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The impacts of culture and gender in HIV/AIDS lived experiences in education workplaces : case study of selected public schools in Gauteng Province of South Africa.

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APPENDIX 1 RESPONDENT VALIDATION LETTER

Education Policy and Leadership Division

School of Education,

University of the Witwatersrand,

Johannesburg. South Africa

May, 6th 2008

Dear Participant,

Respondent Validation Letter

Thank you for participating in this study. This letter is to ask you to comment on your individual experiences of participating in this research.

I am counting on your usual support.

Thanks

Yours truly,

Uchenna Beatrice Amadi-Ihunwo (Mrs)

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APPENDIX 2 INTERVIEW GUIDE

1. What are the HIV/AIDS programmes in your school?
2. Are these programmes taught (time-tabled) or dealt with in the school as extra-curricular activities?
3. Do you know any leaner or educator who is HIV/AIDS positive? How do you know?
4. Is it easy to talk about HIV/AIDS in the school? Why?
5. How does the school deal with HIV/AIDS positive learners and/or educators?
6. Are educators infected or affected by HIV/AIDS and those who are dealing with the trauma of children affected, getting adequate help to cope with their situation?
7. Are children affected and infected by the epidemic receiving counselling and care? Is there a culture of care in your school? If yes, what are they and if no, why not?
8. Can learners who are affected find help from their teachers?
9. Can teachers freely talk about sex and HIV/AIDS with the learners?
10. Are the educators adequately prepared through pre-service and in-service training to teach life skills and the HIV/AIDS related part of the curriculum in your school?
11. Are learners being guided through the curriculum on safe sex and appropriate behaviours and attitudes?

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12. Have materials and courses been evaluated in terms of content, implementation and outcomes?

APPENDIX 3 SCENARIOS FOR VIGNETTE DATA COLLECTIONS

1. Mr Luke has been an educator in your school for over twenty years. His outstanding performance has been proven over the years with the brilliant performance of the students in the Matric examinations for the past ten years. Last year, Mr Luke's performances started dwindling. He started being moody and rude to the students and very unfriendly to the colleagues. Six months ago, you started noticing that he is losing weight and his complexion is changing. *How would you deal with this challenge?*
2. Sophie, a grade ten girl who has been receiving the platinum award for the past three years in all science learning areas is a very brilliant and warm learner and disclosed her HIV positive status to her class mates. She is told that she is a 'walking corpse'.
    A) *How does the school deal with such case?*
    b) *What will you do in such a situation?*
3. After a series of HIV/AIDS related TV/drama shows, a report has been presented that some educators and learners were showing some negative reactions/behaviours as a result of the programme and the HIV/AIDS epidemic.

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How would you deal with this situation?

4. Some educators and learners who are infected or affected with HIV/AIDS are showing resentment towards the HIV/AIDS programmes in your school.

   How will you revisit your school programme?

5. Mapile is a grade 11 boy who believes he is entitled to all the women he desires because of his cultural background. Some male teachers saw nothing wrong with it while some female teachers frown at it but could not speak. *How would you handle this situation?*

6. Mrs Tato and Mr Nyati are your teachers. They could not discuss/talk about HIV/AIDS with their learners. The reason being that they come from a cultural background where sex and its related matters are not discussed openly.

   What will you do to make them change their attitudes?

7. Mr Chaka a board member is an Izangoma. He wants the school to incorporate traditional/cultural medicine and approaches to the HIV/AIDS educational programme.

   How would you deal with that?

8. Lily your teacher in charge of the cafeteria recently disclosed her HIV positive status. If a majority of the board members are of the opinion that she should be relieved of this responsibility.

   What will you do?

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9. Themba is caught half naked with a junior female student. When threatened with expulsion, he confessed that he is HIV/AIDS positive and has been told that sex with a virgin will cure him.

   What will you do?

10. Masango is a Zulu teacher who is HIV/AIDS positive. His head-teacher struggled to assert herself over him. His culture does not recognise the authority of women.

    How will you overcome the clash of culture and HIV/AIDS challenge in this case? (For female head-teachers)

11. Mary, Martha and Jane your grade 11 learners are excited about their upcoming reed dance festival. They are ready to have their virginity tested according to their cultural background.

    How would you advise these learners in view of HIV/AIDS?

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APPENDIX 4 CONSENT LETTER

Education Policy and Leadership Division

University of the Witwatersrand, Johannesburg

South Africa

June 10th, 2007

Dear Participant,

Letter of Consent

The Education Policy and Leadership division of the University of the Witwatersrand undertakes the responsibility of maintaining confidentiality in regards to the interviews and focus group discussion conducted for this project. You are free to withdraw your consent at any point in this research. The anonymity of individuals and the institutions are hereby guaranteed. Information obtained in the course of this research remains the property of Education policy and leadership division of the University and access to such information will be controlled accordingly.

Your signature below will indicate your informed consent and willingness to participate in this research.

I …… hereby consent to participate in the research of Education Policy and Leadership Division on the impact of culture and gender in The Impacts of Culture and Gender in HIV/AIDS Lived Experiences in Education Workplaces Case Study of Selected Public Schools in Gauteng Province of South Africa.

Thanks

Uchenna Beatrice Amadi-Ihunwo (Mrs)

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