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APPENDICES

Appendix 1
Sample of letter to the Provincial Education Director

Appendix 2
Sample of letter to the Permanent Secretary – Ministry of Education

Appendix 3
Request for Informed Consent to School Heads / Principals

Appendix 4
Sample of Letters of Informed Consent to Teachers

Appendix 5
Map of Zimbabwe showing Masvingo District

Appendix 6
Interview Schedule A – Ministry of Education, Sport, Arts & Culture Officials

Appendix 7
Interview Schedule B – School Heads / Principals

Appendix 8
Focus Group Interview Schedule C – Secondary School Teachers

Appendix 9
Open-ended Questionnaire Schedule D – Secondary School Teachers

Appendix 10
Ethics Clearance Certificate

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Department of Management and Policy Studies
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10 March 2009

The Provincial Education Diretor
Ministry of Education Sport & Culture
Masvingo Regional Office
Tongogara Street, Wigley House
P.O. Box 89
Masvingo
Zimbabwe

Dear Sir/Madam

I am a PhD student at the University of Pretoria. I kindly seek permission to undertake research in Masvingo district to collect data for my doctoral studies in four secondary schools.

My research topic is *Secondary School Teachers' Conceptualisation and Implementation of the AIDS Action Programme in Zimbabwe*. The research project will involve individual interviews with secondary school teachers, principals, and government officials responsible for the AIDS Action Programme for schools in the Ministry of Education Sport and Culture. It will involve focus group interviews with selected teachers and observations. The information obtained will be treated with confidentiality and will be used solely for the purpose of this research.

Before data collection begins, I will first go to each of the schools to explain the nature of the research and the participants' roles. Participants have the right to withdraw from the research activities any time.

I hope that the information obtained from this research will benefit school principals and teachers in identifying strategies for effectively implementing the AIDS Action Programme in their schools.

Yours sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

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20 March 2009

The Permanent Secretary
Ministry of Education Sport & Culture
Ambassador House, Kwame Nkurumah Ave
P.O. Box CY 121
Causeway
Harare
Zimbabwe

Dear Sir/Madam

I am a PhD student at the University of Pretoria. I kindly seek permission to undertake research in Masvingo District to collect data for my doctoral studies in four secondary schools.

My research topic is *Secondary School Teachers' Conceptualisation and Implementation of the AIDS Action Programme in Zimbabwe*. The research project will involve individual interviews with secondary school teachers, principals, and government officials responsible for the AIDS Action Programme for schools in the Ministry of Education, Sport, Arts and Culture. It will also involve focus group interviews with selected teachers and observations. The information obtained will be treated with confidentiality and will be used solely for the purpose of this research. Participants have the right to withdraw from the research activities any time.

Before data collection begins, I will first go to each of the schools to explain the nature of the research and the participants' roles.

I hope that the information obtained from this research will benefit your school principals and teachers in identifying strategies for effectively implementing the AIDS Action Programme in their schools.

Yours sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

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30 July 2010

The School Head/Principal
Xxx Secondary School
Masvingo
Zimbabwe

Dear Sir/Madam

I am a PhD student at the University of Pretoria and I would like to conduct research on *Secondary School Teachers' Conceptualisation and Implementation of the AIDS Action Programme in Zimbabwe.* I am seeking permission to conduct my research in your school. I am also inviting you as an individual to participate in this research.

The research procedures will involve data collection in three phases. In the initial phase, you, the school principal will participate in a semi-structured individual interview. In the second phase, five teachers who are direct participants will complete an open-ended questionnaire and participate in a focus group interview. Before data collection begins, I will first come to your school to explain the research and outline the roles of participants. Participants have the right to withdraw from the research activities any time.

Direct participants and indirect participants will be protected from harm by adhering to strict confidentiality and working closely with a school counsellor to refer participants who may need such services as a result of involvement in this research. Voluntary participation will also be respected.

Thank you in advance for assisting me in this research. It is my hope that the findings obtained from the study will be of benefit to all involved since the ultimate aim of the study is the reduction of HIV and AIDS through effective implementation of an AIDS intervention programme in secondary schools.

Yours sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

DECLARATION OF CONSENT

If you are willing to participate in this study, please sign this letter as a declaration of your consent. It acknowledges that you participate in the research project willingly. It also acknowledges that you may withdraw from the research project any time.

You are assured that the identity of interview observation participants will be kept in confidence.

Participant's signature .... Date: ....

Researcher's signature .... Date: ....

Yours Sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

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30 July 2010

Teacher xxx
Xxx Secondary School
Masvingo
Zimbabwe

Dear Sir/Madam

I am a PhD student at the University of Pretoria and I would like to conduct research on *Secondary School Teachers' Conceptualisation and Implementation of the AIDS Action Programme in Zimbabwe*. I am requesting you to take part in the study as a primary participant.

The study will involve focus group interviews with teachers teaching HIV and AIDS education under the AIDS Action Programme for Schools and individual interviews with school principals.

Data collection will be conducted in three phases. In the initial phase, the head of school will participate in semi-structured individual interviews. In the second phase, five teachers per school will complete an open-ended questionnaire. Finally the teachers will be asked to participate in focus group interviews. Before data collection begins, I will first come to your school to explain the research and outline participants' roles. Participants have the right to withdraw from the research activities any time.

Thank you in anticipation for assisting me in this research. It is my hope that the findings obtained from the study will be of benefit to you in identifying policy implementation strategies and suggestions for effectively implementing the AIDS Action Programme in your school. Kindly complete the Declaration of Consent memo attached below.

Yours sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

DECLARATION OF CONSENT

If you are willing to participate in this study, please sign this letter as a declaration of your consent. It acknowledges that you participate in the research willingly. It also acknowledges that you may withdraw from the research project any time.

You are assured that the identity of interview and open-ended questionnaire participants will be kept in confidence and not revealed to any parties or organisations that may be involved in the research process.

Participant's signature .... Date: ....

Researcher's signature .... Date: ....

Yours Sincerely

R. Mugweni
PhD student
University of Pretoria
South Africa

APPENDIX 6
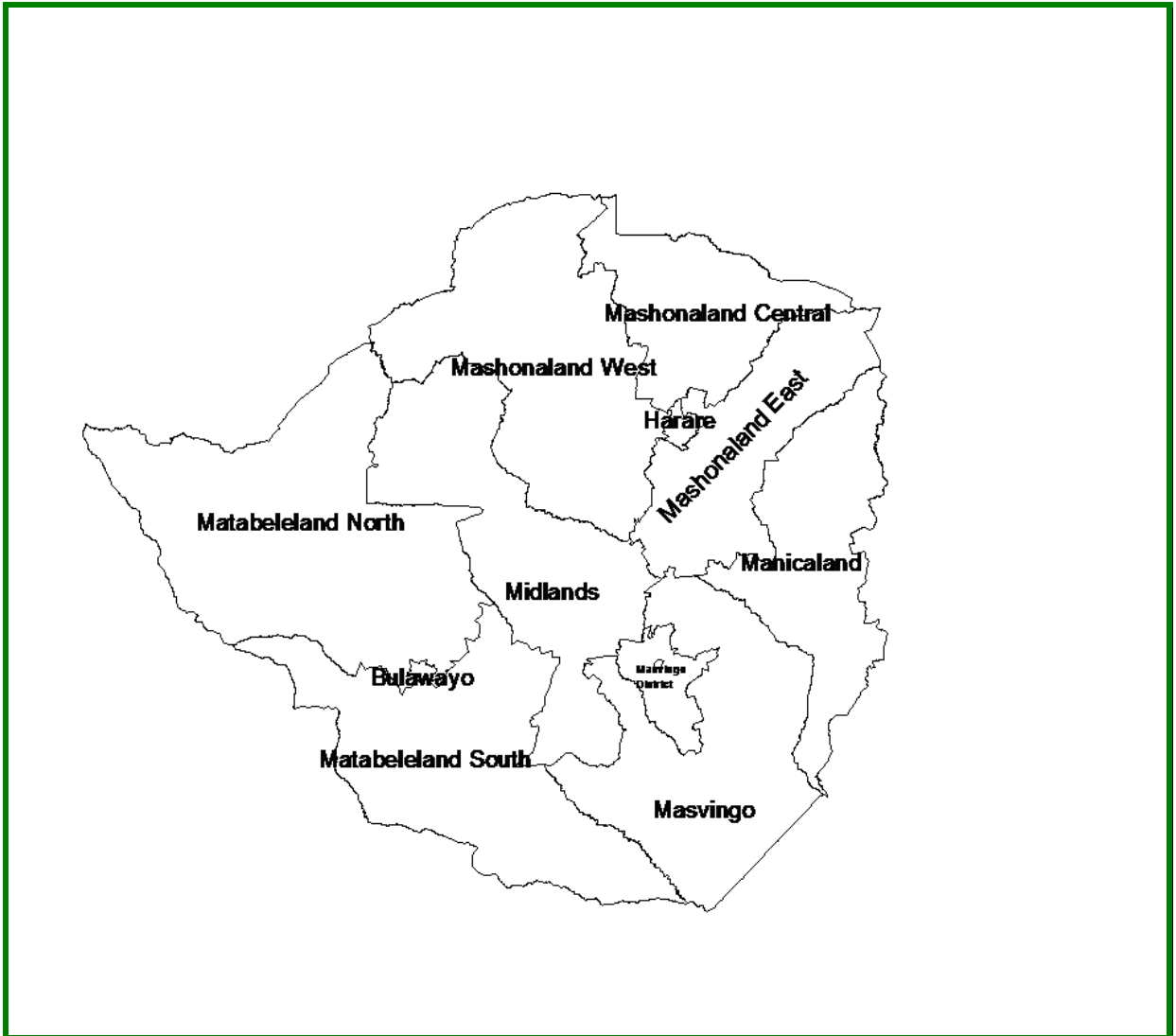
**INTERVIEW SCHEDULE A
MINISTRY OF EDUCATION, SPORT, ARTS & CULTURE OFFICIALS**

The purpose of this schedule is to solicit Ministry of Education officials' understanding of the policy provisions, objectives, teacher mandates and the implementation framework for the AIDS Action Programme at secondary school level.

Interview Date --

1. What specifically is your role in the Ministry with respect to HIV and AIDS education under the AIDS Action Programme for Schools?

2. What is the policy framework driving the AIDS Action Programme for Schools?

3. What are the major goals of the programme?

4. As a Ministry of Education Sport and Culture official, what do you view as key components of the AIDS Action Programme for Schools?

5. Are school principals and teachers knowledgeable of the AIDS Action Programme for Schools' policy provisions?

6. As a Ministry official under the programme, how do you help school principals/heads to implement the curriculum?

7. What are the mandates of school heads and teachers on the programme and how are they communicated to them?

8. What challenges do schools face during the programme implementation?

9. Since HIV and AIDS education and life skills are not examined, how do schools assess students' performance?

10. What are teacher concerns in implementing the AIDS Action Programme for Schools?

END OF INTERVIEW SCHEDULE A

APPENDIX 7

**INTERVIEW SCHEDULE B
SCHOOL HEADS/PRINCIPALS**

The purpose of this schedule is to solicit school heads' views on the implementation of the AIDS Action Programme in their schools.

1. What is your broad understanding of the AIDS Action Programme for Schools?

2. What are the major goals of the AIDS Action Programme for Schools?

3. What are your views about the programme since its inception in terms of its successes and failures?

4. Is HIV and AIDS education taught at your school, is it on the timetable?

5. How is the AIDS Action Programme implemented in your school and which methods are used?

6. What is your HIV and AIDS education school policy? How do you relate your school policy to the official AAPS policy?

7. What is your role in the school with regard to the implementation of the curriculum area?

8. As the school head, are you adequately trained to meet your mandates on the programme? How can you be assisted to implement the policy better?

9. Which of your teachers participate on the programme and why?

10. How do your teachers understand the AIDS Action Programme and are they adequately trained to implement the subject area?

11. In your view, what do the policy and curriculum for the AIDS Action Programme entail?

12. How does your school effectively implement the AIDS Action Programme? May you give evidence?

13. In which ways are students benefiting from the programme?

14. What do you see as possible gaps between and among policy, curriculum provisions and teacher practices regarding implementation of the programme?

15. What challenges does your school encounter in implementing the AIDS Action Programme for Schools?

16. What Ministry support do you get? Do you have adequate resources to support the programme? Explain.

17. Are the teachers in your school emotionally prepared to teach HIV and AIDS education?

18. As the school principal, what suggestions can you give regarding implementation of the AIDS Action Programme for Schools?

END OF INTERVIEW SCHEDULE B

FOCUS GROUP INTERVIEW SCHEDULE C
SECONDARY SCHOOL TEACHERS

The purpose of this schedule is to solicit data in order to establish teachers' understanding of the AIDS Action Programme for Schools (AAPS) and how they implement the policy and curriculum innovation in their classrooms.

1. What is your understanding of the AIDS Action Programme for Schools and how is the programme received by other teachers in your School?

2. What are the main goals of the programme?

3. What do you interpret as policy for the AIDS Action Programme for Schools?

4. What strategies are employed by your school to implement the subject area?

5. Which are some of the life skills you develop in the learners during HIV and AIDS education lessons?

6. How do you rate the availability, relevance and adequacy of HIV and AIDS education resources in your school?

7. Do students benefit in terms of attitude and behaviour change? How?

8. As HIV and AIDS education teachers, what teaching strategies do you employ in your classrooms?

9. As teachers, does the programme affect you in any way? How?

10. To what extent do you think teacher understanding of the AIDS Action Programme contributes to the success or failure of its implementation?

11. What teacher knowledge and skills are required to teach HIV and AIDS education under the programme?

12. What is the role of the school principal in the implementation of the AIDS Action programme?

13. What are the common concerns and challenges in the implementation of the programme? How are the concerns addressed?

14. Which are the possible gaps between policy provisions and curriculum regarding the AIDS Action Programme for Schools?

15. Does implementation of the AIDS Action Programme meet the needs of secondary school learners?

16. How satisfied are you with the curriculum content of the AIDS Action Programme?

17. Which delivery methods seem to be effective in teaching HIV and AIDS and life skills education?

18. What changes in learners' lives would you attribute to their exposure to the AIDS Action programme at school?

19. Through which subjects do students learn better about sexuality, HIV, and AIDS issues?

20. What recommendations would you make for effective implementation of the subject area in schools?

END OF FOCUS GROUP INTERVIEW SCHEDULE C

OPEN-ENDED QUESTIONNAIRE SCHEDULE D
SECONDARY SCHOOL TEACHERS

The purpose of this schedule is to solicit secondary school teachers' understandings, response to and implementation of the AIDS Action Programme for Schools.

SECTION A: Biographical Data

*1.	What is your pseudonym* --

*2.	What is your gender and age* --

*3.	What is your highest academic and professional qualification* ----------------------
	---

*4.	Subject specialization* ---

*5.	Teaching experience* --

SECTION B: Research Information

6.	How do you understand the Zimbabwe AIDS Action Programme for Schools

	_____
	_____
	_____
	_____
	_____

7.	Which are the key components of the AIDS Action Programme?

	_____
	_____
	_____
	_____

8. What does Ministry policy for the programme entail?

_____

_____

_____

_____

_____

9. What do the policy and curriculum for the AIDS Action Programme entail?

_____

_____

_____

_____

10. Is there need for implementing the programme in secondary schools? Why?

Yes [   ]   No [   ]

_____

_____

_____

_____

_____

11. What do you understand to be the main teacher mandates? How do you respond to and implement the AAPS at your school?

_____

_____

_____

_____

12. Which knowledge and life skills are imparted to learners and do they yield positive results? How?

_____

_____

_____

_____

13. Do you have an HIV and AIDS education school policy? Does your school policy meet the implementation mandates of the AAPS?

_____

_____

_____

_____

14. As a teacher on the AIDS Action Programme, how do you respond to the programme's implementation mandates?

_____

_____

_____

_____

15. Do you view yourself as academically and professionally qualified to teach on the AIDS Action programme?

_____

_____

_____

_____

16. How many HIV and AIDS education workshops and seminars have you attended during the last four years?

_____

_____

_____

_____

17. Do you have training in teaching sexuality and HIV and AIDS education other than the workshops and seminars you attended? Explain your answer.

_____

_____

_____

_____

18.   Being a subject specialist teacher, are you competent enough to teach HIV and AIDS education issues? How do you mainstream HIV and AIDS in your subject area?

_____

_____

_____

_____

19.   Do you receive support from the school administration? Specify the nature of support received.

_____

_____

_____

_____

20.   Which areas of the AAPS are mostly emphasized by your school and why?

_____

_____

_____

_____

21.   Which problems related to HIV, AIDS do students at your school normally encounter, and where do they go to seek help?

_____

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22.   What methods do you employ when teaching HIV and AIDS education under AAPS? What do you understand by participatory methodology?

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23. Is the AIDS Action Programme an effective life skills development policy? What are the possible gaps between policy and practice?

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24. Would you say that the implementation of the AIDS Action Programme in schools is meeting the needs of the learners? What is your evidence?

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25. Does the programme yield positive results among learners, including orphaned and vulnerable children in your school? How do you come to this conclusion?

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26. What concerns and day-to-day challenges do you face with regard to implementing AIDS Action Programme for Schools?

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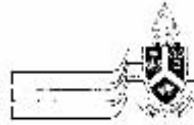27. As a teacher on the AIDS Action Programme, how prepared are you to teach sexuality and HIV and AIDS issues?

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28. What suggestions can you give for the effective implementation of the AIDS Action Programme in schools?

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END OF INTERVIEW SCHEDULE C

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :**	EC 10/02/03
DEGREE AND PROJECT	PhD Secondary school teachers' conceptualisation and implementation of the AIDS Action Programme in Zimbabwe	
INVESTIGATOR(S)	Rose Manetswa Mugweni	
DEPARTMENT	Educational Management and Policy Studies	
DATE CONSIDERED	1 November 2011	
DECISION OF THE COMMITTEE	APPROVED	

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE	Prof L Ebersohn
DATE	1 November 2011
CC	Jeannie Beukes Prof. C.G. Hartell Dr N.C. Phatudi

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.