight into what contributes to the success or failure of the programme and what could be done to contribute to the success of the programme.
- The teaching of life skills should focus on both generic and specific life skills, for the prevention of abnormal and undesirable behaviours (see paragraph 2.6.1.4). The Life Skills Train the Trainer Programme, which was evaluated in this study, complies with these criteria. Although its main aim was to prepare teachers for the implementation of life skill education, with particular focus to sexuality education, other life skills programmes were included in the teacher-training programme. For example, decision-making skills, assertiveness training, facilitation skills and basic counselling skills.
- The training of life skills should offer trainees both life skills programmes content and facilitation skills. Training should also focus on the age group of the trainees, giving them training which is effective for the particular age group. It must be on going, including both pre-service training for teachers in training colleges and in-service training for teachers already in the teaching field.
- The success of a life skills programme like the sexuality education programme, needs to be designed and implemented in ways that recognise the policy and programme of all stakeholders. This depends on a number of factors like political commitment, government ownership, broad-based support, action research, creation of capacities and support systems, management support and the involvement of teachers, learners and their parents (see paragraph 2.2). The programme in this study has been either positively or negatively affected by some of these factors.
- For a life skills programme to be effective, well-trained teachers (see paragraph 2.6.1.3) should implement it. Teachers should be thoroughly trained on facilitation

skills, so as to eliminate the lecturing methods of teaching, in their facilitation of life skills lessons.

- The explicit aims of the Life Skills Train the Trainer Programme (LSTTP) are to empower both primary and secondary school teachers in the teaching of life skills, in particular sexuality education. Teachers who received training from their Education Districts were intended to train their colleagues in the teaching of life skill education using methods that will encourage learners to face their problems, be it academic or social and deal with them effectively.
- The LSTTP arose out of a commitment by the Departments of Health, Education and Welfare, to deal with the problems of HIV/AIDS, STDs and teenage pregnancies. The programme aims at enhancing the teaching of sexuality education on a wide scale by encouraging the whole community into owning-up to the challenges that face the whole society. The ultimate goal of the LSTTP, as mentioned in Chapter three, is to empower teachers to transform their attitudes towards life skill education and to transform their life skills teaching from the current didactic, authoritarian methods to methods which will involve learners in their own learning.
- As indicated in the discussion on the role of evaluation in education (see Chapter two, paragraph 2.10) and the factors that may influence the programme in its implementation, this programme is also bound to be influenced by issues outside the classroom or even outside the school. However, at present the evaluation of the programme in this study was targeted on issues only within the school community.
- The evaluation of the LSTTP undertaken in this study was of an illuminative nature, having taken into account the wider context within which this programme is been implemented (see paragraph 2.10). The two cases used in the evaluation of the LSTTP in this study were influenced by different factors, each according to its 'learning milieu' and 'instructional system'. Hence there are some different findings in the two cases.
- The role of evaluating the LSTTP was to be formative and not summative, as the programme was still in its infant stage and needs some continuous revision during its

development stage, to provide it with information that will give it insight. The descriptions about the LSTTP in Chapter five are meant to be enlightening for the planners of this programme, as to the degree of impact the programme is having on the empowerment of teachers on the implementation of sexuality education.

6.3 Findings from the empirical study

6.3.1 Findings concerning the training of teachers

Although Master Trainers received a once-off training, and were faced with a huge responsibility of training teachers before they could even practice their skills further, they managed to train these teachers with the assistance of the Non-Governmental Organisations.

Master Trainers received two weeks of training, which seemed very little for the content they had to cover. Teachers on the other hand received four days of training, which meant that the content they received was either congested or greatly reduced from the one received by the Master Trainers.

After their training, teachers received support material for use with learners in the classroom. Although they were supposed to train other teachers, they did not receive ample material in the form of training manuals, to help them with the training of their colleagues. These could have been used to give teachers a directive on how to start their training.

The training course was meant to be generic, aimed at introducing trainees to various content areas of life skills programmes. The training also had an objective of creating an awareness among participants, of the issues involved in life skills training and to encourage an adoption of a non-judgemental approach in dealing with these issues, trainees seem to have not understood this generic nature of the course. They still called for some other life skills programmes that were not included in their training.

The training model used in the LSTTP seems not to be progressing further beyond the training of representative teachers by Master Trainers. Training has not proceeded to the

other teachers in the different schools. This could mean that more effort needs to be put into this programme for the successes of life skill education implementation at school level.

6.3.2 Findings concerning the implementation of life skill education in schools

There still seems to be a pre-occupation with examinations and congested timetables in the schools. These seem to be seen as constraints to the effectiveness of life skill education implementation in the schools.

Instead of focusing on the prevention of diseases as the main focus of sexuality education, learners were pre-occupied in talking about relationships. Learners' attitudes to sex tended to be casual. The young people recognised the need to discuss sex openly inspite of societal taboos.

Where teachers are reluctant to get involved with the teaching of sexuality education, the involvement of the school principal could assist in encouraging these teachers to get involved. Trained teachers feel confident to take up the task of training their colleagues, but they need a great deal of support from the school management, the parents and the District Officials.

Support structures set in the form of schools clusters are involved with the identification of needs and sharing of concerns amongst teachers. These structures still need to emphasise in-service training and ensuring of a supportive working environment in the teachers' respective schools.

The fact that some teachers attended the life skills training only to represent their schools (as indicated in the responses to the questionnaires) could negate the goals of the LSTTP. This could have added to the laxity in the implementation of the programme in some schools.

The practices of teachers in their classrooms and in their groups, including cluster discussions, seem to indicate that, with interest and dedication from all stakeholders, the implementation of life skill education could be a success.

6.4 Conclusions

The aims of this study (see section 1.5) were realised. The literature was reviewed to investigate the factors that could influence the effectiveness of life skills programmes. The empirical study has also identified similar factors as important for the success of these programmes.

Teachers were interviewed, learners observed and interviewed, teachers were observed while implementing life skill education and the teachers' training programme was reviewed.

This study has highlighted the importance of the teaching of life skill education in our societies. The study has also highlighted the need for trained personnel to implement life skill education in the schools. It has become clear that people, young and old, need to acquire skills that will enable them to adapt in their environment. The need for life skill education is vaster than many people ever realise.

It has also become clear that even though a need has been realised, for the teaching of life skills, especially to learners, teachers and parents still feel uncomfortable to address the issues of sexuality education with learners. Learners, on the other hand indicate an urgent need to be informed on these "sensitive" issues of sexuality.

Whilst working with Olga and Regina, the researcher realised how the two secondary school teachers have made efforts to implement life skill education in their schools. Their practices in their respective schools are an indication that the training they received has been valuable in preparing them to work with their colleagues, parents and the learners.

It is also fortunate that the Health and Welfare departments have joined in the training of teachers and the implementation of sexuality education in schools, especially with the escalating numbers of people infected with deadly diseases because of a lack of ample information. As more people, including teachers, change their attitude towards life skills and join in the campaign to educate learners in life skills, the capacity for implementers will increase, as these people become experts in the field of life skill education.

Other studies such as this, conducted in other Districts or even in the very District C4 might confirm, deny, or even enrich our understanding of how the Life Skills Train the Trainer Programme is having an impact on empowering teachers in the implementation of life skill education in their schools and how this programme can be further improved.

6.5 Limitation of the study

It is acknowledged that this research is a small sample of evidence about the Life Skills Train the Trainer Programme. Firstly it looked at only two teachers from two secondary schools. Therefore, the generalisations drawn from this sample can only be provisional because other teachers in the programme could provide contrary evidence. The same teachers could also provide different evidence in the long run, as they become used to teaching life skills.

Only two teachers managed to implement the LSTTP at their schools. Both schools could not implement the whole programme, as it should have been. In one school the teacher observed, trained teachers only, whereas the other teacher implemented the programme in the classroom only. This made it difficult to have a thorough evaluation of the impact of the programme.

Only two months were spent in the two schools with the two teachers being observed in their practices. Two months cannot necessarily be generalised to all of the two teachers' practices, more so that in most cases the same groups of learners were observed repeatedly.

The two teachers were selected from the group that was trained by Master Trainers from District Central Four only. It could be that teachers in the other Districts received a different form of training, over a period longer or shorter than the teachers in District Four received. Therefore the practices of these teachers could be different from the teachers in this study.

6.6 Recommendations

A responsibility of the success of the LSTTP does not only lie with the Education and Health authorities, but also with teachers themselves in their ability to identify the needs of learners and to work towards satisfying these needs.

The success of the implementation of a life skills programme in a school also depend on the existence of an enabling working environment within which implementation has to be effected. It is therefore imperative that District officials continue to work together with teachers in establishing such an environment in the schools.

Changing attitudes and developing appropriate behaviours is not always easy to accomplish in a once-off training. Acquiring good facilitation skills is a process that can only be developed over time. A single training received by people attending a life skills course may not necessarily develop these skills. Adopting a long-term approach to training, with continuous re-enforcement and support would be a more effective approach for the training of teachers.

This study should be regarded as a part, and the beginning of a formative evaluation of this programme on phase three level. Continuous evaluation of this programme is therefore a great necessity and not a privilege.

6.7 Concluding remarks

Life skill education has been found to be a great need in societies today, more than ever before. In order to deal with the problems of diseases like AIDS and STDs, sexuality education has to form part of the school curriculum. This is a very sensitive area wich needs to be taught by people who had been well trained. The success in the training of teachers in the area of life skill education is an important aspect of the success of the implementation of life skill in the curriculum.

The Life Skills Train the Trainer Programme seems to have made an impact in the training of teachers for the implementation of life skill education. The sustainability of the

programme will depend on the survival of the support structures set in the different Districts and the ongoing in-service training for the teachers. With re-enforcement training, teachers could become better implementers of the life skills programmes.

We are what we repeatedly do.

Excellence, then, is not an act, but a habit

ARISTOTLE

BIBLIOGRAPHY

- Bandura, A. 1977. Social Learning Theory. Englewood Cliffs. N.J: Prentice Hall
- Burgess, R.S. 1985. Issues in Educational Research - Qualitative methods: Issues and Problems in Educational Research. London, Falmer Press
- Caplan, M., Weissberg R.P., Grober, J.S. & Jacoby, C. 1992. Social competence promotion with inner city and suburban young adolescents: Journal of Consulting and Clinical Psychology. Vol. 60 (1):56-63
- CASE. 1998. Evaluation of the Gauteng Life Skills Project: Report submitted to the Gauteng Department of Education and the Gauteng Department of Health in January 1998. Johannesburg
- Cloete, E. & Van der Walt, I. 1997. Co-operative learning: Group Work. Manual compiled for the Life Skills workshops. Pretoria
- Cohen, L & Manion, L 1989. Research Methods in Education. London, Roulledge Press
- Cohen, L. & Manion, L. 1994. Research Methods in Education. London, Roulledge Press
- Department of Education. 1997. Senior Phase Policy Document: Grade 7 to 9. Pretoria
- Donne, J. 1573-1631. Quotation. Poet, Clergyman and Religious Writer. Dean of St. Paul's. 1621-1631

- Gaylard, C. & Hlungwani, M. 1997. HANDS-OFF: Say No to Child Abuse. Workshop manual. Johannesburg. Community Chest
- GDE. 1997. Gauteng Life Skills Project. Project summary. Johannesburg
- GDE. & GDH. 1998. A circular sent to District Directors & Auxilliary Services Co-ordinators, on the 28 March. Johannesburg
- GDH. 1997. Epidemiological Comments Vol. 23(2). Paper circulated in the Department of Health. Johannesburg
- GDH. & GDE. 1998. Business Plan: Life Skills: Department of Health and the Department of Education. Johannesburg
- GLSP. 1997. Gauteng Life Skills Project. Department of Health and Department of Education. Johannesburg
- Gonzalez, R. 1990. Ministering Intelligence: A Venezuelan experience in the promotion of cognitive abilities. Internationa Journal of Mental Health. Vol. 18, (3):5-9
- Hopson, B. & Scally, M. 1981. Life Skills teaching. London. Mc-Graw Hill
- Hopson, B. & Scally, M. 1986. Life Skills teaching programmes. No. 3. Leeds: Life Skills Associates
- Karmel, P. 1984. Education and training for work and living. Australian Journal of Education. Vol. 28, (2):190-201
- Killen, R. 1996. Outcomes-Based Education: Rethinking teaching. Paper presented at UNISA. Pretoria

- Le Compte, D.M. & Preissle, . 1993. Ethnography and qualitative designs in educational research. New York. Academic Press
- Leedy, P.D. 1993. Practical Research- Planning and Design. New York. McMillan Publishers
- Life Line, 1997. Life skills training of trainers. West Rand, Johannesburg
- Lindhard, N. 1987. Life skills in the communities: Five teaching programmes. University of Cape Town. Cape Town
- Lindhard, N. Dlamini, N.1990. Life skills in the classroom. Maskew Miller Longman, Pinelands, Cape Town
- Lindhard, N. Dlamini, N. & Barnard, W. 1985. Guidance in the classroom. Cape Town. Maskew Miller Longman
- Lindhard, N., Mathabe,N. & Atmore, N. 1987. Life skills in the Communities: Careers Education Project. University of Cape Town
- NCFE, 1997. A framework for the transformation of Further Education and Training in South Africa. Report of the National Committee on Further Education: Pretoria
- NCSNET, & NCESS, 1997. Education for all: From Special needs to support” to developing quality education for all learners. Pretoria
- Ngesi, J. 1997. The need for guidance was never greater. An extract from a School Psychologists Paper in Kwa-Zulu Natal, “Recovery” August-September. Kwa-Zulu Natal

- NHPD. 1992. Sexuality and Life Skills Education. Department of National Health and Population Development. Pretoria
- Old Mutual, 1994/5. Open Talk - Talking openly about Love and Sex. Johannesburg. Storyteller Group
- Parlett, M. & Hamilton, D. 1976. Evaluation as Illumination: a new approach to the study of innovatory programmes. Centre for research in the Educational Sciences. Paper (9) University of Edinburgh
- Pedersen, A. 1993. Qualities of the excellent nurse. Nursing Administration Quarterly. Vol. 18(1):40-50
- Pickworth, G.E. 1990. Life skills training: Educating youth for life. Journal of Pedagogics. Vol. 11(1):77-89 University of Pretoria.
- Posavac, E.J. & Carey, R.C. 1989. Programme Evaluation: Methods and Case studies. New Jersey, Prentice Hall
- Raath, M. C. & Jacobs, L.J. 1993. Dynamics of the self-concept. UNISA. Pretoria
- Reader's Digest. 1993. Complete Wordfinder
- Rossi, P.H. & Freeman, H.E. 1989. Evaluation: A systematic approach. London. Sage Publication
- Roussouw, D.J. 1990. What industry demands of science educators: A survey. Onderwys Education Bulletin. Vol. 34(1):3-11
- Scriven, M., Tyler, R. & Gagne, R. 1967. The methodology of evaluation. Perspectives of Curriculum evaluation (1):39-83. Chicago. Rand McNally & Co.

- Sprinthall, R.C., Schmutte, G.T. & Sirois, L. 1991 Understanding educational research.
New Jersey. Prentice Hall
- Stufflebeam, D.L. 1971. Educational Evaluation and Decision-Making. Illinois.
F.E.Peacock Publishers
- “The Star” 1992. Life skills are the key to success. Learn and Teach Magazine.
Johannesburg
- Van der Walt, T. 1988. Life skills training and education in a changing society. Vol.
98(5):8 Education News. Kimberly
- Van Staden, J.J. 1990. Lifeskills: Their significance in the 1990s. Education Journal.
Vol. 4(2):14-19 Gazankulu
- Waite, D. 1993. Teachers in Conference: A Qualitative study of teacher-supervision or
Face-to-Face interaction. American Educational Research Journal. Vol.
4:675-702
- Weisen, B.R. 1998. Life skills Education: An essential element of health promoting
schools. WHO information series on school health. World Health
Organization. Geneva
- WHO. 1998. Life skills Education: Planning for research. World Health Organization.
(MNH/PSF/96.2 Rev.1) Geneva
- WHO (2). 1998. The development and dissemination of Life Skills education: An
overview. World Health Organization (MNH/PSF/94.7)

WHO, & UNESCO, 1994. School Health Education to prevent AIDS and STD: A resource package for curriculum planners. World Health Organization and United Nations Educational, Scientific and Cultural Organization

Wolcot, H.F. 1984. Ethnography in Educational Evaluation. SAGE

Worthen, B.R. & Sanders, J.R. 1987. The concept of evaluation: An overview. New York. Longmans

APPENDIX 1

LIFE SKILLS TRAINING PROGRAMME

NAME OF SCHOOL/INSTITUTION: LEEDS SEC.....
NAME OF TEACHER: CLGA.....

N.B.: In order to improve the status of guidance in the curriculum, an input from teachers is needed. Please complete this questionnaire and return it to the facilitators.

1. Please state the subjects you teach in their order of preference

GUIDANCE.....
ECONOMICS.....
ACCOUNTING.....

2. If guidance is one of the subjects, how long have you been teaching this subject?: 4 YRS.....

3. Do you think guidance is important in the curriculum? EXPLAIN

Yes. It makes the child understands himself and the environment around him to make decisions in order to achieve his own set goals.....

4. Do you think outcomes based education is any different from the old curriculum? Explain:

Yes. The difference is in that the child learns by seeking information himself and is no longer a passive participant. The emphasis is not on the theory only but the child must be able to do what he learnt.....

5. Do you think guidance in an outcomes based curriculum is different from "that" in the old curriculum? **EXPLAIN YES. THE NEW CURRICULUM EMPHASISES ON THE SKILLS E.G. THE ABILITY TO WRITE OWN CV; FILL IN APPLICATION FORM; FILL IN A CHEQUE, E**
6. Given a chance to contribute in designing a curriculum, what would you include in a guidance programme?
**GOAL-SETTING AND STRIVING TO ATTAIN THEM.
 VALUES AND ETHICS
 PROBLEM SOLVING**
7. What do you wish to learn from this life skills training programme?
**BASIC COUNSELLING SKILLS
 STRESS MANAGEMENT SKILLS
 DECISION MAKING / PROBLEM SOLVING SKILLS**
8. How do you intend to share the information gathered from this training programme, with the people who need that information?
**CONDUCTING WORKSHOPS
 PERSON TO PERSON DISCUSSIONS**
9. Do you think that only the guidance teachers, or all teachers should be trained in life skills? Please explain: **ALL TEACHERS SHOULD BE TRAINED AS THEY ALSO INTERACT WITH LEARNERS ON DAILY BASIS IN THEIR SUBJECTS. THIS WILL HELP REVIVE THEIR CONTENT AND MAKE LEARNING MORE INTERESTING**
10. Do you think learners with special educational needs (LSEN) also need life skills education? Please explain: **YES. THIS WILL MAKE THEM BETTER IN COPING WITH DAILY CHALLENGES AND MAKE MULTI-SKILLED AND IMPROVE THEIR PERFORMANCE AS THEY WHOLLY PARTICIPATE IN THEIR LEARNING.**

Here is a list of some life skills programmes which can be taught in the classroom. Please tick the ones you think are more needed by your students.

1. Decisions making skills. ✓
2. How to find a job. ✓
3. How to cope with unemployment. ✓
4. How to study effectively. ✓
5. How to manage time. ✓
6. How to use leisure time.
7. How to maintain or end a relationship.
8. How to cope with stress. ✓
9. How to be positive about oneself. ✓
10. How to be assertive. ✓
11. How study effectively.
12. How to find information and resources. ✓
13. How to deal with abuse (including substance). ✓

Thank you for your co-operation.

APPENDIX 2

LIFE SKILLS TRAINING PROGRAMME

NAME OF SCHOOL/INSTITUTION: Rhodes Sec

NAME OF TEACHER Regina

N.B.: In order to improve the status of guidance in the curriculum, an input from teachers is needed. Please complete this questionnaire and return it to the facilitators.

1. Please state the subjects you teach in their order of preference

Hotel Management

2. If guidance is one of the subjects, how long have you been teaching this subject?: N/A

3. Do you think guidance is important in the curriculum? **EXPLAIN**

Yes. Pupils need to learn skills over than academic one. They also need to explore who they are - strengths, weakness, attitudes.

4. Do you think outcomes based education is any different from the old curriculum? Explain:

It is more pupil-centred, more practical based.

5. Do you think guidance in an outcomes based curriculum is different from "that" in the old curriculum? **EXPLAIN**
- Yes. A wider variety of subjects is addressed. It is practical and has shifted from "career guidance" only or being considered a free period.
6. Given a chance to contribute in designing a curriculum, what would you include in a guidance programme?
- Self-awareness, self-esteem building, movement, sexuality awareness, career guidance, study methods, time management, goal setting, cross cultural exposure.
7. What do you wish to learn from this life skills training programme?
- Skills to be effective in implementing a life skills programme.
8. How do you intend to share the information gathered from this training programme, with the people who need that information?
- Workshops for teachers; running programmes in the school with the assistance of P.T.O's; the community.
9. Do you think that only the guidance teachers, or all teachers should be trained in life skills? Please explain:
- All teachers. Guidance/Life Skills is or should be across the curriculum; integrated into all subjects. Teachers become more aware of pupils' needs and are better equipped with problems.
10. Do you think learners with special educational needs (LSEN) also need life skills education? Please explain:
- Yes. They have to be taken up into the mainstream.

Here is a list of some life skills programmes which can be taught in the classroom. Please tick the ones you think are more needed by your students.

1. Decisions making skills.
2. How to find a job.
3. How to cope with unemployment.
4. How to study effectively.
5. How to manage time.
6. How to use leisure time.
7. How to maintain or end a relationship.
8. How to cope with stress.
9. How to be positive about oneself.
10. How to be assertive.
11. How study effectively.
12. How to find information and resources.
13. How to deal with abuse (including substance).

Thank you for your co-operation.