

TRANSCRIPT 1

FOCUS GROUP INTERVIEW SCHOOL I: VN680012

What is your understanding of the AIDS Action programme?

1. My understanding of the AIDS Action programme is that individual schools should implement the teaching of HIV and AIDS lessons in their schools and this is a national programme which entails that all pupils should receive tuition, individual tuition on HIV & AIDS.
2. I think I would like to illiterate what the previous speaker has said. To empower them with knowledge of how to prevent HIV & AIDS. To notice behavioural changes in pupils. I think those are some of the AIMS of the programme.
3. It is a programme which brings about awareness within different groups of pupils of school going age, and also it gives awareness of the social implications of the HIV and AIDS programme. It is very beneficial in its mandate to bring about that understanding so that pupils will know where to go and what to plan for in their lives.

How is the programme received by other teachers in the school?

1. The individual teachers greatly appreciate the programme and feel that it brings about behaviour change in pupils especially to abstain from sexual activities which lead to HIV and AIDS.
2. I think generally other teachers really receive it quite well. Because to a large extent its also beneficial to their role as teachers. When certain behaviours which are not good are noticed and the programme really helps to give direction to pupils. Hence, it improves discipline. Teachers welcome it in such a way that they feel its better to teach somebody who is disciplined in such matters so, I think most of teachers really appreciate this programme.
3. It's a very enlightening programme to teachers, but you find that there are some who shun the programme saying its too emotional, its too sensitive for the pupils to be held in such a way. But, to a larger extent we find that most teachers welcome the programme. Because it brings about a human being who is very full and competent in future life.

What would you say are the main goals of the programme?

1. The main goals of the programme are that we should focus on adolescence and puberty, then sexuality among pupils, then the issue of the prevalence of HIV AND AIDS in Zimbabwe and the wider world.
2. Just to add on to what he has said. It also helps to remove the stigma that is concerning HIV and AIDS. Its maybe one of the aims I think.
3. It encourages pupils to be vigilant, to face life realities in their day to day survival, and it gives the pupils room to see where to go and where to end in their real situations.

What do you interpret as policy for the AIDS program?

1. Policy for the programme entails that there is a national mandate that is given to the Ministry of Education, regional level, then the school, and the teacher mandate which is given to individual teachers, that they should teach HIV and AIDS to all pupils.
2. I think the policy for this programme is mainly to have the work planned for from the school level up to the classroom situation. Whereby, that planned work should be delegated to teachers and then a follow up must be made that the work planned is being done in the classroom situations. And it will help made the planned work to be accommodated within the syllabus in the schools.

What strategies are employed by your school to implement the AAPS?

1. As a school we give individual tuition to pupils on HIV and AIDS making sure that the subject Guidance and Counseling is time tabled. We also involve pupils in community activities, workshops and or awareness campaigns.
2. The fact that in our school there is a teacher who is just meant for Guidance and Counseling really proves that the school supports the programme. Just like what Mr Sakala said that there is a time whereby pupils are taught the subject and even when the school has to support pupils when they have to go for such programmes really proves that they support the programme.
3. The programme is really supported in the school because you find that teachers are allowed to attend workshops which are being administered by different organizations. We find that even pupils themselves take part, they participate within the programme in different sectors when they are wanted to take part.

4. We normally have open discussion with the kids. We also partake in Guidance and counseling lessons. We also give pupils some reading materials, fillers, action pals and books which actually give information on AIDS and the oral discussions that we have. We also have outsiders who come to impart knowledge on HIV/AIDS to pupils. Outsiders such as Red Cross, the Police, the Ministry of Health people, legal Society Foundation. We also have Scripture Union. Such organizations come to school and discuss openly with the kids on HIV and AIDS.

Which Life skills do you develop in learners during HIV and AIDS lessons?

1. Basically, pupils are taught how to behave, to abstain from sexual activities. There is such good morality that is being imparted to young boys and girls, that they should abstain from sex before they get married. Basically, I think that's one of things that benefit the pupils.
2. We also tell pupils to empower them to say no. Their word no should have more power than other means of prevention. They should actually refuse to partake in sexual activities, especially with the elders 'these sugar daddies.
3. Basically we look at the spiritual aspect of the pupils. That the children accommodate what would have taken place if they really have to accommodate the situation once they have somebody with HIV and AIDS, they should learn to accommodate such a situation. In that respect we look at the spiritual side of these pupils. How they should accommodate and incorporate such a person within the community. They should be brave enough to face reality if they find themselves in such situations.
4. We also encourage those who are HIV positive to constantly take their drugs so that the drugs will actually work well to improve their health situation. We also encourage pupils to come out openly for help so that they take the drugs earlier the time they would have suffered a lot and wasted. So we encouraged them to open up earlier, to seek information and advice earlier, so that they get onto the treatment programme at an early stage.
5. Maybe that issue of going out for testing is the one which we also emphasize that they should go for HIV/AIDS testing. Then they know their status.

Do you normally create other activities or you stick to those in the resource books?

1. We create other activities especially on the spiritual side. We get involved in other activities such as clubs especially scripture union is assisting them, guidance and counseling is part of the programme. We invite people like the police to come to talk to them. We have specialist people from the Legal Project Centre.
2. We have several NGOs coming into the school to implement programmes and also to assist us in teaching these children about HIV and AIDS.
3. We also have an Environmental Health Club where we discuss issues on HIV and AIDS openly. We have a herbal garden to try and have other means of boosting our immune system apart from the drugs. So we are trying to educate them the various ways of boosting our immune system.
4. I think as teachers we also integrate information about AIDS even in our individual subjects. I think it's one of the ways in which we teach the pupils about AIDS. Say I teach literature, I can choose a book with something to do with AIDS, and I teach it. Maybe I can give them a composition that has to do with AIDS, and I teach it. Maybe I can give them a composition that has to do with AIDS orphans and how people view people with AIDS and like the integration of the information about AIDS and the subject which I am teaching.
5. Okay, at one time someone with AIDS, full blown AIDS, came to the school and talked to the pupils about his status and what causes that, how to prevent it and how to care about people with AIDS, particularly the attitude side.

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

1. I feel that we have inadequate resources especially when it comes to groups that visit us NGOs and other individuals who come to start up programmes. They do hit and run programmes sometimes. There is no continuity of programmes. So they just come, hit and then run away for long periods.
2. We also have limited resources on Guidance and Counseling lessons. You find out that most of the lessons are off session lessons. Most of the pupils will be tired will be hungry, so they will be thinking of running back home to find that very few pupils will have to attend the lessons. We also feel that the school

should have as much reading materials as possible, so that almost every child would have access to the material.

3. I feel human resource wise there are plenty of members of staff who can assist only that there is limited time given to the subject. I feel if there is time to utilize the human power which is within our school, there is plenty which can be covered being given to the pupils at any time. But the time frame itself is not really adequate.
4. I also feel that there is a lot of theory and not practice. For instance, we talk about herbs we don't have the herb garden. We talk about the correct food what to eat, we don't have the money to buy the food to assist the needy ones, those who don't get the food. We talk about medication but we can't take them to hospital. So I feel there is a lot of theory and it's beyond the teachers. We hope you are going to assist.

Probe: of the materials available are they relevant and comprehensive?

1. Yah the little that we have is very relevant. You find out that most of the information that we get is current information that help to boost the knowledge of pupils about this HIV and AIDS dreaded thing.

How do students benefit from the programme?

1. To a very large extent I believe that students benefit. Like what Mrs Chuma said that at one time somebody with full blown AIDS came to the school. I think that really helped in way to scare off pupils so that they wouldn't engage in anything that would lead them to have HIV. I think there is a lot of behavioural changes that are noticed in pupils, especially when they are taught about the effects of HIV. I think most of them really change their attitude and behaviour.
2. I also feel that there is a positive output on this programme. Because most of the pupils now have changed their behaviour. Some used to be shy, fear stigmatization but since we have tried to sort of remove this label on them, they come openly, they also come to school regularly, their performance in class is also going up. We really feel that there is a big change.
3. Pupils are changing quite positively.

4. Yes, I think its true that there is noticeable behaviour change, in that pupils are abstaining from rampart sexual activity. They are also embracing the new teachings which they are receiving from either their peers, the peer educators. Also they are participating fully in some of the programmes launched by Red Cross, Duchi Care and other NGOs.

As HIV and AIDs education teachers on the programme, what teaching strategies do you employ in your classrooms?

1. Normally participatory approach is what we use. Right, we really want people to say it out.
We want them to be involved in the discussions. We don't want to give them recipes on how to live positively. But we want the information to come from themselves, so that they feel that they really, they can do it. They can do what they have said. Because of the resources they have at school, their friends. So it is more empowering to let them participate fully than to give them recipes that they would not be able to implement. So the participatory method is what we normally use.
2. The participatory methodology includes dramas, song items and any other activities where they participate as pupils as groups, pairs or individuals. In groups they may present short speeches or dramas, present song items and or poems. So it varies depending with the nature of the programme or that day.
3. I think the lecture method whereby I have to tell pupils the situation on the ground about HIV and AIDS its also very important. Since we are trying to empower these pupils with knowledge. They might not have some bit of knowledge about HIV, AIDS, stigma and such. Like so, sometimes I have to research and tell them information that will help them. So that they can act upon the information.

As teachers, does the programme affect you in anyway, and in which way does it affect you?

1. The programme may affect us. Lets say if you don't have the requisite knowledge you find it difficult to deliver the lessons. It also affects us especially when we see that pupils are infected by HIV and AIDS when they are affected by that disease and we know we don't have he resources and the medication.

Sometimes we don't have the relevant people to whom we can refer these pupils so that they get help.

2. I think generally this subject HIV and AIDS is very sensitive. Some of the way it affects us, it's a subject maybe that has been ignored, that was not talked about for a long time. Maybe I have my relative who died of AIDS. So if I have keep on talking about those things, emotionally, it will also affect me. That's what I think can affect me.
3. It's a very sensitive subject to talk about to pupils specially if you find that in the classroom situation there is a pupil who is HIV positive, it becomes very difficult for me to keep on going to that subject day after day. And thinking in mind that I am looking forward for results academically it's not possible. If I look at the person, the pupil who is suffering and viewing the future of that child, it's really a sensitive issue.

Probe: How do you try to cope with the emotional stress as teachers on the programme?

1. Normally when we come we have such situations we discuss with others. You find somebody who is well versed with the subject or the area, then you sit down and discuss, you share ideas, you research. Normally, again the other method that we normally use is the spiritual realm. We pray about it and we believe that the Almighty God have to save us. Otherwise if we don't do that we feel bad and will not be able to help the next group. So we normally discuss and talk to the Almighty about the whole thing.
2. We basically do bad and sharing as teachers. We pray about it as previous speaker as teachers. We pray about it as previous speaker has echoed, especially at this school we value the spiritual aspect and we implement it. We use referrals if it means referring to individual churches or pastors we do that.

As teachers on the programme, to what extent do you think your understanding of this programme contribute to the success or failure of the programme?

1. My understanding of the programme is very essential because when I don't grasp the goals and aims of the programme I will not implement the desired aims of the programme. So a teacher is to fully understand the aims and

objectives of the AIDS Action programme, and look for the requisite materials and resources to use so that we become effective.

2. I also feel that those who are involved or those who are partaking the subject should be completed enough. If they are incompetent then it means that the implementation of the programme is going to be a downfall. So I feel they should be competent.

Probe: How do you rate the competence of the teachers, their understanding?

1. I think we rate teacher competence by their qualifications that are paper qualification as well as the way in which they do their job which is the practical side. For somebody may have paper qualification and not be able to deliver what they have learned academically. So this entails maturity of thought. Is the person mature enough? Do they dispose of themselves well in a manner in which pupils can confide in them when they have problems.
2. We can also rate teacher competence by the product, the outcome of the whole activity. Now if a teacher sort of tries to help some pupils and there is no behaviour change, there are no positive results most of the times, I am not saying that the teacher should have positive results all times. At times you fail, at times you gain, is it, depending on the individual that you deal with. So if most of the products are positive then we can say the teacher is competent enough to do the subject or help pupils.

What teach knowledge and skills are required to teach HIV and AIDS education?

1. The individual teachers need training on HIV and AIDS. They should be educated maybe to receive that paper qualification which we talked about. Teachers can also receive in-service training, attend workshops and seminars.
2. And they have got the will power. Are they willing to teach the subject, because if you force them to teach the subject, they will just attend and they will not really deliver. So they should be willing. Then you also look at their work load, if they have got many lessons, even if they are willing they cannot teach the subject.
3. Like what the others have said the teacher must be knowledgeable. They must have knowledge of the subject area. The teacher should also be honest. Honest to yourself and even to the kid. Otherwise, nothing will come out (hapana chinobuda). I also feel that the teacher should be confident in the subject. You

must have confidence in what you will be talking about. Instead of doubting that I think it will be like this, maybe it will be like that, may be it will be like that. You should be knowledgeable giving children the correct information. Confident in such that if a child is coming to you he or she would know that I am going to get real and appropriate help. The teacher should also have self-awareness 'if one does not have self awareness a student will come to confide in you with a big problem which may even trigger the teacher's problem then nothing will work out. I think these are some of the qualities of those who teach on the programme.

4. I think I just want to add on that back to the classroom situation maybe delivering information. Maybe skills, you talked about skills. Maybe I should employ skills which make children enjoy the particular lesson. Maybe if I just go to talk about the same things talking about the same method the children well end up being bored and they would not want them to understand. So I think just to have different teaching methods, sometimes showing them films, videos and find something interesting to the pupils that help them understood the particular subject. So those are some of the skills like the teachers using different teaching methods especially those interesting to the children so that thy grasp the content.

What is the role of the school principal in implementing AAPS?

1. The school head should ensure that teachers are teaching the programme. School heads also give the necessary support where needed.
2. Support such as making sure that the subject is timetabled, the lessons are on the timetable. In forms where there are workshops, seminars also the teachers to participate.
3. The school also support us by recommending the need to various organisations for help. Pupils who are in need of various organisations or handouts such as food, clothes, school fees and other things are assisted in a way.

What are the common challenges or constraints that you meet in implementing AAPS?

1. Common challenges, lack of resources. They are inadequate and the fact that when some people come and implement programmes there is no continuity of those programmes. They leave gaps. An NGO may be funded for a month.

They come here. They implement a programme, then they go away for the next two years you don't see them. Maybe you see them after 2 years.

2. The other challenge that we normally have is on referrals. Our referral centres are few. And they don't give feedback to say what they have given a child and which programme they have placed the child. So that's another challenge. You can help a child and then you refer the child, you don't get any results. You just see a child not coming to school or something not right.
3. Those teachers involved are overworked. They have their normal work load. For example one teacher is the head of the counseling department, head of the science department, has got a full load of academic lessons and then is supposed to teach this programme off session. At the same time there is nothing in terms of remuneration. Yes they are willing to do the work, they try to do their best. But they are only human beings. They need that extra mile but there isn't anything extra that they get that is different from any other teacher when they are doing this extra mile. So these are some of the challenges. Even though they are doing it, they are doing it but these are the challenges they meet.

The programme is affecting many kids. If you go into a class you see that half of the children in the class are orphans because of this. But it's painful to those who are teaching that. It's painful to those who teach that like you said before that it's theory and not practice. Sometimes they fail to understand that you sympathise but the sympathy ends in the air. You as a teacher what can you do, nothing. Even those who come to do research, they don't give you anything. It's just spending time giving them that information. They go and they don't come back. So these are people, the few who are doing it.

Probe- How are these challenges being addressed by the administration?

1. The administration has tried to give teacher incentives through Parents Teacher Association (PTA) now called School Development Committee (SDA). They also give individual support where teachers lack.
2. Where teachers are asked to go for workshops they are given bus fares. That is if they ask for them. If they don't ask..., but they are supposed to get something but they don't get lunch. We expect those centres to provide for them. If they don't then they will just go without.

Giving teachers permission attend is another way of supporting. Passing on information where its wanted for instance. Referring some cases. They are doing their best. Actually they need extra support from outside particularly from people like you.

3. Our administration help us in many ways. They support us a lot especially if you go with the problem of a child without school fees especially these OVCs, those without uniform

Ms Chuma goes out of her way to look for the children's clothes and jerseys. At this school we got some clothes and gave the children. So administration supports us a lot. They support this programme. Many dilemmas end up here, but the most challenging ones are referred to higher offices. There are some children on fees challenges NGOs who can help, there are some teachers who are assisting. The administration knows those who are willing to assist so they talk to them. They are willing and paying fees for some of the kids, from the little money (2c) that they are getting.

What do you see as the possible gaps between policy provisions and curriculum implementation

1. I think the gaps are that policy is enunciated after the policy is enunciated, there may be no fellow up from those policy makers to really see that what they desire is really see that what they desire is really what happens in the classrooms. So, that the gap is because we need follow up by the relevant people so that they ensure we do exactly what is required.
2. There is no continuity on set policies and what happens in schools. Policy stay in computers, in syllabuses, here its implemented but no one assesses what is taking place. There must be some assessment of saying what is happening. If there could be that continuity, the programme will be very effective.

We say we really want to see behavioural change that's another aim. I think that area is being done, like we have said we see a lot of changes in behaviour. So on that aspect there is a link between policy and implementation.

Do you think implementation of this programme is meeting the needs of secondary school learners?

1. Yes I see it as meeting the needs of learners more than we anticipate. Because secondary school learners are adolescents. Adolescents at this stage they have

that storm and stress behaviour, they have identity crisis, have a lot of confusion, so a lot of influence, experimental early age, and the development of different organs. So a child really wants to feel to taste how sweet are different things. If we actually teach or give them such information, the advantages and disadvantages of such things they enjoy, it helps them a lot. The child will have an informed decision and live a better life. So the programme helps a lot at secondary school level.

2. Like what she has just said, they want to experiment, so some kids are being helped. We have case that happened today. Someone was trying to videotape a girl because they want to know what she looks like inside. So if you show them the pictures they know what a girl looks like. In our science syllabus there is this topic on Reproductive Health, so some of the pictures are there they see them. We are even recommended to use videotapes showing, especially when you are teaching about STIs, we will be doing that. A child can be helped by that. Another child may have that anxiety that I want to explore further. So if we teach. AIDS education at secondary school level I see as if it really helps them.

How satisfied are you with the curriculum content for HIV/AIDS education?

1. We feel the curriculum content is maybe adequate to the level of the pupils. I think it has been broken down to the level of the pupils, its relevant.
2. I view or see it as good.
3. I think it should include topics like Home Based Care. I think that one is missing. You find that children who will care for parents or relatives who are sick are children who are children who are even the age of those at secondary school. So I don't know whether we really teach it or maybe we concentrate on HIV and AIDS but to deal with home-based care, because learners come across such situations maybe we just ignore it. I think we need to emphasise that because that is really what is happening.
4. A lot of theory and not practice, so we need more practical lessons.

Which delivery methods seem to be effective in learning about HIV and AIDS?

1. The participatory method basically although the lecture method is seldom used. But when they really participate-short skits, poems and any other group activities.

Do you use peer leaders in your lessons and how effective are these peer leaders on the programme?

1. Peer educators normally are not involved in the lesson since they want to be taught also within the lesson. So we normally use them during clubs. We have clubs that we do with their peer educators. That is where they participate a lot. Not in the lesson so that he/she remains a peer educator who is central or at a centre stage. Normally we don't use them like that.
2. I feel that peer educators are very effective in that us because of the age group (difference) that is between us and the children maybe they think that we don't understand them and the like. Maybe if they are being taught by someone of the same age group. They tend to grasp and maybe believe in that person more than they would do to us because of the age gap that is between us.

How then do you assess children's understanding of sexuality and HIV and AIDS issues?

1. We assess and rate by what they do after they have acquired the relevant knowledge on the subject. That is their behaviours and also the activities that they get involved in to show that they appreciate the fact that HIV and AIDS is there to stay. That it is affecting and infecting many people in our communities.

How do you evaluate the programme?

1. We evaluate the work on the programme in our scheme books. Because we do scheming and planning for the lessons we evaluate also by seeing what happens among the learners themselves. That way we rate developments that may be taking place.
2. Like we said that the resources that have limited. You find out that we have limited. You find out that the teacher we have the scheme book, we have the syllabus and a few materials the teacher refer to. There is no test items that we can use like what they say in psychology there should be test items that will be there. In HIV and AIDS education there are no test items. You evaluate on your own assessing a child. You can be objective, you can be subjective in assessing a child as an individual.

I think here test materials are required, so that you see whether learners are grasping or what that behaviour change of a child, also seeing how the child is

participating. Whether learners are understanding during discussions. So we have a gap on the issue of assessment and evaluation.

What changes to the learner's life would you attribute to their exposure to the programme?

1. We have seen abstinence in some pupils, we have also seen pupils changing their friendship patterns. As well we may hear reports from some parents, I mean positive reports that is when children are doing okay when we meet parents.
2. We see good behaviour being shown by children that they are delaying in sexual activities after they obtained such information. They are delaying in engaging in sexual activities. Many children used to get married as soon as they leave school. Now they are spending two, three years doing courses before getting married taking care of their life. It is a result of the information. School dropouts are reducing. It is another positive area, another positive measure.
3. We also realise that some of the children we deal with are properly and happily married in life. They also appreciate that the AIDS education we offered him/her helped in life so that proclamation that we get from children gives us a guiding line of what is happening.
4. I want to comment that it may be for fetched but maybe it comes from schools that in Zimbabwe a percentage of people with HIV dropped. I think it's the advise and knowledge given in schools which makes children even if they are mature and older become responsible in their behaviour. Even at national level the percentage of people with HIV becomes low.

As an individual, to what extent have you contributed to the implementation of the AAPS?

1. I have tried to be resourceful, to look for the requisite knowledge and materials to use. I have also been involved other teachers in the school, mature teachers to Guide and Counsel the pupils and pupils can confide in them when they have problems.
2. I have integrated HIV and AIDS matters in my lessons. I make sure that whenever I get the opportunity I talk about HIV and AIDS effects even in my lessons.

3. I find it very challenging indeed but I have done my best to lead the pupils mostly in the spiritual nature. Referring them to what God really wants of a human being, regarding the morality of the human being. And how that person should be incorporated where he realises that he is HIV positive.
4. I made a resource centre where pupils with questions, problems can come for reference. There are books at our small library where students research so that they get more information. I am also a counsellor for the kids, I do referrals and other duties on HIV and AIDS expected of me by the department. My attendance of seminars helped me to be empowered to help students more knowledgeable and with good strategies.

Overall, what would you say are the major challenges or problems in implementing the programme?

1. The major problem here I see is that there is a lot of paper work and no practice. We do not see what is being done on the ground but theory, we have lots of papers but action we are not able. The other problem I see there is no follow up. People just come to dump information and go for good. No one comes back to check what is happening, how are the affected and infected being helped. There are no handouts to help child-headed families. We give people information and they go. Us who give information we appear as fools. So there is no follow up and its one of the major problems.
2. Maybe it's the sensitivity of the subject itself. Maybe most of the people are affected so that if you are delivering the content to the child ... I remember it was in 2005 when an English language where a comprehension passage on AIDS was given by ZIMSEC. It was very emotional, I remember that year pupils failed English. Because if the child had left a child suffering from AIDS at home how was he child going to concentrate on the exam paper. I see the issue is still sensitive. Its not very easy for a child in the situation to find it easy. I am not saying the programme must not be implemented but those are some of the problems we can face that some children do not just want to talk about it and to be free about it.
3. Another problem is that the issue of stigmatization has not yet finished in people. So far you really talk with students on the programme you find a child being pin pointed even the teachers being pointed at. So that stigmatization if it still exists, I don't know how it can be removed in people. But its still there and

as a result people begin using the program. That if its like that we do not want the programme because it makes us being labeled that we have HIV. That is another problem.

4. Let me add on that to say it is frightening to the children to be identified that h/she has got HIV and AIDS. Some will be finding something to laugh at. And also it comes from the teachers and or elderly people in society, that where the big problem is to say many people laugh and they stigmatize these developments.

What recommendations can you put forward for effective implementation of AAPS?

- 1.. We recommend that adequate resources be provided. That there be enough teaching time allocated for the subject. There should be through and meaningful follow up on programmes. So that the programmes remain continuous.
2. Teachers who teach HIV/AIDS be trained. So that they have deeper content. So that they have good qualities and skills to teach that subject so that it becomes effective.
3. Somebody can be effective when someone is doing something with a passion on it. I think for people who would teach Guidance and Counseling, I think they should really empathise with the pupils. So that children especially on counseling become free of stigmatization and victimization. So teachers with a passion for that, well trained and the skills that they will impart on pupils should be grasped by pupils correctly. Should not be like nurses who are rough to patients/people because they were not meant to be nurses.

Thank you.

TRANSCRIPT 2

FOCUS GROUP INTERVIEW SCHOOL 2: VN680023

What is your understanding of the AIDS Action Programme?

1. AAPS – is that programme which teaches or which gives children ideas about HIV and AIDS.
2. I think HIV awareness is all about giving children an insight into this epidemic which has rocked the world.
3. I think it is a programme which is designed to cater for people who can be affected by the epidemic or who are already affected by the epidemic disease which is called AIDS; and it again educate the public about how to handle people who are HIV affected.

How is this programme received by teachers in your school?

1. The programme is incorporated in guidance and counseling, as one of the topics that is a major topic in Guidance and Counseling. But Guidance and Counseling subject is not given room, enough time in the timetable. Hence its not received in a way other subjects are being treated at this school. Its just like a part-time subject that the HOD and other members can find extra time to teach it. Therefore, it depends with the teacher to teach it or not.
2. I think teachers are not taking it very serious because its like they really don't know what is involved in making pupils aware of what should be taught or known about HIV.
3. I think teachers are not aware again of what they should teach and what they should not teach and in this subject.
4. Teachers are not aware because there are no syllabuses to cover. 'vanhu havatorina ruzivo and vasina ruzivo nezveizvozvo, kutitodzidzisa vana ava sei, toenda kupi, todii. Chinozongoitika futi ndechekuti tinongozoona sekuti zvinotiwanzira basa pamusoro pekushaikwa kwemari.

What do you see as the major goals o the programme?

1. Tiri kuzama kudzivirira vana vedu. This generation 'kuti HIV isa spreada'
2. The other objective I think is for making kids even appreciate those who are affected by the pandemic, even in classes, at home, and to make children

aware that they should teach, sometimes teach their parents that they should assist orphans in their homes.

3. It trying to make pupils to have a role to play in the society to discourage the spread of the epidemic. To make children aware of that disease. That's why it is called HIV awareness campaign.

What do we interpret as police on AAPS?

1. Is to make pupils just aware that there is HIV and AIDS
2. I think it's a compulsory issue that children should be taught about the epidemic.
3. Ah, I don't know about the policy.
4. The policy while it is saying its compulsory, "vanenge vachizoti" each class should have one lesson per week, one 35 or 40 minutes lesson per week.

What methods or strategies are employed to teach on the programme?

1. We are doing it as a subject through guidance and counseling but its not on the time table because it doesn't fit. The time table is full and otherwise I am finding difficulties in teaching this one.
2. We are trying to teach the subject but we don't have materials, we don't have the content. We don't even know what to do with the kids suppose I am given the period, the time to go and teach the subject.
3. "Apa ndotofunga kuti it runs from the policy, the government policy. 'Hapana policy in place inoita enforce that HIV programme to be successful. Because even our Ministry of Education, its just on paper, but practically, there is nothing which is being done practically. Therefore we are having problems when it comes to teaching that subject. Because even the rewards, we don't have the rewards, even you get friction with the parents if you don't have something to protect you. If you talk to the children, the prize you get concerning HIV and AIDS. "Paunenge uchitraya kuCounsellor paya uchanobata-bata zvimwe zvinobata vana mbuya, zvimwe zvinobata vana sekuru. The kwosechewa kuti uyu ndiani, nditicha ani unotsvaga zvekumusha kwedu asi Head vakadai. Apa wozouya kunaHead. Head voshayavo zvokuzviprotekita kuMinistry of Education kuti ticha wangu wanga wotsvagei. Saka dai iri subject yakangoita seScience dzangojairwa waiti ndanga ndichingoitawo basa rangu rakati rikati. But iyi haidaro nenyaya yekuti isocial subject. Its on social aspect, inonobata even the parents kumba kuti vandidana vakati uri positive. Pangava poda makhadhi poda

chii, wona wangu mangoona kuti wadai iwe pamwe unoda kumubetsera. Saka dai tanga tine policy iri in place, inoholder, inoitira kuti iniwo sateacher ndazoita izvozvoiniwo I am protected. Pane zifear rokuti what are my parameters even if I am sitting that there is a problem? For example, child abuse. That child abuse is a major topic especially 'kuno kusecondary because taane vana vokura vava pa adolescence vava kubvira kuonawo nemaparents avo kana nevamwe vanova abuser. Zvino ini kana ndikadana mwana iyeye pachikoro , ndiri weguidance and counseling, ndinofanira kucounsellor mwana uyu kuti azive kwaanofanira kuenda. But, isati yasvika kuya kumacourts nekupi nekupi inoda kumboitwa pano pachikoro. Pachikoro panoapaHead unoshaya samba rekundi protector.

4. 'Kunofanira kuva nemamwe mamethods which the government must use. Zvino motivator kuti' those pupils affected by the epidemic 'vanove, vanobuda pachena' so that 'iwewe' as a guidance and counseling teacher you have room to talk with them, to discuss further what should be done under such circumstances.
5. On a positive note we cant say 'hapana, takango neglectawo, hapana zvinhu zvirikuitika. Programme like Duchcare gives us some resources to help such infected and affected children. Inongova problem chete yekuti policy ndiyo inofanira kuve enforcing. Tikangosimbirira papolicy zvinhu zvese zvinetenge zvatonaka. Because pane vamwe vanenge vachitoriwo eager to help, giving us what to help with but if you are helping from junk without being known you are helping as who, within which parameters, ending where and starting where. Then it becomes a problem. We recommend protective policy so that when we deal with topics such as child abuse, we will be knowing that already ifi am a teacher dealing with such subject I am protected, just like Maths, jut like any other subject. It's a topic in question.

We are afraid because we are expected to teach children about their rights, their right, looking at them so you see that parents are used to treat their children the way they like. Then a child reports that my uncle beat me up, my mother beat me. Then you say go and report to the police. Then the parents will come to school to challenge who is teaching my child such things. Mwana wozoti kusapekedzwa kwandinoitwa ini ndine kodzero dzangu dzekutengerwa hembe.Nekuti vana vanematorere avanozviita, tadzidza pamusoro pamarights

teacher vatoti ikodzero yangu ndinogona kutokumhangarirai. We want empowerment, total empowerment.

Which are some of the life skills which you are trying to develop in your learners?

The skills we are empowering children are:-

1. Self – esteem, Self-help skills, manners, how to handle situations, to be analytic.
2. To develop the child's self-esteem, confidence in what the child does, something like that.

Do you create your own activities or you stick on those from the Ministry?

1. Nothing from the Ministry but creating our own. We try to create our own at our school.
2. We create activities according to the given situation. Suppose you get into a classroom where there are problems. You start talking about the problems that exist at that particular point in time.

How do you rate the availability and adequacy of the HIV and AIDS programme?

1. We don't have resources. We have nothing to rate expect to talk about – we have nothing. We have no resources, no material, we have nothing ah!
2. Except human resources, teachers are available but other resources we don't have. These were given as chorus answers.

Do you think the students are benefiting in terms of attitude and behaviour change?

1. I don't think they are benefiting because we don't have ample time with them. Especially here in town, they need a lot of time to talk to them.

What teaching strategies do you use in your classrooms?

1. We just transfer our teaching methods from other subjects to this subject. Because we don't have a specific syllabus for it if I am a Science teacher I just transfer the teaching methods to that, if I am a Shona teacher I just transfer these.

2. Its usually class discussion.
3. Individual discussions with affected students.

As a teacher, does that programme affect you in any way?

1. We are affected because at times if you have trained to teach a certain subject and then you lack resources to back up then you are not going anywhere. Then you are totally affected. Because socially, morally and psychologically you are misfit. Because 'kana ukanzi uri teacher weGuidance and Counseling vamwe vanopedzisira woshaiwa kuti iwe uri weyi, wakanangana neyi havakunzwisisi. But iwe unenge unchifanira kunzwisisika because wakatzozvitrainer. But haunzwisisiki nekuti varipa community iyoyo havazivi kuti unoita nezvei. Then inini a person apiwa subject iyoyo even the Head handizivi kuti ndovaitirei. Kana kukauya veDuch Care ndoita zvavanoda, kana vakauya vechii. Then I am totally affected as a professional as an individual because I have skills to teach kids but the environment is not conducive for me. We don't have parameters, where to start and where to end and policies to back us up. No syllabuses, no materials, no what but you are a just moving. You are a subject teacher who should teach the subject
And above all the subject is not taken as important. Not examined. So you find people are not serious when you ask them to teach. We try to make our own syllabuses, derived from the environment.

Do you think teacher understanding affect the success of implementing the programme?

1. To a larger extent it does. Because information is not dished to the public. If I am the facilitator of the subject, am I not in a good environment to dish out the information that I have. Therefore, the information is not reaching the public that it is supposed to. Therefore it becomes a non-starter. The programme flops. Because teacher 'wacho ndiye anenge ari key yeku kiinura vari kuseri uko, zvino kana key ikadonha ikarashika munoramba vamwe vari kuseri, vamwe vari panze.

What knowledge and skills are required to teach HIV & AIDS under the programme?

1. We need workshops for knowledge and content and skills. A lot of workshops so that each and everyone of our staff learn. We are supposed to be taught even AIDS awareness itself. Am I aware totally what happens to the person. And at times theoretically I may know a little bit. But we should go into practical situations. We should go to the hospitals and see how to handle those people with HIV and AIDS. So that even me as a teacher, I am able to handle a person with HIV and approach. And the language to use which is very powerful.
2. We also need resources to use so that those skills can be imparted. We need to go outside there and see how to assist our students.
Knowledge is power. We need even to go to our neighbouring countries and see what is happening. To source out even resources, even knowledge about how it is done in other countries and even pass the knowledge through workshops to other people.

What is the role of the Principal in implementing the programme?

1. To distribute duties in terms of teacher allocation only. To facilitate proposals that we were making previously concerning the empowerment of us. Try to widen the horizon for us to source knowledge concerning that subject with the outside community, Even the outside community, the Ministry of Education, so that the policies will be put in place to back us for security reasons.

What are the common day to day challenges that you are facing implement the programme?

1. To distribute duties in terms of teacher allocation only. To facilitate proposals that we were making previously concerning the empowerment of us. Try to widen the horizon for us to source knowledge concerning that subject with the outside community. Even the outside community, the Ministry of Education, so that the policies will be put in place to back us for security reasons.

What are the common day to day challenges that you are facing to implement the programme?

1. Social problems, tinenge totokonana ne community patinenge tichi tryer kuhelper. Even pachikoro pedu, kana vangodana vana, the girl child, its a major topic the girl child, then by so doing you are inviting problems. Even their home

background, even here at school. And if you are talking about the teacher pupil interaction with a male teacher.

2. We do not have protection from the school, the community, the Ministry of Education and we feel if we go deeper with the subject we get into more problems. Even their home background, even here at school. And if you are talking about the teacher pupil interaction with a male teacher.

Tinowana maproblems akatowandisa in the sense yekutoti, sokumbotaurwa kwazvamboita, panokwanisa kunge pane mwana une problem, the moment yandinogotanga kungotaura naye, tichazatora mafurther steps from there ari correct ini ndotopinda musoup. Nokuti zvofanana nokuti panogona kurepotwa zvokuti vana vanofanira kuenda ku Victim Friendly Unit vondoripota. Nyaya yava ikoko. Maourisawo dzimwe nhambo vakauya panoapa vanouya vozotsvaka madam. Saka the moment pandinooneka ndichitaura nemupurisa, vana vanotanga kutoti madam vanga vachimbotaura nemusikana nhingi. Baba vemusikana nhingi ndivo vasungwa saka madam ndivo vakadini, vakashata, handiti munozviona.

People should be aware that having HIV its not a crime, they should be open. For example, there as a problem that once happened at this school, whereby a girl was tested positive, then almost the whole class knew about the situation. Then another boy in upper sixth went to have an affair with the girl. So we don't know what was the outcome of the relationship. The girl did not open up. Maybe the community should be aware that AIDS is not something which should be kept secret.

By right it is the duty of the teacher to intervene now, it becomes a problem. A big problem when you are not protected. Its closing up the channel for you to intervene. Then you become affected when such problems arise, you keep quiet and HIV/AIDS will spread.

How are your concerns addressed by the administration?

1. I think even the administration is in problems in terms of this, and someone cannot address other people's problems when he/she is in hard problem and deep problem. It is as well affected by the policies which are not in place, and one cannot protect the other one.
2. Our concerns are not being addressed. Let me say we have seen gaps GAPS between policy and curriculum implementation, there is no syllabus. There is

monitoring, there is no assessment. There is no funding, no incentives. You just see as things adding your work load and time wasting.

Does the implementation of the AIDS programme meet the needs of learners?

1. If it was being done properly it would address issues that help learners. Because, actually, socially, morally, emotionally, even economically. Because children are affected out there by things that would come and disturb them in their learning.

How satisfied are you with the curriculum content of the AIDS programme?

1. Already we don't have the syllabus and we don't know at school level.
2. The Ministry is not having the syllabus that covers about HIV and AIDS. They only have objectives. But at school level, we make our own syllabus. Each school makes its own syllabus, so its very different from one school to another. Therefore its not uniform so that it can be set as an examination, so it doesn't satisfy anything.

Which methods seem to be effective in teaching this subject?

1. Class discussion and role play
2. Class discussion and role play are best methods which I have discovered to be very effective in teaching and implementing AAPS.
3. Even music therapy is very important.
4. Question and answer as they relate their experiences.
5. Personal discussions with individual kids. Sometimes the problem is more personal.

Do you have peer educators in your school and how effective are they?

1. Peer educators we don't really, of course there are there but because there are certain times when they go out like at Red Cross peer educators. But here at school we don't see them involved and being effective.
2. They are few such that they cannot help at a large school like this one.

What are the changes that you have seen in children's life?

1. Behaviour change at times. Some have opted to go for testing. A limited number of pregnancies is taking place.

If you are integrating or mainstreaming, which subjects do you think are better to teach HIV and AIDS.

1. Science subjects, English, Social subjects. There are topics in Science that touches on human sexuality and other issues.
2. For example, human and social biology. It touches the social aspect of the child. Even how to handle people who are ill including those with HIV.

Suggestions for effective implementation of the AAPS?

1. Basically we want to talk about the policy enforcement by the Ministry of Education so that the teachers are empowered to teach the subject without fear.
2. Lack of resources, we think s a school we should be given, we should allocated, when other subjects are being given resources, we should also get something out of it.
3. Lack of time to teach the subject. The subject is not put on the school timetable like any other subject. So it should be given time so that teachers actually teach as a normal load not as part-time to students.
4. The problem of lack o protection because as teachers we are afraid to teach some topics, to talk about them. We open a can of worms, or open a Pandora box. Because if we proceed with some topics we will be affected. So we ask the Ministry if it can find policy, a section in the policy which protects us as teachers, so that we handle children issues as they are.
5. It should be given importance, for example at higher level, people are given diplomas, Certificates and so on. At school level, maybe we should find a way of examining it so that pupils can be given something that will help them later maybe to recognize its importance.

Again we emphasize on learning from neighbouring countries so that we see what others are doing. To see how they do it in developed countries to protect the teachers who teach this subject.

Thank you

TRANSCRIPT 3

FOCUS GROUP INTERVIEW SCHOOL 3: VN680018

What is your understanding of the AIDS Action programme for schools

1. My understanding is that AIDS Action programme for schools is not that specified in our curriculum as it were. My understanding is that they should be taught about this HIV and AIDS because they are the vulnerable group. These are the kids that are most affected or infected by the virus.
2. I think Zimbabwe AIDS Action programme or schools is mainly to alert or to make aware some pupils who are still young of the AIDS pandemic which is in our country. To also alert them on how they should avoid being infected or affected by the HIV virus whilst they are still young.
3. My understanding about the Zimbabwe AIDS Action programme for schools is that I think it's a subject which should be taught in school specially at the level of children at secondary school, adolescents. So I think its very vital that it should be taught. But, as it is now, I think it is not included in the curriculum as it is not stipulated on the time tables.
4. My understanding of the AIDS Action programme to schools is that there should be a focus and a push to go into schools by individuals or organisations teaching children about this pandemic. Because they are vulnerable group. They are the people thar are most affected. But they don't know how to handle the situation, don't know how to handle puberty and they don't know how to handle teenage age. So the AIDS Action programme really should do more than its doing now.
5. The AIDS Action programme I believe it's a useful programme to make the youths aware of the danger of AIDS. I know the Media is already doing a lot in informing everybody about the dangers of disease. But I think we need to get closer to the group. That is the youth. To make them aware that its not only the older people who get affected but they are also in danger. So I think there is a need to push this programme and have more people get in touch with our youths and protecting them.

How is this programme received by other teachers in your school?

1. I think every teacher in the school is aware of the dangers of this disease and they would like to have the children taught. They are very keen even themselves to teach about this pandemic to the children. There is no negativity about it everybody wants to have this pandemic known by the children. So its popular, everybody wants to teach the children about it.
2. The teachers can also want to teach the subject but the problem is like I said before, the subject is not time tabled, there is no adequate information as pertaining to the subject and how to teach it of cause the media is trying to do something but really there is need for some organisations to have materials that can be used for teaching. There is also need for them to train teachers or to train other people who can come and really work on the issue of the AIDS Action programme.
3. I think most teachers have welcomed the programme and they are prepared to teach or talk to pupils about AIDS. But the problem its not on the curriculum. It has to be scheduled on the time table so that it will not have problems. So that it will not cause problems, for example most of the problems we have with pupils you cannot freely talk to them about AIDS because you are not sure on how the pupils takes it. So if it could be put on the curriculum as a subject bi think it would be better and it will also make us feel free to talk to them and even counsel those pupils that we se are in problems or those who have problems in behaviour.
4. I think the programme is welcomed by everybody who is a teacher . Because we are the ones who spent most of the time with the children. The infected and the affected, especially the infected child, there is no way you can go to them and talk to them about how to keep themselves when you don't have such a programme in the school. The affected, hose who have lost parents there is no way you can go in and help them when you don't have this particular programme in the school. So I think having it at school can be of much importance.
5. I think the science department can help on this subject. Maybe I could this area of AIDS curriculum. I think the programme is well received, but maybe that area would help as well.

What are the main goals or the objectives of the AIDS awareness programme?

1. I think the main goal of this programme is to make the younger generation aware of what they are faced with. Secondly I think this programme also aims at breaking cultural barriers, customs and traditions that would send a child to go and get married to somebody with seven wives because 'ari kuenda kuchigadza mapfihwa' or 'ari kuenda kunozvarirwa vatete vana'. If children are made aware that these customs are dangerous, then we will have achieved one of the major goals of this programme. We also want to make the children know that there are those who are infected and affected. We want them to know that if they are affected because parents have passed on through this disease, it is not the end of the world. The goal, the objective is to teach them that it's not the end of the world. They can live a life being affected as they are. They are just as normal as any other child. To make them fit in Society. That is I think one of the goals of this programme.
2. The objectives of this programme is to alert the students or the children of the dangers like the other speaker said, of this problem which is affecting the whole world and it will also equip them with information or with what to do when problems arise whether they are affected or infected. But they really live in a society where they meet these things or this situation, so they need to be equipped with the information so that they know how to handle this.
3. I think the objective is to alert these pupils of the dangers of AIDS. To help in creating an HIV free generation through abstinence. So to those who are not infected I think it would be best for us to equip them with information on how they should live without AIDS to refrain from situations where they may be exposed to AIDS. To those who have been affected we should help them move on with their future. Looking at themselves as infected people, accepting their status and also helping other people and the community so that they help in preventing the spread of AIDS in the community.
4. The main objective to this I think to help children mainly, to be able to look after themselves like what everyone else said. In class not to stigmatise the others. Like when you are in class, the moment they know that this one is sickling, is not always well, they will try to remove themselves from the others. And also they can feel uncomfortable with the others. So I think it will be best so that we conscientise every child about this HIV and AIDS. Of course they know about it

but if they don't know how to handle each other with those who have been infected and those who are affected by the pandemic.

5. I think the main idea is to educate the pupils or the youths on the dangers of the disease and in this way prepare them for their social encounters with the members of the opposite sex. To prepare them for the challenging adult life in this age where we have this disease AIDS which threatens them. So they have to be aware and know how to handle all those situations. For those who are affected they have to be educated on change of attitudes.

What do you interpret as policy for the AIDS Action programme?

1. I feel this programme has not been given enough time and chance in the schools and for us to discuss about policy position at this stage its not applicable at the moment. Because we don't have, and even if its there the teachers who are teaching about this disease have not been trained, its just from reading literature from here and there. And nobody has taught you what the policy or the underlying policy is for this programme. So we need that, if we can have that then.... There is a policy gap. Because I feel most of the teachers that are teaching this subject don't know anything about it. They are not trained. They teach from experiences, from what they see, from reading literature and from nothing more than that. So for us to talk about policy we wouldn't be correct.
2. I think on the issue of policy, people do not have that. They do not have written documents pertaining to the policy. There is no knowledge on that in the schools that's the problem. If we can have something which is outlined, which is written down so that we know what to follow. And we can also derive objectives from that policy. So because of that, people will just teach from the environment from their experience, from the things they meet every day. But its not they are taking it from like a syllabus. There is nothing like that. If the policy document is there, we don't know it as teachers. The other problem, for me I have never attended know even the policies, even the objectives we have just been talking about the objectives from what we think should be taught to the students. So we don't have the policy document.
3. On the issue of policy, I think its not stipulated. We just talk of AIDS from a layman's point of view, from humanity from experiences. What I see in my family, at working place, wherever, from other people's stories that is the

information that we use when we are talking about AIDS. We have nothing clearly stipulated, or even literature on AIDS that's the problem. We only use our experiences.

4. There is a book 'Lets Talk About It', but it doesn't have much. It scanty information, the same book is used. In primary school there is the same literature, up to 'A' level we are told to use that 'Lets Talk About It'. Its got no information what so ever about living with it (AIDS) and how to help affected children. 'Lets Talk About It is Book 1, Book 2, Book 3, book 4; that's the literature they say they have sent. But its so shallow, even if you were to use it you don't get anything else out of it other than people who are saying I am HIV positive and the meaning of the abbreviation AIDS. And its not much there isn't much information in those books 'Lets Talk About It', they have sent to the schools. Which the Ministry could say we have sent information. And teachers are not trained to teach, so I don't see any reason.

Which are the life skills that you are developing in learners during AIDS awareness?

1. We are trying to teach them how to avoid being affected by abstinence, using condoms and using all sorts o protective methods as we come across them. Those who are infected for instance in Guidance and Counseling we sit down with them, talk to them, tell them no this is something that's happening but you can still live. Do not terminate your life because you are infected. We teach them to focus, to look into the future despite the fact that they are infected. These are some of the life skills that we are teaching them. We also teach them to reach out to their age group in Guidance and Counseling, talk together, tell them that they are not social misfits. That's what we are trying.
2. On the Life Skills we can also teach them to be clean, to be smart whether they are infected or affected at home if they don't have parents they also need to keep their homes clean. They need to live in a clean environment to avoid even other diseases that may crop up because of dirt. So those are some of the life skills that we teach our students.
3. We teach them hygiene on life skills so that if they are infected they can maintain the smartness in their homes and their appearances as individuals and at home and even in class they should maintain that hygiene. We also help them on how they should work for themselves. For example menial jobs such as

washing their clothes, so that they can live well. These are the life skills that we impart to pupils.

4. We don't have resources, that's our problem. But I think these children will get into the future. For, them to get jobs out there especially those infected, they will not get the jobs. So if we had resources we could teach them what they can do or themselves (practical skills) as individuals. So that even if they go into society, they can work for themselves instead of finding jobs 'vachisemwa vachinzi' you are not suitable. These are some of the skills that we would like to teach them but have not yet taught them due to like of resources.

Do you create your own activities or you stick to those in the resource books?

1. At times you have to be creative and teaching is about being creative. So sticking to those, like I say 'Lets Talk About It' doesn't have varied activities. It's the same book that is used at primary school that we get here. The 'Lets Talk About It' its just different in name. They have just written Form One, Form Two, Form Three, but if you take the one that's written Grade 6 and compare it to the Form 1 book the information is the same. There will be a slight difference, but activities are the same. So you have to be very creative. Have other activities also to teach the kids.
2. Sometimes we get some guest speakers who give us better information as a group in Forms, and we find that's useful. I think that's one method that we find to be useful in our school.

What strategies are used by your school to implement the programme?

1. In the school so far we have the drama club. In the drama club, I normally ask what they are doing because we work together. They do these plays that pertain to the AIDS pandemic. How it is contracted and how it could be avoided. They have gone quite far with that programme. We also invite people from outside as she has been saying. They will come and teach them. Because outsiders as you know are listened to better than us who are in the school. We would like to put that into music is well. So that they can do music. Guidance and counseling is one method that we use so that we do face to face one to one. We do not have an AIDS club, but we have the Buddies Club. Its about AIDS. They do drama, this is the club that I was talking about. I know what they are doing and they do these plays which teach about AIDS. I think that's the most effective weapon

that we have now. The Guidance and Counseling where we have one to one teaching and classroom teaching.

2. On creativity I think in the school pastors are also invited from different denominations to come and share the word with our students. So, it is during those sessions they also talk about problems or effects of contracting such situations of AIDS. I think its another way which is used by the school to equip our pupils with what happens in the outside world. During the Chapel time that's when they do that.

How do you rate the availability, relevance and comprehensiveness of the resources that you are using?

1. Its just minimal, there is nothing much.
2. Availability of material sure it's very minimal. We don't have resources. But of course behavioural change is very difficult to see from students. Of course we meet other students who tend to change if they are counseled specially in Guidance and counseling you see a change. But, sometimes its difficult to observe behavioural change especially in adolescents. The materials/resources is not adequate but relevant yes. I think as we have said earlier on, we have minimum equipment, we have minimum resources but on the relevance, yes its relevant because if we call people from outside to come and counsel our students that is helpful. Because I think children tend to like new information especially if you continue to talk about that same issue. So that change will also assist our students to listen and sometimes they'll try to implement that because its coming from outside.

How do students benefit in terms of behaviour change

1. Since behaviour change is not really physically measurable, you can see that there is change in some children when you talk to them. They tell you that I didn't know that it would end up that way madam! But eventually you see them changing behaviour. You see them for instance we used to have a school team where children used to go and kiss in the Jardin field. That was a school rule yes, when there were still whites and they were allowed to go there behind the Tuckshop and kiss and curdle. But now we no longer see that thing at its best and at its wildest, they used to do it a lot but now except for the few that take time to change, hard nuts to crack you can say. Those are the only ones that

you see moving around with boys. Because we try by all means to tell them that its not good for your future. It doesn't benefit you anything to do that.

2. The thing we can tell our students is that yes we don't completely cut that from them, but we tell them to do it in a good way, but we dont exactly tell them not to do that. We just tell them to avoid dark places, and to avoid even the times they see each other because we tell them its not permissible, but of cause we know that they will do it here and there but they will be very careful when doing that.
3. On the issue of adolescence its something that we cannot avoid. Something that is natural to the child so we cannot completely stop them from charting, curdling or hugging each other. But we do it in such a way that at least they should focus on what is happening. Adolescents is a phase in life but it should not cripple the rest of your future. In other words when we talk to them at least thy should not get carried away by adolescence because when we look at the adolescence period then you have those few months crippling the rest of your life. Maybe you get pregnant or you are chased away from school you are, expelled, your future already is crippled. So we encouraged them. Of cause it happens, its part of growing up but they should handle themselves well so that the adolescents will not impact on their future.
4. They need education, I have discouraged that they need education. You know they don't know. Some of these students know what is happening inside them, but they don't know what it is because of the way they handle it. They think that when you feel that way they need sex or something. But our job as teachers is to sit them down and tell that, no these are some of the things that you need to control in life. Because even if you get married or you get a partner, a single partner so to say you don't do it every day. You need to control yourself. Then the other day they were asking me, how do we control ourselves? I said to them you don't have to start by wanting to do it most of the times. In most cases it starts from the brain, you look at somebody with lust. You start lusting after them, that's when you go and sleep with them. You don't just start by wanting to do it. You read weird literature, you watch phonograph such types of programmes on the TV. Right, you look at that on the screen and after looking at it you want to do it. So it just doesn't start from nowhere you jut have to control yourself. That's the methods through which you control yourself. If you read a book and you find that its working on your nerves you throw it down and leave it. Then go back to it sometime. Avoid such things as those in order or you

to be able to go on otherwise you know that these are things that are not controllable. Then you tell yourself I don't want when it has happened. The they were telling us what methods they use when they are feeling that. Starting from Form 1s they are masturbating. One little boy came to me and told me madam I don't know what to do but I started this in grade 6. Masturbating in grade 6, so I was teaching them just on Saturday that how do you do it. How does it start for you to come to that point so he said 'if I look at the TV if I see those women who are not dressed then I will feel I cant help myself. Yes, they are growing earlier than they should these kids. If you talk to them nicely they open up and talk. So those are the methods we use to teach children o control themselves.

As teachers does the programme affect you in any way and in which way?

1. The programme is stressful, it is very stressful, because some of the issues that you meet in the programme are quite sensitive issues. A child will come to tell you that this has happened to me or my dad my elder brother has been touching me the wrong way. Then you know, you don't want to put your heart into it when you counsel these kids. If you put your heart into it, you break down. That's what I have noticed. I does affect us emotionally. You learn to look at it from an observer's point of view. That's what I have learned because during the first days 'zvaindirwadza zvaipinda pamoyo pangu' but now I have learnt to look at it as an observer so that I give myself room to counsel the child and talk to the child. Otherwise, if you put your emotions into it you get angry with some cases. So, its very stressful I can see that one I have experienced 'ndinenge ndakatsamwa, kazhinji kacho ndinotsamwa'.
2. We try to give them methods of handling such things using methods like prayer. It's a useful solution and using sport is another way of handling such situation. They should get involved in activities that help them to forget about such ideas.
3. As teachers sometimes these issues are a problem we are afraid because a times if you meet sensitive issues there maybe victimization. Because some of the things may end up leading you maybe to the police, the what, so sometimes its difficult. So at the end, you end up leaving some of the issues unfinished. Because we are also afraid of victimization from elders, parents, from relatives. Because sometimes in school you find out that some people may arrange gangs for you to come and fight. They can even fight those student or they can even

threaten to fight the teachers. So its difficult because sometimes you are dealing with sensitive issues.

Probe – Are teachers empowered to handle the AIDS awareness programme?

1. Teachers are not fully equipped, because they are not trained for those issues. There is need for them to be trained to be counselors. Because if you are not a counsellor you may fail to handle the issues, especially emotional things or sensitive issues. Sometimes you become pained because you feel for the children so its difficult. There is need for some partnerships for some people to come in, assist on how to handle such issues or how to counsel these children or trained people to also come to assist/partnership with the students.
2. As said before, the teachers are not trained to handle this so emotionally we get affected like I have said. Then physically there must be a partnership between the teachers that teach this programme and some people outside. I don't know whether it be the police, professional counselors, but in the school we invite outside counselors, professional counselors to help us. But I still feel they are not adequate because they do not protect the teachers. Like she has raised a very important point that some o these kids they get this disease because they are abused by close relatives. When that happens the child will never open up to tell you who did it. They will tell you yes that happened to me but by who thy wont tell you. Now, if you push that child you find in some cases t he parents come in and the attitude they give you that, that's none of your business so partnership is really required to have these children taught and protected. Because teachers are locoparentis 'handiti' so they look after these children, keep these children you have the boarders, you are with them nine months and the parents are with them only 3months. These children belong to the teachers and the school. So teachers are the people who are qualified to do this work on the children and children can open up to teachers more than to anyone else. Even their own parents 'vanosvika pakuti' they don't open to their own parents as much as they open to their own teachers.

Do you think teacher understanding of the whole thing affects the programmes success or failure?

1. Like we said earlier on, there is need for something that is written down. So if you have something maybe the syllabus sort of, then, teachers will be guided. In

the end as it is now people will tend to repeat the same things they did. So I don't think we can succeed in it. We need variety of information. We need information to use, we need materials to use so that we can move forward.

Probe - What knowledge and skills do you think are required for the teachers?

2. Firstly how to deal with these pupils to avoid sensitivity especially those who are affected. So we need information on how to handle such cases. For example we have pupils whom through eyes not through other means we can easily tell that this child is affected or infected. So what am I going to talk about to that pupil. Then how to handle others. Or example I have a pupil in class, the way I am going to talk, how I am going to others. It can also contribute to how others will handle or take that situation. So I think as teachers we need information on how to handle such situations, such issues to avoid sensitivity. Then on life skills I think we should be taught on how to be hygienic. We talk about hygienic for example that how should we handle it when talking to children. We can easily demonstrate without stigmatizing those who are affected or infected. This can help.
3. To empower teachers I think teachers need more training on the subject. We need more books, films on the subject so that the teachers know exactly what to do. Teachers also need counseling skills. Like in our school we are lucky to have 'mai Muchemwa' who does that. But I think we need more people trained on counseling.

Probe – Do you think any teacher should be asked to teach this subject or specialized teachers?

I think there is need for a choice of teachers because if you take anybody what they impart to the students and how they handle it can be more harmful than what the intended situation should be.

4. This programme and this subject o AIDS is wide. So I believe that anyone can do it. There are some areas where people or anybody can do. For instance we all know how to beef up ourselves towards that. We all know that I cannot indulge into unprotected sex. I cannot do this and next thing now. Those kind of teachings can be done by anybody. But there is a specialized field where we need somebody who is trained to teach the subject on AIDS. Because it doesn't end on AIDS when you are talking to a child you find some of these children are infected because they have been mishandled or abused. Such an area is that it

cannot be done by anybody because you need to know what your law in the country says about it. Right, you need to know how you can approach the parents. You just don't want to go and tell the brother that you abused your own sister, no. You need to learn and know ways of approaching people that are involved in the situation. So, there is need for training in these retains that I fill every month and return to the centre. But the training is so so minimal. You wont learn a lot of things through that. You need to have training special training. Like I said teachers are the parents of these children and they need to be equipped with knowledge. Knowledge that includes when a child is abused what do I do, what steps do I take. Will I get help by he police by other counselors and by law officers to handle some of these cases. I didn't know about it when I started that you need to fill some Affidavit forms and what when a child is abused. But that's important knowledge that you cannot get from books. You need special training, so you really need special training.

What is the role of the school principal in implementing this programme?

1. The role o the school head is maybe to source materials. He also has the role to look or maybe consultants, those people from outside who can come and maybe teach the subject. He is also responsible for maybe supervising the teaching of the subject in the school. I think he is the leader to facilitate some information, lots of materials to be used.
2. I am glad that our Headmaster is doing it, because recently he went for a training in Mucheke, him and Mrs Mukaro, 'handiti ndizvozvamakanoita zvecounseling zviya. He is quick to tell me any information hat he has he will give me. So he really is taking an active role on this one.

What are some of the challenges that you are facing in implementing the programme?

1. The challenges that we are face is that students sometimes don't take this subject area seriously. Because it is not a tested subject like mathematics or English so we have to motivate them to be interested and to continue listening when they want to do their science, their History. I think these are the challenges that we face and of cause what we have already mentioned that is the lack of resources and of cause the financial support. So that's what I feel.

2. To add on what mother Kondo have said, there is a problem of victimization. For example, we have an abused child, I don't know what procedures to take, how, maybe th parent is the abuser, I don't know how he is going to take it the parent. So you find we have a problem as teachers, to open up or to give myself enough time to really ask and help the child. Some of the issues we are afraid because of some factors on the background of the child. Maybe 'maprents acho ari pamusoro vanogara vangoita look down upon mateachers'. So the issue of victimization even if you were willing to help a child you. A child may come with a problem and even trouble you to know what you have done about the problem. So far you tell the child that you are afraid of victimization it will be difficult. As teachers we are not protected I don't know how the parents are going to take it. For example on the law may be the parents may sue me or what. Because I don't have protection. And also not knowing the law. Plus lack of knowledge we don't know how to handle some of the problems children bring. So we want help as teachers so that we know the procedures to take when children bring such problems. These are some challenges.
3. We get the challenge of the children who fail to open up even if they know that they are protected, they can't open up. They cannot tell you that that's who they are. So that's another difficult one. You can see that the child is ill and they are really not well, but the child will never come to you and say madam this is who I am they just keep quiet, (vanongonyarara) and then they get sick in the school.

How are the challenges or constraints addressed by the school administration?

1. For instance, we had child who was like that. The other children discovered that he was that. He had a problem, was a little boy in Form 1. He had a problem with friendship and with the other children. The other children stigmatized him and they didn't want him to bath in the same tub as they did and he was always dirty, extremely dirty. Because he couldn't bath in the same bathrooms. He couldn't mix with them freely. So we had to call the parent to ask them what was wrong with the child and that's when the aunt opened up that the mother is late and the father is outside the country. That's when the aunt came and told us that she actually put him in Boarding school because that was who he was. He was positive and she couldn't look after him at home. So she thought Boarding was the right place to put him. So we tried to communicate and help the child to

teach the others. Like in that case, I called the others I told them that now this is one you can see that he is affected but among you there maybe others who are affected that you don't know. But you never have been sick because they are affected. So, you should not discriminate him. But children being children they will still continue to do it. So we have a live example. So he ended up actually leaving hostel because he could not take it anymore.

Does implementation of the AIDS awareness programme meet the needs of secondary school students?

1. Yes it does, it definitely does especially when you have a case like that one I have just narrated. You need to teach the children that there is nothing that happens to you if you live with person who is positive. He can live his own life. Of course there are areas where you should not mix. Areas like you find your blood mixing this at cetera at cetera, but it does not mean that if somebody is infected become poisonous. I was telling them that some of our parents, our fathers our mothers are infected but we don't know it. But we still teach what they cook the vegetables that they cut, the meat that they cut we eat it without knowing. Because we don't know we haven't felt sick you are feeling sick psychologically because you think the little boy bath in the same tub as you. We also had a little girl who is infected. She knows she has gonorrhoea, little very small. One of the little girls phoned her parents last week and said 'I am, there is a rash that's coming upon me I don't know what it is, I think it's gonorrhoea because I have been sharing things with her. The mother came from Chiredzi rushing, she came to my house and said Mai Muchemwa tell me 'mwana akambokukuudzai kuti ari kunzwa chii? Another little girl who was the girl's friend said nothing 'haana chaakambonditaurira kuti anonzwa'. The father drove from Bulawayo to the school and found crying a lot saying I told a prefect that I have this rash. She had not told the father she only told the father that she was sick and he let her some money. We told him that we take children to the hospital that's when he left some money and we said we will take her to hospital that's when he left some money and we said we will take her to hospital if she is sick. She did not come then the mother came days after enquiring about the illness. I said no she didn't tell me anything. She said she reported that in our hostel there is a girl who is sick and doctor said she is positive. So I was playing with her sharing things with her. So I think I am also sick and the mother reported. I said ah, I

don't know it did not come to my attention. I then sat down counseling the child telling her no its not like that. Now she thinks she is no longer sick.

How satisfied are you with the curriculum content of this AIDS awareness programme?

1. Really we are not satisfied because like the earlier speaker said. That AIDS Action book does not carry much its limited. There is need for other books if they can print books with more information that can equip children right across. They can also equip teachers as well as children. We want solutions. How to handle issues, if you meet this you do this, if you meet this you do this. This is how we can teach and implement it in schools. Because if we don't have information, definitely there is nowhere we can go. We cannot maybe assist our children fully.
2. I think this programme should be taken seriously in schools. For instance in some schools you find although here is not so much that way, but in some schools you find a teacher is an academic teacher, right she spends more of her time in the classroom meanwhile programmes that include this HIV and AIDS are very important to this age and time. Somebody should stand for that. Somebody need to travel go to meetings, go to the conferences that talk about these things. So its not being taken seriously in schools. As far as I am concerned its being given a leap service, yes.
3. I think we need specialization. Someone who is specialized for that. Then that person should be a non-teaching should not teach other subjects. Because he needs time to research he needs to go and attend workshops, conferences and so forth so that he will bring lots and lots of literature. New things from the global village. I think hat would be useful because if the teachers are here and there, they are marking they are what its difficult. There is no way in which you can do the work.

Probe – do you use peer leaders in your sessions or lessons?

Ya! – For instance in the example of that little boy. We teach the elder students to try and group them together and talk, hold discussion telling them to teach each other what this is all about. For instance we invited a visitor that came in he was teaching them a four way dimension o doing it. They were taught how to reach out their fellow students as peer leaders yes. We had a programme like

that, just a day's workshop. They wanted to come back and they never had the time to come back.

How do you assess the student's understanding of the HIV/AIDS awareness issues?

1. I think this one does not need examination. The children have us understood it. They may not know to handle it. But they know that AIDS is a killer disease. So they have understood it. To understand it more than the subjects they are examined on. They will tell you things to that maybe we as adults will never know in our sexual lives. They teach each other, they learn from books from everywhere. So although its not examined but children have learn understand it. Like what I have said before, there are those others 'nhinhe dziya'who may not listen but a lot of them now do understand. Because I have talked to a lot of girls who would tell me that madam despite all that you think about me 'inini' I am a virgin madam, if you want I give you chance to examine me now in this room; quite a number of them say madam examine me you will discover that I am a virgin. I may walk around with boys, I may do this but I never slept with one 'vanotaura'. So I sometimes say are you sure should I take somebody to examine you. Then they say yes madam 'kana kuenda kuHospital Handeyi'. They do understand it right, although they are not awarded the marks, but they do understand it because they fear the death that is involved in that thing, 'rufu rwunotywa'.
2. I think in some instances the school also try to give prizes to the well behaved students. So that's a way of encouraging them to behave well, to look smart, to be responsible people. So in a way the school is supporting it. Like last week on the Leavers' Dinner we had students who were given prizes so that's an appreciation of the behavior of students. So it also encourages others to behave well even in schools and outside. We were looking in academic and also how they conduct themselves in the hestel in the school and in sports and in so forth.
3. Even if they get prizes some of them can still sleep in the bushes without being seen. We identify a child who is going heyward. We call them we talk to them hey you are going to die soon because of that. It helps a lot because some of them, those little quiet ones are dangerous, dark slithery snakes.

What changes in students can you attribute to the AIDS Action Programme?

1. We used to have pupils hang around in pairs, in dark corners at this point in time we have them, one or two but at least it has proved that its working. We also have some pupils they are afraid of AIDS. Some of them have stopped even moving around with boys 'wavakutongomuona ane mefriends ake echisikana haachambo associate? Because if you call here to be aware o the motive of the opposite sex partner. If the child assess it and understand it that way they will leave the partner. So most of the girls we see them in the company of their counterparts. Even boys, because we warn them of problem girls because they wont be knowing. You talk to them they change. We had a case of an innocent boy who was associating with a problem girl we talked to him and he promised he was not going to be found in company of that girl. So children change because of the way you would have talked to them.

Which subject do you think students learn better about sexuality and HIV and AIDS issues?

1. In mainstreaming I think AIDS awareness is included in Human and Social Biology. That's where they learn some of these things.
2. I think all subjects can do because we don't start teaching, may be Maths I don't know. In all subjects we can do it we can mainstream. We have a tendency of diverting here and there. Especially inteaching Shona 'patinoita zvavanatete kuti zvakazodai zvakazodai, ndikwo kwazvinonyatso dzidziswa chaizvo kushna chaizvo'. In English we meet stories which make us meet situations where we can teach children about life issues. So all subjects can handle the subject because we divert giving examples. Even in mathematics if we take father and mother and give AIDS example we come up with something. All subjects apply.

What recommendations can we make to improve the AIDS Action programme?

1. In other organisations they have reach out (outreach) programmes that go everywhere and teach people about they are doing, giving them resources and giving them what they want for their programmes. I think our AIDS Council should do the same. They know that AIDS is being taught by untrained teachers in schools. I think they should emphasise on this reach out programme all the time. Instead of sending papers, documents, they should send personnel in the schools to teach this subject and to get resources or us. They should get the

consultants for these so that the programme get further. Than just sending us papers, little rooks here and there. The policy don't work because there are those little books that gives you nothing. We have resorted to doing guidance and counseling because it is wide. Guidance and Counseling now is more of career guidance than AIDS because people are lux about their AIDS Action programme.

2. Those policy makers should also disseminate information, objectives or documents to the schools. Like I said earlier on we need books with information, objectives or documents to the schools. Like I said earlier on we need books with information, we need books with solutions to the problems. If you meet such a problem how would you handle it, that's the information we want. Because we are meeting different situations so there is need also to have books with examples, with information that can assist us as teachers. For monitoring and evaluation Headmasters are the leaders, they are there to monitor us. If there are resources, they will see that those resources are being used. They see that the subject is being taught in the schools. Like I said earlier on we need the subject it to be included in the curriculum. To be time tabled. So if it is time tabled obviously there will be evaluation, there will be supervision. So it will be done.
3. I want to talk about time table that at least if the subject is put on the curriculum, we wont face problems.
Then on literature we will have an advantage as teachers in that I will know exactly that am going to teach about this thing, about this, up to such an extent. Then the issue of protection, there should be a policy. The policy will help me to know the extent to which I can talk on an issue avoiding the sensitivity, also avoiding victimization by other parties.
4. We need a resource center at regional office where teachers can always go in and get more information on the subject. Just like we have people in charge of History or science. Such resource maybe useful.

Thank you

TRANSCRIPT 4

FOCUS GROUP INTERVIEW SCHOOL 4: VN680021

What is your understanding of the AIDS Action Programme for schools?

1. It's a programme meant to conscientise people about the deadly disease and how to care for the infected and affected people.
2. It is a programme implemented by schools in Zimbabwe in order to develop awareness in pupils basically and later disseminate information to the community concerning HIV and AIDS.
3. I also understand that it's a programme that helps pupils to know and understand more about HIV and AIDS.
4. To add I can say AIDS awareness programme is there to equip the pupils with life skills which can help them later in their lives when they are faced with the problems of AIDS

How is the programme by the teachers in your school?

1. I can say its half-half some like to learn more about HIV and AIDS but others they are scared to talk about AIDS
2. Teachers are appreciating the idea of implementing this programme, but they are constraints ranging from poor remuneration because it is not examinable and they see no reason why they should waste their time teaching it. Some teachers because of lack of training, they tend to resist the programme.
3. I think the programme is being received with enthusiasm, because most of the teachers do appreciate the programme. They carry out all the necessary duties required by curriculum. So I think the programme is okay
4. To add on what has already been said the programme is treated by most of the teachers as an extra workload. However because of constraints that the last said it is making people reluctant, but otherwise from the syllabus it seems people have got something to say. Normally most teachers go for the lessons which shows that they have got that zeal to teach that subject regardless of the fact that it is not examinable.

What are the main goals of this AIDS awareness programme?

1. Basically you are looking at the behaviour change of pupils and also imparting knowledge on the deadly disease HIV and AIDS. As well teaching them survival skills. To add I think there is behaviour modification. There is also acquiring of survival skills by pupils
2. The reason why programme is implemented is that children are encouraged to be aware of their environment, encouraged to be peer educators, so we implement outreach programme through children because they are many. They come from different places so the knowledge is imparted through different groups of peer educators.
3. I also feel that one of the main goals of this programme is to equip pupils with more information on top of what they already know and also on the myths that are in their society about the disease.

What do you interpret as policy for the AAPS?

1. A policy is a written statement. The policy stipulates that it is compulsory for all schools to teach AIDS education it is not supposed to be sidelined or replaced by any other subject or any other learning or teaching, but it should appear on the timetable as AIDS education and not be replaced. That's a command from the government.
2. Just to add on what already has been said as a policy the subject has to be treated equally like the subjects as per policy mandate.
3. The policy says all schools its compulsory and one lesson per class per week. That's a requirement entailed in the policy

Whet strategies are employed by your school to implement the implement the programme?

1. Strategy one, we have AIDS education on the time table. Strategy 2- teachers are given loads to teach and the administration also appoints H.O.D to supervise the teaching of HIV and AIDS education. Books are acquired from different departments. For example from the government study packs, from non government organisations like family planning like CADEC like any other resource centers. Legal centers and also providing learning materials these are some of the strategies employed by the school

2. And also the children have clubs. For example drama clubs where they can have plays about HIV and AIDS and poetry about HIV and AIDS, where they educate the society which includes the community and other people on HIV and AIDS
3. And also we have a library. This library is specifically meant for HIV and AIDS. You look on the shelves maybe we have supplementary reading from other subjects but the focus is on HIV and AIDS.

Which are some of the life skills that you are developing in your learners the AIDS education?

1. We develop a wide range of life and maybe survival skills. At one point maybe of these hardships maybe we are going down but at one point we reached a peak where we developed a nutrition garden. We grew crops such as onions, vegetables, we even got to the extent of selling these products. We had a non-governmental organization by the name CADEC which bought our products. So we grew crops or thus product at a large scale. We even promoted indigenous crops like 'muboora', when we grew muboora during of seasons. We sold this 'muboora' to the women at the market doing the products and many more things. So these were some of the skills.
2. Also the children are trained to make use of herbs. We have a bed which has a variety of herbs so that when they are home they can make use of these herbs. Because they are easy. It's expensive to have to acquire drugs in the community. So the children are taught to make use of herbs.
3. We work together with the family planning council and also the clinic, the nearby hospital. We have a column of family planning books. A team from Masvingo district family planning office used to visit our school in the years past and they grouped our children into peer groups, the peer educators, going into the rural areas. They also took our former students in the rural areas to be peer educators. So the family planning people moved around. Also the CADEC people moved around. Family planning emphasized on health issues like reproduction and also imparting knowledge on STI's and other diseases concerning(zvibereko) uterus and so on.
4. The school does the work on imparting knowledge, training pupils to be able to make decisions, how to choose friends, how to avoid peer pressure, how to prevent abuse in the community, abuse from members of the community. These are some of the skills.

5. Maybe to add on what she has said during our lessons we also teach our students facts about AIDS using teaching (aids) media like pictures, posters and so forth. We are teaching them on how AIDS is acquired, we how we can prevent the spreading of the disease, on how someone can live when he or she is affected with AIDS, also on how we take care o people living with aids in our community. These are some of the things that we teach them during the lessons.
6. Just one point to add as we teach pupils AIDS education, we equip them with some skill which they build after they have acquired their self esteem. If they build self-esteem that means when they go into the society they can easily fit. Which means they gain social skills by so doing. That is another point that I wanted to add on.

Do you create activities yourself or you stick o those in the material resources or books

1. Yes we do have some of them, sometimes we have drama, we have role playing or even sometimes poetry writing trying to boost their knowledge on HIV and AIDS education.
2. To add I can also say that we also make use of resource persons on our community. For example we have our local Nurse-in-Charge Mrs. Kupika, she also helps people with the knowledge o HIV and AIDS. She sometimes involves people in the games.
3. Maybe sometimes as teachers we just stick to what is in the syllabus primarily because of the time that is allocated to the subject. For example, we only have one lesson per week. O sometimes with the time you have with the kids you just stick to what is in the syllabus.

How do you rate the availability and adequacy of HIV and AIDS resources in your school?

1. We have plenty and a wide range and a variety of them. If you look at our shelves, they are all these resources. Maybe we do lack charts, modern ones. For example what is happening in other areas, what people in similar circumstances are facing. Maybe we can wish to have modern ones but otherwise generally we have a lot of books, a variety from the government, from non-governmental organisations and from newspapers of course we have them.

The materials are relevant and adequate. They complement one another. For example, if we take child abuse in one copy, maybe illustrations are better taken from another copy. So if you use one text book for that class it becomes inadequate, but if you try to make a research and take information from this book, information from that book, then it becomes comprehensive.

Do your students benefit in terms of attitude and behaviour change?

1. Notable changes are recorded. Acquisition of knowledge itself. A child can, you can easily tell when a child comes across maybe material concerning HIV and AIDS. A child can make remarks 'Don't play with those things'; which means this child has gone through the process, or sometimes you can just check on behaviour change. Also through counseling children are benefiting a lot. You see people are opening up, coming to you secretly telling you what the teacher has done. Maybe not only sexual abuse but deep down issues. Those vulnerable think that if I go to Mrs Mukaro, or Mrs Bee or whoever, I got to be advised. So we are having programmes for example counseling, evidence of learning is noted.
2. Other notable changes are like the lessening of stigmatisation. It is no longer much as it used to be. It is a clear indication that pupils are gaining something from HIV and AIDS education. There is evidence of self reliance which is building pupils. Quite a number of pupils some of them can manage to pay part of their school fees because of the projects that they would have done through the initiation of the teachers teaching HIV and AIDS education on self reliance.
3. While it is true that some students benefit from such a programme, there are also other students who do not change mainly because like we said that the subject is not examinable. So when the teacher is teaching there will be some students doing something else not paying attention to the teacher because they know that at the end of the lesson nothing is examined from them. So those are some of the students that you see not changing. You know with such kind of behaviour that is different from that they were taught by their teacher.

As teachers on the on the programme what strategies or methods do you use in your classrooms?

1. Strategies they are varied. A popular strategy is role play. This one is so motivational because people do not associate it with not writing, essay writing or

something bothering them to look at the board and start to write. So role playing, drama and even storytelling, singing, these are motivational methods. Then they are happy when we go for lessons. They even say why we can't have two or more HIV and AIDS education lessons per week because they encourage them. For example some methods like brain storming they encourage people to have self reflection. When they are role playing they reflect, they say oh, some people are also in the same situation like mine. So it's a learning process which is maybe not all that boring.

2. There are also other methods that are found to be useful. The use of pictures and posters. You know when students see people say when talking about child abuse, when they see pictures, when you are talking about people living with AIDS. When students see pictures, I think they understand more. Those are some of the methods I found to be useful to students.
3. Using discussion among students. The students discussing stories and issues they have heard about AIDS. Also using articles written by others especially in magazines, there a column where some people do ask for advice maybe from 'Aunt Rhoda', 'Aunt Tandie', whoever. They are given answers. These answers will assist the students to know how to tackle problems related to HIV and AIDS in life. Problems such as those, they will know how to tackle them.

As teachers does the programme affect you in any way and how?

1. Sure, they do affect us because at times because the society that we do stay in do resist to the methods or the subject due to the cultural backgrounds. Some cultures do not adhere to these modern subjects. Some actually shun the teaching of HIV and AIDS education in schools, saying that they do not like it. For example the VaSenzi in Zimbabwe they claim that they have their way of dealing with sexual maturation issues. This cultural group does not believe in the use of condoms. If advised to abstain and use condoms they refuse saying that they want to use methods from their tradition.
2. The teaching of HIV and AIDS affects use so much in many ways. For example, if you really go into it genuinely, at one point you shed tears looking at the child who will be coming to you confessing the truth about her problems deep down. You become emotional, more than a teacher, more than a parent. But someone else goes to the teacher and say, 'you know what madam, things are not right at my home. You know I am always late to school, my problem is this and that" so

you become close to the kid in that you become more than a teacher but someone else. To deal with it emotionally, I used to have what I call self reflection. Telling my own stories to the child what I did when I was in difficult times. Telling stories of my brothers, sister's similar circumstances. To say you know what my brother ones experienced what you are experiencing. Do you what he did. He left school but do you know where he went. He went to this place and did that and ended up in problems. But you know what; here at school the headmaster can assist you out of these problems through this method.

To what extent do you think the teacher's understanding of this programme contribute to its success or failure?

1. Teachers are people, policy implementers. At times what they teach is maybe harnessed by the policy by the syllabus. At times the success depends on the expertise of the teacher, the amount of training done on the teacher. Depends on maybe the environmental understanding of the teacher. How he understands what is around him.

At times it depends on the willingness of the teacher to be close to a child. At times a teacher refuses to teach if the headmaster forces that teacher to teach then the subject or the teaching never succeeds.

2. I can simply say the knowledge that the teacher has sometimes when it gets biased it gets the whole programme a failure. But if the teacher him or she is equipped with knowledge obviously the programme will succeed. So the question is how much the educator has or knows to make the programme succeed or fail.
3. If we look these days, the important thing is the teacher's attitude. The teacher may be having more information but if his or her attitude, like if you notice these days issues of concern on teachers are increasing. Teachers fail to give full information to students. So these two things knowledge plus attitude is what makes teachers' implementation of the programme successful.

What knowledge and skills are required for the teacher to be effective under the programme?

1. For the teacher to be effective or shall I say more effective. There is need for more workshops and more seminars so that the teacher becomes more

knowledgeable in such a way that even if he or she goes back is in a position to answer whatever question he or she comes across

2. What we want to learn about is the theory itself. To know the methodology of putting it across at any given level, and also maybe the environment itself. Because HIV and AIDS is not all about theory. It is also about other circumstances and factors. To know what the policy makers are saying concerning this. To understand it better, for example AIDS Action programme, what does it entail? I cannot even understand it, so the policy documents itself, to understand the policy document and also to understand the methodology of putting across the theory to the kids. We want the policy document and even the syllabus from the Ministry, we do not have. Supervision we have it we have an Education Officer AIDS Education and Counseling. They came to the school last year, I was visited by one. From these policy makers we also want them to support us in form of finance, in form of financial resources to implement these programmes. Also to re-educate our headmasters, such that we fight a war for them to place HIV and AIDS education lessons in the mainstream, and in the morning on the timetable. At the moment they talk of off sessions exactly. So if you see it is the second lesson maybe after the first lesson in the morning. It was a battle to say my pupils I will not teach after one o'clock in the afternoon. At this school we struggled to have it placed in the mainstream.
3. There should be more workshops on equipping teacher with knowledge about the programme and what teacher should offer to students. It's not enough to just give teachers syllabuses and books. The four books – 'Let's Talk About It' it's not enough. There should be many workshops not just ones a year. It should be twice or three times a year and train new teachers who will be coming in the field. It helps teachers.
4. Workshops should help us articulate technical language of the subject. It helps us present our new lessons without paining a child if we are well groomed in technical language. Because you try to explain a point at the same time you are paining a child. The child will view it as a useless subject. It touches on my social problem as if it's talking about me. So that sense of dealing with the technical language we want it to be attended to. Another point we want to make an emphasis on trips. If you happen to have trips, one - this subject is equally treated, two – the teachers and pupils themselves get more exposure on AIDS matters. Workshops are good because when you came you were talking about

AIDS Action programme for schools, we did not know that is the official name. We did not even know that it's the name. We were having our own names for the programme that we once heard. So that is why workshops are important.

What is the role of your school principal in implementing the AIDS Action Programme for Schools?

1. Our school head gives us time to teach these lessons although the time is a bit short. But we need him to educate other teachers and the pupils to know that the AIDS Action programme is a meaningful subject and is helpful to everybody. Some of the kids don't like to take the subject seriously because it is not examinable.
2. The role of the school head in implementing this subject is of paramount importance because he is the one who supply us with staff complement, assigns teachers to teach, and also he makes an analysis of who is to teach and who is not to teach. Sometimes if you go there to say we want Mr so and so to teach this subject, he even counsels (advises) us to say that no, he is not yet ready to teach this subject choose another one. He provides material support. He provides time resources even the children themselves are all forced to do the work without running away. If you go to the school head and report those kids who do not attend AIDS education lessons, he takes action against them. So maybe he encourages, even he supervises the whole system in terms of teaching the particular subject.

What challenges are you facing in your day to day implementation of the AIDS Action Programme for Schools?

1. Some pupils abscond lessons of which is the time we expect them to gain knowledge. This tricks the programme and makes things difficult is one of the challenges. The other challenge is that sometimes because of the myths and beliefs some pupils do not want to accept reality as it is. Because you find in rural areas when someone is ill they start to say he or she was bewitched and something like that. They say its bad spirits (zvikwambo) and that it's something causing the illness. The people do not want to face reality. So when you try to knock sense into them because of their previous knowledge that they have it makes them not to accept the facts.

2. We have challenges of focus in implementing this programme in that teachers themselves are demoralised because of poor remuneration. They don't want to teach. At times they say that why should they put effort to teach the subject when there is no money, the bit for the Minister of Education we have done. People lack direction because accountability is poor in AIDS education than is the case in other subjects, yes. For example, the teacher is accountable in History because children are to write examinations at the end. But in HIV and AIDS education teachers are simply telling students to write history note during the time. Teachers lack direction in that they see the period as extra time to do work in other subjects because it's not examinable. So that is a challenge again, lack of direction.
3. I just want to add more on the attitude it's a challenge to us. First of all the teachers fear loss of status by teaching the subject. Teachers who teach the subject (AAPS) are underrated by other teachers so at the end you may find it difficult to assign teachers to teach HIV and AIDS education lessons. Because other teachers just say the teachers of a useless subject. Also pupils take it as a second hand subject. For example maybe you are conducting a lesson in the subject you can find other students busy writing notes for other subjects which is very irritating, just because the subject is not examinable.
4. So another problem or another challenge is that a teacher finds it easy to replace AIDS education lessons with those for other subjects. For example if a teacher is doing Science as another subject and also HIV and AIDS education, he or she is quick to use the AIDS education lesson time for Science. Just because Science is examinable. So during AAPS lessons pupils use the time for other subjects instead of discussing issues concerning HIV and AIDS pupils will be writing notes in Science, History and other forms of work. Hence, HIV and AIDS education lessons are being taken as time to complete work in other subjects or do independent study.

What are the possible gaps between the policy provision and the curriculum?

1. At times the policy is too abstract, it's too ideal, you cannot implement it. It's not tangible in other words. For example you say it's not measured. The subjects – AAPS, you cannot measure behaviour as we measure maths and science. We cannot give feedback to say this year we have 10 pupils who have done well in HIV and AIDS education, no. so behaviour change is maybe a long term

achievable. There is no subjectivity. There is a gap between the curriculum itself, because no content is attached to the policy document. There is no content, at times there are objectives, but objectives and aims without content. So the teacher has to run around looking for the content which is difficult for the teacher to come up with. There is no consistency if teacher A in Form One is teaching this content, next year a different teacher teaching Form One comes up with a different set of content. So there is a gap maybe. So the policy makers will do us better to give us content, to give us objectives, content and methodology.

Do you think implementation of AAPS meet the needs of the learners?

1. AAPS meet the needs of our learners when we are talking about this behaviour change, sometimes when you disseminate information you see some of them changing behaviour. Like in certain classes you find out that sometimes we have some pupils having pregnancy, sometimes nurses complaining of STIs. But at one point or another Nurse-In-Charge will come to the school and say yah! This time things have improved. There is a low percentage of pregnancy, low percentage of STIs, which means it is good and it is necessary. If you look at another factor like stigmatization, if pupils are well equipped with information, then you find out that ah, these pupils have got care to the vulnerable kids. You can see some of those vulnerable or even the orphans have built self-esteem, which means that this programme is of paramount importance.
2. The fun part of education is its dynamic nature and it can play a role after a while. For instance, we are teaching the AIDS education right here as a school but this information will assist them even if they are off school. So I think this subject or this policy has something to do with their lives. They may not behave well sometimes due to peer pressure. They may appear as if they are resisting, but as individuals when they are on their own, they can recall that these things I ones learnt about them. So I have to take heed of the teaching for me to have a better life. So even if it does not show a clear picture at the time we have these children, but as they are off school or as they are living in society they will get to identify these policies.
3. I just want to support what he is saying. To those pupils that take the subject seriously, they are able to attain some knowledge. Although it may not be relevant at that time but the information that they attain at the time they may use

it in the future. So I think its very useful to pupils in the future and also others may use the information that they attain instantly. Say for example if someone is sexually active, you know we have pupils who are sexually active whilst in school. So if you teach them about using condoms, some of them might start to use condoms. Some of them when they understand the importance of abstinence they may stop being sexually active. So I think its an important programme for pupils.

How satisfied are you with the curriculum content of the AIDS Action Programme for Schools?

1. Here I see as if at school level we understand the curriculum but at a higher level where it is coming from its too broad. For us to understand and come and impart the knowledge to the students its too difficult for us. The school level is okay for us to impart knowledge but the higher level one is difficult.
2. For some of us we don't know the curriculum and we have not seen the official curriculum document. What we saw is the school syllabus. So the school syllabus we wrote it on our own here at school but we don't have the Ministry one to compare with. So we know what we have which is the school syllabus. What is above there we don't know. The school syllabus we are satisfied with it. But if we have nothing from above to compare with we don't know its difficult.
3. To add on, for our policies to be clear we need resources for the programme to run smoothly.

Which teaching or delivery methods are effective in teaching HIV and AIDS education?

1. Some of the methods we have found to be very effective are: role playing, miming, group discussions – where we encourage brain storming, it's very effective. The children will have enough time to speak out and you know where to help them through brain storming.
2. There is also the use of pictures, use of charts, and also use of films, dramas those are some of the methods.
3. Related to religion they are very effective, for example, if children are much into religion. Make use of them to appreciate others. For example they can sing a song relating to certain religion which encourages sympathy, compassion, encourage love for others, encourage helping. So the use of related religion is

also important in teaching AIDS education. Above all religion is more counseling, it belongs to counseling. You can make use of it, but we must be quick to point out that among those who are not involved in that particular religion, so you have to be sensitive to the needs of the children and make use of religious stories.

Do you use peer leaders in the lessons? How effective are they on the programme?

1. Peer educators we use them even in the libraries not only in HIV and AIDS lessons. But during off lessons when they are alone, we can say to a child you go to your peer educators with such problems. In AIDS education issues you go through the peer educator not through the formal prefect system. A peer educator is more of a child counsellor than anyone else. So they go through the peer educators. We need these HIV and AIDS books, can you please go and get them from the library. We need to talk to the counsellor; we need to go to the headmaster. We need to go to ... so a peer educator is more than a prefect. She is a counsellor or he is a counsellor.
2. Just to add on that peer educators are good because sometimes when you have peer educators some of the kids feel very free to ask whatever they want from the peer educator. They express themselves clearly to the extent that sometimes you as a teacher you will be in a position to know how much they know after getting feedback from the peer educator. These peer educators are very effective on the programme. They get information which at times is not imparted to the teachers. Because some of the pupils sometimes are very shy to speak out something. Sometimes they are not very sure of their answer. So they think ah! If i tell the teacher about this ah! Man, he won't feel good.
3. I also want to add to the importance of peer educators. Peer educators are like link-man. They go to the teacher; we introduce them to such institutions as clinics, police and so on. So if the police have something to say to the school they are quick to call the peer educator. So and so must come here we have a message, something about a child so and so. Even at the clinic, if the teachers are not here the nurses can call fir James the peer educator to pass information. A peer educator is a child who was trained to keep information in a confidential way that he or she is given. A peer educator is also accessible. Pupils can access him or her at ant given time without difficulties than the teacher who is

away from them. Even at home during week-ends and during holidays, just because the child is trained somehow can gather information on such people who have difficulties, who lost their mothers or fathers who need assistance. A child who was given a job to be a peer educator is now alert, is vigilant, is able to gather information and bring it to the attention of the police, the attention of the clinic and the school.

How do you assess your students' understanding of facts on HIV and AIDS?

1. One way that is clear is a decline in the rate of pregnancy. Because at times we have high rate of teenage pregnancy, but because of the instilling these policies and this programme people get to know the dangers and they do away with sex and there is a drop or fall in teenage pregnancies.
2. At times we measure the learning or the acquisition of knowledge through their behaviours. At one point we realise that children are learning more than what we see. Because we see them putting ribbons during world health organisation days celebrating themes for AIDS. Students come putting on ribbons imitating television personalities, those who will be presenting putting on ribbons. If you ask you hear them saying, you don't know madam that we are commemorating this dat. There is a lot a learning happening.
3. And another way is how we consult our nurses. Sometimes there is a drop in STIs which is a good measure or behaviour change. Some of the kids will have changed in the way they communicate because some of them would use vulgar language. Then you see ah! These people are changing because they are speaking in a polite way with very good words.
4. Sometimes in class we carry out question and answer sessions, and the response you get from pupils it really shows you that the information that you have given them has stuck in their minds or in them. Just to add, we have some schools which are covered by CADEC. They test the pupils, they usually give them competitions, where they have poetry or drama competitions or quiz. That's the way of assessing how they grasp the concepts,yes.
5. We don't use measurement or evaluation. As yet in the subject. But evaluation maybe through what we see. From the Ministry itself we don't have such facility. No marks, in fact we don't award marks. We don't measure because the process is not measurable. Its ongoing if you start to measure it, then you force people to do a certain behaviour, to learn to write notes. Of which we

discourage to write notes in HIV and AIDS such that we can motivate people. The learning itself does not go into the book, but into the person.

What changes to the learners' life can you attribute to the programme?

1. First of all we note behaviour change. The way they walk they dress and how they communicate within themselves, pupil to pupil or pupil-teacher interaction.
2. There are also notable changes in the pupil in the implementation of the programme. For example the pupils are able to do things on their own that is skill acquisition. Some of them go miles ahead through the assistance of maybe community leaders. They can do sawing of their work clothes, gardening, etc. Also the pupils are equipped with the knowledge. They can abstain from early sexual intercourse. They are able to know the significance of using maybe condoms etc.
3. Behaviour change is noticed a lot among boys. Most of the guys were bully in a way that they would end up forcing and threatening girls that if you don't love me I will bit you up every day. But knowledge that we give them that its not the time, it will be like that. They end up noticing and understanding that even if I force the girl, thinking that she is of my age she is not the one. We give them example that even mother and father if you look at their age differences they are not the same, they are big. Then they will understand that this crew that I have are not mine let me leave them. So the bully spirit or attitude is removed. Then you notice that the students are now behaving and showing brotherly love instead
4. Another notable change that we have seen is that of other students who build self-esteem. Some of them could not even manage to stand in front of other kids disseminating any other information. Because of this programme quite a number are in a position now to be in front of the school or other pupils sharing whatever they would have been instructed.

Which subjects do you think students learn better about HIV and AIDS when mainstreaming?

1. Perhaps I can say some subjects like science is one of them. Even Bible knowledge is one of them.
2. I am sure HIV and AIDS is integrated in almost every subject in one way or another. For example starting with religious studies, that as good as AIDS

education because we talk of behaviour change, taking example from the teaching of Jesus, the teachings of Mbuya Nehanda. So you will find that the ancestors' teachings are similar to that done in HIV and AIDS. Even in science, I am sure the example that examples which are given there that are scientific illustrations are always in AIDS education. Let us say if its mathematics, we are having ten of children, giving examples who are orphaned like that, four of them their fathers and mothers are both dead, five are so and so, one her mother died. So that is an integration of HIV and AIDS.

5. Even in technical subjects as in computers it does integrate because, for instance, when you teach computers, there are issues of viruses in computers. You can give an example such as, just imagine one lady having as many men, you take one disc and put in this computer, this computer removing, take the flash put in this computer, remove, put in that computer remove. Obviously the computers will end up attacked by a virus. I end up explaining that but we have got our anti viral programme, just as with people. So it does not help to say when a computer is attacked you live it and say it will be okay some year. You just have to go and consult for advice. With a computer we look for an anti-viral programme and clean the virus which is in the computer and boost the weight of that computer. The same applies to people.
3. One day I was so happy a maths teacher gave an example of sets saying sets with probability then I said we are not alone in teaching HIV and AIDS education. She would say "one has both parents dead" and so on as she said so she was putting then in sets.

What challenges do you experience in implementing the AIDS Action Programme for Schools?

1. Looking from above at planners, the policy document must be so comprehensive to include all components of the learning process and the behaviour change that we look forward to and so forth. So at policy planning level I think a lot has to be done to make the policy comprehensive.
2. At implementation level we also urge the responsible authority to look into such issues as teacher motivation, teacher education, and maybe teacher staff development. These are some of the recommendations. However they are problems that teachers are not motivated and are unwilling to teach the subject area. They are not responsible they are not accountable to the thing that is not examinable. So teaching things that go to waste is undesirable. It does not

work, it's not important. Who knows that today I did not teach AIDS education? Even notes are not written it's all verbal teaching, what is the harm. So these are problems with some teachers' perceptions.

3. In fact I want to talk about these policy makers. The policy should have been treated like the constitution. So that they do not do their own things without involving us the people on the ground. That is why things become very abstract to people on the ground. It's an issue when working with the elite group. They work with few people up there at policy planning level. Policy formulation should be research like, with people giving their views. People to be involved in workshops below the policy is formulated or made, so that we will be in a position to implement this programme. My initial point is that policy is just handed from above coming to us down here. Those who are above the policy makers do not bother to know how we take it. They have their understanding that they assume that is the understanding that we have. Of which there should have been instituted a mechanism where people plan together then policy is set. Everyone should have had an input, where clarification is needed then it's given, so that the implementation will run smoothly. I am simply saying if policy is just from the superiors to these people on the ground, it seems as if it's just a command. We have to do what we have been told. You don't ask how high I should jump. You just do what you have been told to do.

What recommendations or suggestions can you make to improve implementation of the programme?

1. We are recommending that teachers should be trained, staff development. Also to be motivated in different ways through remuneration so that they get motivated. Through giving status to the subject area by the school administration. Not to look down upon the subject. For example placing ADIS education lessons in the afternoon off session. Avoid off sessions because they are demotivating both to the teacher and the learners. Because they will be tired, the teacher is tired.
2. Workshops should be increased. They should continue to be increased to consider new knowledge being discovered on the subject
3. We need more resources to use, for example modern resources – radios, projectors videos and the like. Because most pupils who live in disadvantaged areas will make use of those materials.

4. We need videos to use when delivering the lessons especially to disadvantaged children.
5. Another recommendation is we feel that there should be a stakeholder programme, whereby we have parents involved to come up with programmes that are realistic to our community, factoring such values from our culture, factoring such things as children's needs, gathering data on the vulnerable. Also gathering data on the environment itself conducive to the learning of HIV and AIDS education. There should be input of the police, the input of the Health sector, and the input of all stakeholders. I think we will come up with something good when teaching HIV and AIDS education.

Thank you

INDIVIDUAL INTERVIEWS
SCHOOL PRINCIPAL NO. 1: 2010: VN680013

Gender: Female

How long have you been principal at this school?

At this school it is now about five years.

What has been your previous professional experience?

In as far as heading schools is concerned, I was heading at Chirichoga High School for four years before I moved to this school Ndarama High School and earlier on having been a Deputy Principal or Head at Victoria High.

What is your understanding of the AIDS Action programme for schools?

AIDS Action programme for schools. I suppose it was born out of the realization of this AIDS pandemic which has rocked the country, and so, the government has decided to postulate a policy in line with the AIDS Action programme. In other words to try to alleviate the problem or assist the AIDS affected and inflicted. So this policy has to be implemented nationwide.

What do you view as the major goals of the programme?

The major goals I suppose are to educate students about the AIDS pandemic, how this AIDS has spread, and the consequence of the spread of AIDS. So the main goal will start these adolescents, secondary school students who are assumed to be in the 13 years and above. So it is meant to actually make students aware of the physical changes that take place on their bodies in terms of sexual changes at puberty and how to handle the pressure they come across in life.

How do you view this programme since its inception?

Right, this programme is beneficial to some extent especially to those who are being taught the awareness programme. Because here it is observed that there is some behavioural change in some students who are conscientised about that and the prevalence of AIDS in schools pupils sort of dropping due to the awareness.

So far, what goals of the programme do you think have been accomplished?

Goals accomplished, the goals accomplished so far is that schools are actually managing to, ehe-, implement the programme. Ehe-, since the policy insists that or postulates that all pupils from form 1 to 'A' level have to be taught about AIDS so that they are aware, so schools are managing to implement and the subjects are being taught to all levels o pupils.

Do you see some goals having not been accomplished and why?

Well generally they are accomplished, but then, we realise that ehe, to achieve some of these goals the AIDS action programme is not well funded and to some extent some teachers who are made to handle the subject may not be quite well versed with the subject. And so there is need to update them so that they can be competent in delivering of the subject content.

Is the time allocated to the programme on the timetable adequate?

Yes, or not quite. It is adequate in the sense that at least every class has got the subject taught to it. But, then realising that we are a double session school time may not be sufficiently enough to teach the subject. Since pupils come from 7:00am to 1200 noon and then they leave. Another group will come in from 1200 noon to 5:00pm then they leave. It means therefore timetabling for that subject may not be accommodated in the main timetable.

At what level is HIV and AIDS taught at your school and why?

Well, it's taught from Z.J.C. to 'A' level. Basically to equip the students with the knowledge about the subject, so that they may not fall into some of these problems while at school or after school.

What is your HIV and AIDS education school policy?

The policy is derived from the national policy. Since the national policy is to impart knowledge to students. Then the school also drives its policy from that. All pupils at school must have the subject taught to them.

How do your school HIV and AIDS policy relate to the broader AIDS Action programme?

Well, we are trying to implement the policy as stipulated in the national policy and Ministry of education that AIDS education has to be taught. But then, we realise maybe the problem is that we may not effectively teach that subject due to some constraints

Do you like to mention some of them?

Constraints, First of all we have manpower, staff challenges, since the main academic subjects are also taught here, time-tabled. Then the staffing department will only deal with the subjects that are taught and rarely do they consider the staffing for the subject. Only out of that realization and need to implement the policy that we use some of our teachers who are quite well versed with the subject.

As the school principal do you think you are well trained to meet your mandate on this programme?

Not well trained as such. What normally happens is that we are called for some workshops. Just realization or acquaintance workshops, so that we are aware of what is happening. But as of adequate training, well I wouldn't say we are quite well trained. We need some more to be done about it.

In your view how can you be assisted to meet the needs of the programme or to function effectively as a school administrator implementing the programme?

Actually I some in-service courses could be done periodically, then that should equip us with knowledge and update us with the recent information about this subject.

Generally how is the programme implemented in your school?

Right, it is implemented in different ways. Teaching the subject in class by the Guidance and Counseling (G & C) teachers. Then we also have some clubs, some AIDS clubs, where we have some pupils being taught again on the subject and also AIDS awareness campaigns activities in the form of dramas, music (and others) etc, in their various clubs.

Generally which methods do the teachers use in your school?

Yes, there are many methods that can be used. We have participatory method, where

some kids are involved in dramas, plays, poetry. And then we have some lecture methods importing some knowledge to those who don't have the knowledge at all, so that we equip and empower them with the knowledge and give them information.

In your view how effective are the methods used to deliver the content on the programme?

Yah..., I think they are fairly effective; they are fairly effective because they allow students to participate. They get them involved in some community activities when they dramatise, when they sing, when they go to some gatherings performing some poetry. So it is fairly effective although we may need some more methods to be employed. Especially the modern technology to be employed in trying to impart the knowledge to the pupils, some DVDs ah-, other modern technologies which expose them to different situations which they fall into in their lives.

Are the materials used in support of the programme adequate? You may explain.

Not necessarily adequate, because we have some organisations which at times help us with the material. They only give some materials to a certain point then suddenly they stop. So there are sort of stop gap measures that they use. We would want some organisations which supply us continually with some materials. So that maybe the teaching of AIDS education as a subject is effective.

Which of your teachers participate on the programme and why?

Generally those that are fully participating in that programme are those teachers who happen to have been trained in G & C and we also have some teachers who may help in but since they are not enough to man the whole school, so those that are trained in G & C will tend to lead the groups and advise them on what to do.

What is the role of the principal in the school with regard to implementing the programme?

The role of the principal is to make sure that policy is implemented. How do we do that, we make a follow up on teachers that go out to pupils to teach and see that the

work is done. And also at one time or another we make them to perform some poetry, some drama and some plays pertaining to the lessons they would have been taught to actually enhance their understanding and educate others.

How do your teachers understand this whole programme?

Yes they do understand it since it is actually a pandemic which has actually rocked havoc to the whole nation. They do actually understand the need and appreciate that we need to educate our pupils about the pandemic. They are the future leaders. They should be aware of such things so that they don't all victims of AIDS.

Are your teachers adequately trained to implement the whole programme?

Well, not all of them, only a few are trained and some have some degrees in G & C. A few are adequately trained and in-served.

What are the teachers concerns or challenges with regard to implementing the programme?

The challenges are that we tend to have problems with the implementation in terms of the support that we get, from maybe the organisations that need to support us with material support, financial support and maybe, if that support could be forthcoming then that would enhance the teaching of the subject effectively.

In your view as the principal, what do you think the policy and curriculum for the programme entail?

Well, the policy is that the subject has to be taught to students/learners at every school. So, as far as this school is concerned, we are doing our part as much as possible. The curriculum should entail the development of the child from Z.J.C. up to 'A' level. That it should handle some topics like adolescence and puberty, sexuality, HIV and AIDS. And then, we want to look at how this is spread, the prevalence of that disease, how you can take care of the affected and the infected. That should equip them with life skills situations they know what to do.

How does your school effectively implement the programme? May you give evidence?

Implement the programme, well our school has actually assigned some teachers to some classes to teach the subject. They are actually doing that. We have one male

teacher who is solely in charge of that subject. They are actually doing that. We have one male teacher who is solely in charge of that subject. He teaches the subject together with English for communication to 'A' level. That's his area although he is assisted with some few teachers. But we have a teacher specifically for that for ensuring that the subject is being taught.

In which ways are your students benefiting?

Students participate a lot in drama, poetry, songs, etc. And so, in so doing, they retain the knowledge that they gain from all the activities and tend to apply the acquired knowledge in cases where possible. They may be involved in community bases programmes to assist the infected and the affected.

What do you see as possible gaps between policy, curriculum and teacher practice?

The possible gaps there may be from the top to school level. Because here we rarely see those people enforcing the implementation of the policy at schools. They tend to remain higher up there. From the Ministry, EOs are there but, rarely do they come down to policy implementers.

What about from the side of the curriculum and teacher practice?

Well that one is being done at every level. We are enforcing that, but what lacks now is the support.

What challenges have your school encountered in implementing this whole programme?

Firstly we have challenges here by some of the teachers who lack appreciation of the subject. They think its time wasting when their students are supposed to be taught examinable subjects. But we feel its worthwhile to do that because it helps them in the near future after leaving school.

Then we have this material support challenge. We don't have much of the material support to the afflicted and affected. Some of the affected students may fall out of school because of lack of support. So it's quite a challenge. We have some child headed families where one child is heading a whole family and has no way to raise

funds to support the family. So such families will require a lot of support from organisations.

Then we have another challenge of inadequate training in some teachers who may be asked to teach the subject.

What is the Ministry School support that you get?

Ministry provide with the E.Os for the subject. Then we have district resource teachers meant to ensure that the programme I implemented in schools. But, then maybe due to constraints they have not been mobile. They have not been visiting schools.

In your view, are your teachers emotionally prepared to handle the teaching of HIV and AIDS

Yes they are. They are emotionally prepared because the majority of them are involved in one way one or the other since they are the class teachers and subject teachers. In those classes that they teach they help to identify affected pupils and then forward their names to the office for assistance or those with problems pertaining to HIV & AIDS, they also forward their names. Then students are directed to G & C teacher to assist them. Those with financial problems, we identify some organisations which can support them.

As the school principal what suggestions can you forward for effective implementation of the programme?

We would want adequate materials, financial support so that the teaching of the subject becomes. Without support, the whole programme will be a failure. Support is really needed here.

Teachers have gone to an extent of mobilizing financial support to assist the affected pupils.

Thank you school principal one

INDIVIDUAL INTERVIEWS
SCHOOL PRINCIPAL NO. 2: 2010: VN680014

Gender: Female

How long have you been principal at this school?

Six years

What has been your previous professional experience?

I have been a teacher for twenty-six years. Plus six years, that's 32 years in the service. As an administrator, I have been a Deputy Head and a School Headmaster, a total of nine years.

What is your broad understanding of the Aids Action programme for schools?

The AAPs was meant to give students information on the AIDS pandemic and to make them abstain from casual sex, through the help of the teachers in schools and other institutions. The programme was meant to give students information about the AIDS pandemic.

What do you see as the major goals of this programme?

I think the major goals, one of the major goals is that o awareness. To make students aware of the effects of the pandemic and also to make them good citizens by abstaining from casual sex, and be aware of the effects of the disease in the community.

What are your views about this programme since its inception?

I think the programme though very good, especially to our students, did not really get the reception it should have got in schools. I think the teachers who were to be involved in teaching on the programme were never staff developed. It was something just handed down from the superiors to schools. And all they got perhaps were materials in the form of textbooks and at times perhaps people from the Health Department giving information. It wasn't really given the right time, or even staff development of the teachers needed. We didn't hear of any courses held about the programme. But just reading from the papers and perhaps getting notices from the

Permanent secretary's circulars just giving information about the programme. And nothing really to make the teachers aware of the programme, or to staff develop them on how to teach it.

Which goals of the programme have been established?

I think generally students are aware of the causes of the AIDS pandemic. I think they are aware of them. They may not really take them into effect but they know the causes. They are aware of them. It's a goal that has been Achieved I think.

What about behaviour change?

We cannot rule out that some are engaging in casual sex or unprotected sex. But there are still some who don't care you can say that. It may be because of their backgrounds perhaps or how they were brought up. In this school I think the most serious thing is that most of our students, in fact not most but some of our students come from child headed families. They are the land Lords. They really need this information but they have no one to tell them. They may be doing it because they do not have any adults to warn them of the consequences.

Are the teachers on the programme not warning them?

The teachers might warn them, but at home they don't have anyone who controls them.

Are you bringing in the issues parental involvement in AIDS education?

I think its very important, because once the child remember some of the people who lure these kids into casual sex are adults. So, the adult at school and the adult in the community to the child are the same. If one adult says this and the other says a different thing, the child will be nowhere. And will tend to do what pleases most and engaging in casual sex, having fun with friends and so forth. Its exciting, so there is really need for parents to also guide their children at home.

Which are some of the objectives which have not been met and why?

I cannot really say there are some which have not been met really, but one such goal maybe making students abstain, and some have abstained but I think there are still some who think its just a waste of time. They don't see it as a serious thing. We do have cases of students who run away from school. They engage in prostitution. They

are found in beer gardens. So really, we may think the objectives of making them abstain from that have not been met, but there are some who are not doing it. So we don't know. 'hameno pamwe vanenge vachingoda kunakirwa, vachitoudzwa nevakuru kutoti hazvin basa inhema, usanyengerwa? So they are influenced. Yes.

Is adequate time for HIV & AIDS education allocated on your time table?

In our school we have no time allocated for this. We have time that we call registration and inspection. Its done by class teachers. The first 15 minutes of each day are given for that. We expect that during that time, the teacher concerned to be talking to students about any matters concerning HIV & AIDS and any guidance they may be given. They also have one 35 minutes period per week with the G & C teacher. In most cases the G & C programme may include HIV & AIDS, but they may also not include it. So we can say ther is no real time allocated and the time given for that is not adequate at all as there are other things to be done during that time.

Policy says these lessons should be time tabled and taught, so at what level is this taught at your school?

In fact the subject must be taught to all students. But, at our school its taught to the Form 1s to 4s. The 'A' levels normally don't have that time except for the 15 minutes during the registration and inspection time. Each day we have 15 minutes of the day when they have to do that with their Form Masters/Class teachers. Yes, it says it has to be allocated on the time table, but we do have shortage of time. We have two schools in one and our periods are not even 40 minutes, they are 35 minutes. Even some subjects, instead of having 5 or 6 periods per week, we end up having 3 or 4 because we don't have time. With each group we just have five hours, that is from 7.00am to 1200 noon and from 1200 noon to 5:00pm because of the hot sitting. So time is really not on our side. Time is a challenge. And you imagine someone is just striving to teach those subjects that are going to be examined in the end. Though its very important. I think the programme is important. We may be educating people for death, but time.... laugh!

Do you have an HIV and AIDS education school policy?

Ah--, not as such, its not school policy. We do have a club at the school. The club has peer educators and they have to meet every Wednesday. They meet to give each other advice on whatever issues pertaining to HIV & AIDS. But we can say

since the club is under the school it's a school policy but then its implemented by the club members and their patrons. In most cases it doesn't involve all the students, just those who wish to join the Club. Not all teachers are involved again, I think about three teachers are involved in the club.

How would you relate your school policy with the broader AIDS Action Programme for schools?

The broader AAPS is known by some organizations that link with our schools. For example, the blood donation group, yes. These are the people who mostly help schools in training their peer educators so that they come and also train the others. The peer educator programme relates to the broader programme. Yes it relates. The blood transfusion group trains peer educators and the training is basically on AIDS. And then these peer educators are expected to form a club within the school. In the club they then bring the information to other students yes.

As a school principal, do you view yourself adequately trained to meet your mandates on the programme?

If we talk of adequately trained when no training have been given. No training was given. So as I said from the beginning its just reading from the papers or circulars and there you have to know what is expected of you. So I am not adequately trained to meet these obligations.

What would you suggest r how would you like to be empowered as a school principal?

I think the AIDS Action programme initiators-policy makers know exact what they want School Heads to do. So if they hold workshops perhaps with the Heads. And most importantly if they can supply the materials for use in the schools. Because its very difficult for someone to procure or even to look for media for the programme you are not aware of. Even the teachers who are participating are not aware of what they should be doing at times. Then to request for any materials for use, materials they don't know, its very difficult. I think there is need for the Ministry or whoever may be to train first. In fact to have staff development workshops so that people are aware exactly what is to be done.

Which methods are generally used to teach HIV and AIDS education in your school?

I think generally the teachers themselves just the lecture method with the question and answer method. But as I have told you that we use peer educators and we also have a club. There was a time when there was drama conducted in the school. In fact the drama was initiated by the Dachi Care. They are the ones who said students can have poems related to the spread of AIDS. Drama in connection with AIDS. Then they came to school and they judged the articles that have been produced. They even gave prizes exercise books, rulers and so on. These were performed to the whole school. It's another method, but unfortunately, it wasn't initiated by the school. It was initiated by the NGO, but then we implemented it. So, through drama, through poems, students are made aware of this AIDS pandemic.

How effective are these methods being used on the programme?

Yes, I think the drama is very effective. They see people who become ill because of their weak behaviour. Especially our younger girls and boys in Form 1, they are so excited. So I think the drama is quite effective. And poems, if well written. Because they are appealing to them. Yes, the lecture method used by teacher can help in some way but not as these other methods of drama. Unfortunately these are just done perhaps twice a term. They are not methods that are done on a daily basis like the lecture method. The teachers will be using or lectures.

Are the materials or resources used in support of the programme adequate?

So far we do have a series of text books AIDS Action programme. The books are for Forms 1-4. We don't have for the 'A' levels. These books it's just a set of twenty per form. Per Form in our case we do have about 300 students per form. You can see that a set of 20 text books for 300 students it's really not enough. And these books were donated. I don't know. As I said it's not an examinable subject and people normally think of buying any materials with the scarce resources they have. They don't use the funds they have on non-examination subjects like these AIDS Action programme. It's just, I think it's a programme which should be given to students. I don't think people would like to waste any money on it, or adding to these few textbooks we have. It's very difficult. I think those are the only materials we have. The videos if they are there they may be there for the tele-centre I think. It's again the initiative of

the teacher to go to the tele-centre and view these and see which ones are suitable. But then time shortage. Students may not be able to see them.

Which of your teachers participate on the programme? And why since it looks like voluntary work?

Its voluntary work but not very voluntary as such. Like for example, if you are made a class teacher, you are to be involved. If you are given a class for G & C. you are to be involved. So its not really voluntary and we normally give it to teachers with fewer periods on the timetable. So that's their additional load. Its teachers who are made class teachers or Form masters to give advice to those allocated to teach G.& C. and it's a development in the school. G & C is a department in the school. There is where AAPS is housed yes.

What is your role in the school with regard to implementation of the programme?

My roles are purely supervisory. Just to see whether the teachers especially at the beginning of the year, have been allocated this period. But what actually takes place in the classroom is difficult to assess. We don't have any exercises to write, to do any written work, its just written work given. So to really check whether the programme or lessons are being conducted properly, I think its another difficult thing to do. At the moment I can say its just allocation of work to the teachers concerned. And then they have their own departmental meeting and are told what to do by their H.O.D. Following up at times the students concerned to see anything its very very difficult.

Do you also observe these lessons running under monitoring?

Ah no. These are not... laughing, As I said I think its an oversight that they not taken to be very very important as the Maths, English and Science. So you wouldn't really go in to see a G & C lesson, a G & C lesson. Infact you would visit the class to give the guidance yourself or the counseling yourself at times. But not to see someone teach it... laughing.

People are dying of AIDS. How would you like to see this subject improved so that it has more weighting?

I think to improve on the teaching of the subject, if it can **be a compulsory subject**, its compulsory yes, but I think if it can be examined. Like we have the religious and

moral education. Students will take it seriously ones its in their curriculum. Because they know they would write an examination in the end. But at the same time thy will be learning something morally. There are morals they learn. As they learn it, they know I am going to write this and again any time I taught properly they will be gaining some morals. I think if that can be done with this programme. I think they want to introduce like the life skills or something. Yes, if it can be a serious programme that examined, even if its examined at a certain level only or if it can be examined. The school may not have all the classes writing its examination but just other classes. Like we do or bible knowledge. There are some who will be doing Geography and some religious and moral education. Those who do the lessons do gain a lot. And they know the subject is important.

What about the issue that if dealing with attitudes and behaviour change, the subject should not be examined.

Its valid yes. At the same time, knowing the nature of our society, we do teach or examinations. We forget that we give examinations to healthy people at times.. laughing. Once we know that we teach for examinations, I don't think that there is anything wrong having students writing an examination for something which gives them life. It may be difficult to have it as a subject but I think its necessary to have I as an examination subject in the school.

How do your teachers understand this whole AIDS Action programme?

Teachers just see it as another subject which might come and go (laughing). It's a subject for the time and a subject for discussion as they say. Nobody really takes it seriously. I don't know, they don't seem to think the school, especially secondary school is the right platform to teach attitudes. They think the children at primary school level have already acquired some attitudes, and these are just being developed as they grow up, starting from the home, even behaviour wise. You would hear them commenting that 'aha- uyu hauchamugoni, uyu watoa', and that child will be in Form 1. Which means they are saying 'Kwakabva uko ndokwaatatoresveka' and 'haachagoneki kugadzirika'. So you can see they always put the blame on the primary school or on the parents, or home background.

Is it a cultural or taboo issue, why are the teachers not comfortable with the AIDS area?

I don't think it's anything to do with taboos but, I think it's my own opinion, these boys and girls are already mature. They think they know everything already at secondary school level. And the moment you want to discuss with them anything on sex or AIDS or anything, they are not very comfortable, they are shy. As you said yes, it can be taboo. Because in our culture those are issues to be discussed privately by an aunt or an uncle, not in the classroom or openly. It's not something to be discussed openly.

Can it be that teachers themselves are not comfortable?

I think some are not comfortable. They are shy. Because dealing with older boys and girls they know very thing and the moment you talk to them about things. They would say yes, even the students themselves they would look at you and say she participates very well. So I think she knows everything. 'A a- mungatiudzei, pane zvamusingazivi here. Madekohanditi makanovata kuRitz. Vana venyu ava munoovati vana venyu ava, vanovata kuRitz.

Are your teachers adequately trained to implement the programme?

Aa..., I don't think they are. They are not. Ten years I have been here, no workshop was ever held. Even by the Ministry authorities, at district level. We have the Better Schools Programme that has a task of organizing workshops for different subjects. No workshop was ever called on the AIDS Action programme. I don't think it was done. Officials might not know also of what exactly to do. I think it's like the appraisal performance system, you know it. It's there, but to really say you are expected in it, is not because it wasn't given adequate time of preparation and training. So people do it, they may be doing it but without adequate information.

What are the teachers' concerns or challenges on implementing this programme?

The main challenge in our teachers is time here as I said. It is time. The caliber of students we have seem to be grown up who know everything. Discussing this with them is very very difficult. Teachers are not experts as such. In normal, teachers have difficulties in implementing the programme. No one takes the responsibilities freely. For example even when the Duchi Care people comes to the school and advice what they want the school to do as far as the AIDS Action is concerned. Yes

they do it but hesitantly. Which shows they don't have information on the programme. At times when you explain to the kids because they have seen perhaps things on television at home or something. They may do their own things using their own initiatives. The teachers jump in and assist. Especially, the older students like the form 3, 4, 5 and 6.

What do the policy and curriculum of the programme entail?

I haven't had the chance of reading the policy, I never saw the policy as such. But in the curriculum, I think they expect us to make the students aware of the AIDS pandemic. How it can be prevented and there are so many NGOs like the Dachi Care. I mentioned even the city council would always assist. There is ehe... AIDS Action Committee. There is they call it DAAC – The District AIDS Action Committee. These do expect schools to have these programmes in the school. And mostly like clubs and training. They do send their questionnaire every month into the schools to check how many peer educators were trained, how many clubs were formed on the AIDS programme. So in the curriculum, yes its there. But I think as an extra thing and not really on the table-time.

Is this DAAC helping Ministry or how is it connected to Ministry, how does it come in?

The Dachi Care, the NGOs do deal with aspects that affect the communities. They source money in order to promote these programmes which are welcome with the international world. They have to work with the Ministry especially if they want to enter into schools. So its Dananai AIDS Action... what ... Dachi Care is an abbreviation. I can't remember the exact name. But DAAC is the District AIDS Action Committee. I don't know how it came about, how it came to be there. But its another group of people who always come into the schools and talk to the school like I said. They work together with the City Council. They are the ones who write the posters and ask schools to give their own motos. For example Abstinence –what- what- to AIDS, then they would write the poster and bring it to school.

How does your school try to effectively implement this programme?

As I said in the beginning, shortage of time. But as far as the clubs are concerned, as far as peer educators are concerned they are well set and they are in place and they are doing their work, especially the clubs every Wednesday. We end our lessons

early to give chance to all clubs in the school to do their activities. That's when they implement this programme.

In which ways are students benefiting from the programme?

Ah: I don't know if they are benefiting – (laughing) Yes they are benefiting by way of information. Behaviour change is very difficult to measure. But 2008 I think was a difficult year. Dropouts wouldn't be attributed to lack of knowledge or we can't say the student who dropped out were going into marriage or something. But absence of teachers in schools affected them. Some ended up into looking for jobs. For 2009 it was better. We did not have many drop outs. But lack of fees, teenage pregnancy yes, teenage pregnancies, we just have a record of two. Those are the once I can remember but unfortunately not even from the bigger girls, but from Form 2 and 3.

Can you attribute less teenage pregnancies to the benefits derived from the programme?

Not as such. The teachers were saying students now know the value of school and the value of the teacher from the time they spend outside the school. They saw that the world is hostile, its not friendly at all.

What could be possible gaps between policy, the curriculum and teacher practice?

The policy makers to start with, have to liaise with the schools. Then the schools will know what to do with the curriculum. As far as I see it, there is no coordination between policy makers and curriculum makers. Those just give a policy – you are to teach on the AIDS Action programme one period per week. Then the teachers what to include in that curriculum they are at a loss. Even the how to do it, the teachers are at a loss. So there won't be any clear policy as far as the teachers are concerned because they haven't been given the right information. So there is really a gap. Because the policy makers just give a policy and they don't check to see whether the teachers are ready to implement the programme or anything. What they want is their policy implemented.

What are the challenges that your school is facing in implementing the programme?

Lack of information that's the most challenge schools encounter. Had it not be the help of these NGOs, otherwise nothing would be taking place... (laughing). Because even if you look at the text books, they are just the same books for all classes and forms 1 – 6. They use the same text books. To think they may help students understand AIDS issues under the AIDS Action programme, it's not adequate. The text books are not adequate. So, I think there is need for other media to be developed. Lack of expertise at times, lack of interest as well. You become interested in things you know. If you are ignorant you are not interested.

Lack of monitoring, I don't think someone comes into the school. Even the Education Officers who come do not ask about the AIDS Action programme. They only ask if there is a problem in the school. How strong are your (G & C) Guidance & Counseling programmes? How many students have done this? When there is a problem then they will assess your programme to see how effective it is. But as long as everything is going on well no one is monitoring.

What would you say is the ministry support to the school?

As far as the programme is concerned, as far as I know, I don't think there is anything. Except that they demand returns which they themselves do not even know how they are to be filled in. You hear the ministry talking about the AIDS Action programme when they have been asked by social services to give information. So the ministry yes, they give a policy but it's never supervised.

Are your teachers emotionally trained to handle HIV and AIDS education?

Uuu... I don't think they are prepared. In fact, it's emotional yes, because to have views of people dying you become emotional. But on the whole it doesn't make them be prepared to teach the subject. Except to discuss it amongst themselves. They help each other just through their discussions. I don't really know how. But if you hear them discussing and giving each other that way.

As a school principal, what suggestions can you give to improve this programme in your school?

I think it is a very important programme. It should first be given time. We should have teachers who are really interested like they do for other subjects. Let them be trained to teach AIDS related issues on the programme. The subject should be taught at college and universities where teachers are professionally prepared. That should be the best. To equip them with necessary methods, information and whatever is required by the programme. The AIDS Action programme like people are saying its quite an important issue. It's a programme that should be implemented by all schools. Especially when we have people dying before even graduating, writing examinations. Its quite an important programme. What need to be done is to make sure its in schools. But, like we see with most programme, they are introduced, workshops are held, money is spend in hotels discussing brilliant ideas. But the ideas are shelved and never implemented properly. On lack of resources, lack o support, you can't expect someone for example like the DAAC committee. They go to schools in Urban areas what about schools in rural areas? Yes, they may want to go there but they do not have resources, they don't have transport. So assisting in seeing whether the programme is being implemented will be very useful.

As far as parental involvement, we do have two types of parents. There are some who are informed. Those who are informed at times whether at family level, they discuss AIDS issues with their children. But there are some who are ignorant who also need the information. They can be assisted by... Long bake we used to have 'mabhaisikopo mumusha' kuma Township? Even this would be done in townships 'vanhu vachiudzwa'. The people as far as I know NGOs are doing a lot of work in rural areas. But if all parents could be informed "vachionazviri kuitika,vachiudza vana vavo" Especially if they are live situations given to them. Kuti taakumboona film zvakaitika then 'vanogona kutoudzavo kana kuriona nevana vogona kudiscuss vese.' So I think parental involvement is veryimportant. There are some parents who feel the issue o AIDS and so forth should never be discussed at schools. 'Kutoti mava kudzidzisa vana vedu zvisizvo'.

So parents should be informed and be able themselves to teach the child. I think that would be of great help to the programme. In my view its not an issue to leave to the teachers alone, its not really. Especially in schools like ours where we don't have the time and people will concentrate on their subjects which they know in the end will reveal their abilities. They won't have time for the AIDS Action Programme. So parents have to help.

Thank you School Principal two for your time

INDIVIDUAL INTERVIEWS

SCHOOL PRINCIPAL NO. 3: 2010: VN680019

Gender – Male

How long have you been principal at this school?

I have been principal at this school or 5 years... now. Prior to that, I was Principal for Mucheke High School or another five years. All in all I have been a teacher or 29 years put those years together.

What is your understanding of AIDS Action programme or schools?

If my memory saves me right, it was initiated around about 1993. Because I remember the programme being rolled out in schools. Several workshops were mounted across the country. I attended such a workshop then at Gutu High School because I was at Mupandawana that time. The idea was sensitized to school teachers and school children on the HIV and AIDS pandemic that was and is still across the country. It was to make sure that all stake holders in the education of children would be made aware of the manifestation of the pandemic and various types of diseases that were associated with AIDS, would respond in one way or another by mounting lessons that would address HIV and AIDS. So that was my understanding ever since.

What are the major goals of the AIDS Action programme?

I think basically to empower school teachers and children with skills and knowledge that would enable them to respond in a manner that would enhance the safety, that protect children from acquiring the disease. Or in the case of those that would be victims, on ways of mitigating the impact of HIV and AIDS on children.

What are your views about the programme since its inception?

By and large the goals of transmitting knowledge were achieved. I think the knowledge of HIV and AIDS is wide spread. I think it goes even beyond school children. I believe that even out there, the parents themselves are fully aware of AIDS and its manifestation and how it can be contained.

Which goals of the programme have been accomplished?

I think the goal to do with acquisition of knowledge. The behaviour changes that are expected. I think those are the major goals. I believe that in many ways the decline in the instance of AIDS in the country is attributed in part to the knowledge that has been transmitted to the children and to parents. So I believe that those were by and large achieved. On which goals have been accomplished, I wouldn't give a percentage. Perhaps I would say knowledge yes. Sometimes we come across behaviour that is at variance with our expectation and its associated with drug abuse and related problems. Some of the problems stem from ... ehe ...technology if you like. You have got ...he... cellphones, you have got television sets some of them transmitting materials that are destabilising children. I believe that's another source of knowledge that is unfortunately negative and encounter productive to the aims of the programme.

Which goals of the programme have not been accomplished and why?

I wouldn't say there is something that has not been accomplished. I think it is a question of to what extent the environment could be made more conducive, more effective in terms of that total behaviour change, yes.

Is time allocated for the programme on the school timetable adequate?

I think so, apart from time tabling challenges. I think in the past, even now you tend to find that the AIDS programme which is incorporated in our G & C programme, sometimes it placed at the periphery of the time table. But there are many ways in which we try to overcome that. We invite people from outside the school to present seminar, workshops etc and that a well-managed G & C unit, we have in the school an Head of Department who work with selected teachers to make sure that programmes of that nature receive some attention.

Is HIV & AIDS taught at your school, at what levels and why?

Its across the curriculum, across Forms and that it touches everyone really. And we don't only look at formal time tabling to talk about HIV & AIDS. We look for any opportunity that presents itself to talk about it including school assemblies that address. When we release students for holiday for instance. We make special effort, to make sure that reminders, because its not fresh information, but reminders on behaviours that are appropriate. And that even parents to do play a part, because my

circular to parents will have information on that time to time to try and talk about behaviour that is appropriate.

What is your HIV & AIDS school policy?

To make sure that information is made available to all concerned and use a diversity of media, and any opportunity that presents itself be utilized to transmit information on HIV & AIDS. So basically, it is total response I think to the pandemic.

How do you relate your school HIV & AIDS policy to the broader AIDS Action programme for school?

We think it constitutes very much, it's a... although it, like I indicated earlier. It tends to be placed at the periphery in some instances. But we are saying we take HIV & AIDS very seriously, yes. This is why our G & C teacher has time. We have made sure that her teaching load for other subjects is reduced to allow or time to plan for these activities and to interact with people who may be manifesting signs of the condition.

As a school principal, do you view yourself adequately trained to meet your mandates on the programme?

I believe so, I think the Ministry of Education Sport and Culture over the years has done a tremendous job of sending out information of sensitizing the schools and making sure that even the education officers who are stationed at the provincial office and the district office. They talk about HIV and AIDS in a very big way. I believe that I have adequate knowledge to be of use.

How can you be assisted to function effectively on the programme?

Perhaps in the area of media. If we can get more CDs more literature which could be placed in our study centres and in our libraries. So that more materials are made available for school use across the subjects and across all our activities. So its media, more about materials really which could be made more available.

How is the AIDS Action programme implemented in your school?

Through a department which focuses on that and identification of teachers who interact with children. Through use of expertise from outside the school. Through seminars, through police the public relations department. Through the hospitals. We

had for example the pharmacist from our local hospital being invited to come into the school to talk about abuse of drugs and how it can impact on the spread of HIV and AIDS. We go out of our way to involve stake holders with the expertise we can benefit.

Which methods are generally used to teach HIV and AIDS education at your school?

Primarily though interaction between the teacher and the child. Through use of a variety of media. We do have television sets, we do have other equipment which we can use. Through invited guests, yes, these are a critical part of our programme.

How effective are methods used?

Very effective. If knowledge that the children how is anything to go about, we believe that children are aware of HIV and AIDS.

Are the materials used adequate?

There is where we need more media. Definitely, printed whether it be any form of media used. We certainly would benefit from more materials.

Which of your teachers participated on the programme and why?

The G & C teacher is a veteran. She is an experienced teachers, primarily of English. But we have used her for her expertise because, one, her understanding of people in her experience. As a teacher we believe it useful. That she is an assertive character, she can interact with members of staff, with parents and with students. And she occupies a respectful place in the school. She is tasked with identifying other teachers with requisite skills and experience to work with her.

What is your role in the school with regard to implementation of the programme?

Ensuring that the appropriate personnel are identified and placed in their places. Talking about it repeatedly in our meetings. Ensuring that some activities are done, and that from time to time she reports tome. She also sends a monthly report to DAAC. I ensure that those things are done. So that we are able to keep track of what is happening.

How your teachers do understood the AIDS Action programme?

I think they understand the programme in the context of the part they play in terms of transmitting the knowledge and so on. At their own individual capabilities whatever persons are send to them, they are taken advantage of to make sure information is transmitted to our children.

Are your teachers adequately trained to implement the programme?

I think they do have basic knowledge which I believe quite and large to be adequate. But there are gaps that... that you plug on knowing more. And refresher courses and so forth will go a long way in enhancing their skills levels. The main thing that can help us deliver on the programme are welcome.

What are teacher concerns on the implementation of the programme?

Not any major concerns. Some of them would want for example, that we have the time table accorded individual lessons, so that alongside our G & C programmes we make sure that it is done in that manner. It doesn't occupy this place in the curriculum which appear to be peripheral and they have indicated that this is what they want. But our problem is the congestion o the time table here.

What do the policy and curriculum for the AIDS Action programme entail?

Transmission of knowledge, of attitudes, things that we think are helpful and basically that. So that it yields behaviour change that we expect.

How does your school effectively implement the AIDS Action programme. Give evidence?

Through the structural aspect of identifying a focal point person who is an expert of teaching guidance and counseling, who works alongside with the other teachers to interact with children.

In which ways are students benefiting from the programme?

If they acquire knowledge, we hope it leads to useful behaviour change. They can be empowered enough to protect themselves from situations which would expose them to the disease. And by the way I must also mention that we work very closely with blood donor people and through their lectures, prior to donating blood, our children go through lectures. That is another way of transmitting the same information.

What do you see as possible gaps between policy provisions, curriculum and teacher practice?

I am not sure that I will be able to identify gaps. The key stake holders understand what their roles are. The shortages, the gaps in the area of funding, if we could have materials available. Perhaps but otherwise there is convergence.

What about monitoring and evaluation?

Possibly that, which would identify some of these gaps if Ministry should go out in a more assertive, in a more vigorous way, and assure that what weaknesses are there in are addressed. Certainly, there could be better delivery. And that we don't have variations from school to school. The consistency on approach and on so forth, so certainly Ministry could make its presents better felt on the ground. That is the case at the moment. But they have their own concerns, budgetary concerns, and so and so forth.

Challenges your school is meeting?

I have already talked about time table, yes. We could do better with more resources, printed and otherwise, yes.

What is ministry-school support regarding the programme in your school?

It is very supportive, they would want delivery on the ground. They have their own problems. But clearly, they support this programme, it is their baby and they would want it done. Their weakness is in the area of monitoring and evaluation and rendering support. But the intention on the Ministry's part, I think its clear (laughing).

Probe – People say policy makers always cry delivery, delivery, delivery, when the context is not conducive. What do you say?

True, ivory tower approach to management, its true, if they worked with us in a better way even delivery would be better. Even policy implementation would benefit from what is going own. There are these gaps and not only to HIV and AIDS education but to other areas of the curriculum as well.

Are the teachers in your school emotionally prepared to teach HIV & AIDS education?

There are those that are mature enough to understand implications of the disease. I believe yah – those that we have identified are emotionally prepared I think.

As a school principal what suggestions can you give to improve implementation of the programme in your school?

If I had leeway to teach my curriculum in a manner that yield more time I would do that. I don't know other suggestion. Uh---, I would want more support in the form of materials, that one I have already mentioned.

Anything that you would like to comment on the programme?

Well, that we keep abreast of changes taking place worldwide and that we benefit from whatever experiences other nations are going through which we can adapt to our own situation here. That even the information to do with the decline of HIV and AIDS, do people know that there has been a decline? Are they fully aware of the specifics that have contributed towards the decline? If these were made available, it would consolidate the right behaviours, the right approaches and soon and so forth. So a lot needs to be done by way of communicating why there are these gains. Why there is this decline. Do we know exactly where we are going? The HIV and AIDS education is sensitive. This is why we appeal to parents. Let me give an example, we may appear conservative and backward here. We have banned the use of cell phones in the school. What it would mean is the cell phones could be used to transmit phonographic material. For instance, They can even arrange to meet when we think we have boundaries. We can have the disease transmitted through methods that we are unable to control, and parents despite many circulars I have issued to them to let children use their cellphones when they are back at home. They think we are backward. If parents do not buy into the idea of controlling their children's behaviour, then we have a problem. I think they should buy into and play their part. I think the question of technology and its abuse may well work against achievement of certain goals.

Thank you School Principal three for your time in this interview.

INDIVIDUAL INTERVIEWS
SCHOOL PRINCIPAL NO. 4: 2010: VN680022

Gender: Male

How long have you been principal at this school?

I joined this school in 2004 so my stay is now six years long. I was a teacher for 10 years. Before coming here I was a lecturer at a teachers college. I was also acting Vice Principal for some time. Before that I was a classroom teacher for 10 years, and then I joined the Higher Education system for over 20 years. I have been Head Grade 1, after lateral transfer from principal lecturer to this present position.

Your broad understanding for the AIDS Action programme of schools?

My broad understanding for the AIDS Action programme is that we should not have educated graves. We want to save our nation by making sure or doing the best we can to prevent them from dying. If we concentrate on education, if we concentrate on content of knowledge, we will die in the end, so this is why I am saying we don't want to have educated graves.

What are the major goals of the AIDS Action programme for schools?

This programme is trying by all means possible to encourage our pupils to change behaviour so that they do not contract this terrible virus and so that they become an AIDS free generation.

What are your views about the programme since its inception?

Personally, I am very pleased about this kind of programme. Sometimes we don't see the results directly but you can if you think deeply, you will notice that this programme. Sometimes we don't see the results directly but you can if you think deeply, you will notice that this programme is doing a lot of good to the school and the society. People are no longer as careless as they used to be because they know that HIV and AIDS can be contracted through careless behaviour.

Which of the goals of the programme have been accomplished?

I want to say my own observation. There is a lot of change in society but perhaps policy implementers do really see that there is change. If you look at the past when we used to have people carelessly establishing relationships. This has really gone down. But as far as students are concerned, we actually have pupils donating blood which is very clean and Red Cross is very pleased with the blood that comes from our pupils.

Is time allocated for the programme on the school timetable adequate?

Oh yes, I think it is adequate because you don't want to dwell too much on talking about AIDS. You want to discuss and you want people to think about them, reflect on what have been discussed.

What is your HIV and AIDS education school policy?

In our school, HIV and AIDS education is compulsory. We have a head of department. We have teachers who teach this subject and it's in line with the Ministry policy that this subject should be taught. It is actually an act of misconduct not to teach this subject in schools.

How do you relate your school HIV and AIDS education policy to the broader AIDS Action programme for schools?

I think we relate quite comfortably, in a very healthy way. Because this is what the broad education policy says that we should teach it. But I cannot really stand in the shoes of other schools, that what we are doing here is also happening in other schools. But I expect them to do the same, because that is policy of the ministry.

As a school principal do you view yourself adequately trained to meet your mandates on the programme?

Yes, I do believe I am trained adequately, But you know learning never comes to an end. There are so many new things happening. And one would like to be updated in terms of new information, new discovering. Because as you walk around, you hear there are so many things that are being discovered with relation to HIV and AIDS.

How can you be assisted to function properly on the programme?

Any new information if it comes out should be very welcome so that we effectively function. And when there is new information one would expect to have workshops, on the job training workshops or programmes, whatever innovation needs to be communicated.

Which methods are generally used to teach HIV and AIDS education in your school?

I would like to say that we use the participatory methods, we use drama, we use projects. Our staff are involved in workshops so that they implement the methodology that they gather from those workshops. But generally, we have a school time table, there is a lot of group discussions and student are invited to give their opinions. It's not a question of dishing out content. It's a question of what they understand, and how they can implement, and how they can change their behaviour afterwards.

How effective are the methods used to deliver the content on the programme?

They are effective, but of course there is always room for improvement. I want to believe we are not doing badly.

Are materials used in support of the programme adequate?

You can never say materials are adequate. As teachers and schools and Headmasters, we want more and more all the time. Especially where technology is used, our technology is not good we need modern technology. So, we would like to go a step further. Especially if we could have computers. We only have 5 computers in the school we will be happier to have more, so that we go on the internet also even for HIV/AIDS programme.

Which of your teachers participate on the programme and why?

There are teachers that have been chosen to do this programme. Our Ministry policy says that every teacher should be able to teach HIV and AIDS education. But I have a very senior teacher as Head of Department, and most of the teachers who are also involved are not junior teachers. They are senior teachers or trained teachers should I say. The reason is that we cannot give this duty to contract teachers, you need somebody who is trained to handle this. Because they don't know how to counsel these kids. How do the teachers understand the AIDS Action programme?

Well, they do understand. We provide booklets. There are so many booklets, periodicals and so forth.

Are your teachers adequately trained to implement the programme?

We are not saying training has come to an end, but the basics that we give them. I think are good so that they can survive in the classroom and make an impact on the pupils so that they can change behaviour positively.

What are the teachers' concern on the implementation of the programme?

Ah well, initially they were forced to teach. Now they are beginning to enjoy the responsibility that they have with the children.

In your view, what do the policy and curriculum for the AIDS Action programme for schools entail?

The policy is that every child should receive this kind of education. The curriculum, as far as curriculum is concerned this is content. The content that we give well its okay but as you know, since we are looking at behaviour change sometimes you can't get the results immediately in terms of results. But, so far I think we are okay.

How does your school effectively implement the AIDS Action programme? May you give evidence?

My evidence is that the AIDS Action programme is on the timetable. Teachers have schemes of work. We have a school syllabus. So, I think this is in order.

In which ways are students benefiting from the programme?

Students receive counseling from this programme. They receive advice. They also learn to leave with HIV and AIDS. They are also advised on how to overcome the financial problems, their social situations if they know everybody there to support them including the government. They feel at home when they should actually be traumatized.

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

Policy provisions, the policy is that the learner should actually receive this kind of education.

The curriculum is there, and the implementation you can't really be sure that its 100% effective. And also the fact that resources can never be completely adequate. The are things we need. There are resources that we may use but these are not always available because of financial constraints, outings and so forth but the money is not there, so that students can enjoy themselves on this programme.

What challenges does your school encounter in the implementation of the programme?

Initially many teachers did not see the relevance of this programme and they were not that kin to teach. They thought they were wasting time teaching AIDS education instead of teaching say Mathematics or Science. But after this emphasis that we don't want to bury educated corses, they are beginning to see the need. Almost everybody see the need now.

What support do you get from the Ministry regarding the programme in your school?

I want to believe that the magazines which come to us the Ministry has something to do with that. But otherwise yes, the ministry provides the manpower. The fact that they emphasise that we should teach it is quite positive I think. The Ministry has got an important role to play.

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

I am sure they are but there is always room for improvement.

As a school principal, what suggestions can you give to improve the programme implementation in your school?

Finance, the main thing is finance, if we have finance which usually is very scarce we can have a lot o variety and the pupils can enjoy the subject. See we use stereotyped approaches. If you use the same thing and there is no money to innovate, then you find you reduce the interest. Yes, incentives you know the teachers are not properly paid in our country today, and teachers are very poor. They don't have food. They can't send their children to school. They can't even look after orphans who are also their relatives. So incentives are very essential.

How actually involved are your teachers on the AIDS Action programme?

Teachers teach, they teach this subject. They from time to time report on what they are doing in meetings. We also check when we are doing our performance appraisal to see whether they are doing these things. They can even show their schemes of work. They are doing a good job.

Thank you School Principal four for giving me your time.

TRANSCRIPTION

MINISTRY OF EDUCATION OFFICIAL I: VN680015

What specifically is your role in the Ministry with respect to HIV and AIDS education under the AIDS Action programmer for schools?

To ensure that the AIDS awareness programme is disseminated to all schools in the province, and that the personnel involved in the awareness campaign have resources. I travel to all the 7 districts so that they monitor what is going on in terms of spreading the message, teaching in the classroom and organizing workshops of team leaders and resource persons.

What is the policy framework driving the AIDS Action programme for schools?

The policy framework is that all the children in schools should be informed about the AIDS pandemic, and all the teachers who have something to do with that participate. Policy also encourages the collection and marshaling of resources to effect the teaching of the AIDS awareness campaign to involve not only the teachers at the school, but the aim is to ensure that as much as possible, vulnerable children are protected and are made aware of the problem.

What are the major goals of the programme?

Well, the major goals of the programme are to raise awareness among the students and teachers to promote behaviour change among the students and the teachers and to strengthen these areas where people are aware by handling workshops, by involving all the stake holders, especially the parents, communities and all those who can support the programme.

Probe,-you say there is need for parental involvement, how does that come into the schools?

Parental involvement come into the schools through the school Development Committees. It comes into the schools through occasions where schools hold whatever function at the school, they are encouraged to be aware of the programme and to communicate to their children. For instance, when there is a secretary's Award of Merit, people in that community are encouraged to be there and to participate.

People are encouraged to dramatise some of the effects of the AIDS pandemic during and occasion that they may experience at school.

Probe – Do teachers see it necessary to invite parents to talk about AIDS issues with their children?

Well, there is a problem with teachers just with any other people that of derail, it is quite common that teachers may indirectly resist the teaching of the programme of the awareness programme because they themselves are not yet convinced that there is a problem and they may themselves be fighting against the programme within themselves because they think it may expose them to a lot of unknowns so there is some denial in some teachers those who are converted tend to teach as much as they know but others resist. The problem really is that there is usually one or two in a school who have been exposed to the literature and knowledge and they are suppose to come to the others who may not have attended workshops and those who have attended workshops are a minority that normally are overwhelmed by the majority who may not have accessed the information. So there is a bit of resistance to change. Eh among the teachers because they think its invading their privacy and so they don't want to be involved.

Are school heads and teachers knowledgeable of the AIDS Action Programme for schools' policy provisions?

Yes I would say that they are knowledgeable of the policy position although much needs to done again they may know it from very little information. There are personnel in the Ministry who try to go round the schools making the Principles, Heads aware of policy position. But in this case again you find some of the heads will not be fully aware of the policy. It is resistance again from the heads who think that the AIDS awareness programme is irrelevant. They claim they don't have the time for it. On the school curriculum is an added burden for them to supervise, and so they resist the teaching. Some heads who are up with it may promote the teaching of AIDS but I am sure the majority are just neutral or lukewarm about it.

Probe- so how is Ministry trying to solve that problem?

Well, the first strategy was to have personnel in the provincial offices who were trained, and who were to push the programme in the schools. To monitor by visiting schools and to talk to heads in schools, at workshops or meetings so that the heads

were aware but that sort of thing is not quite effective. I think because heads themselves may be servitor to those who come along to tell them and they feel they are not being taken seriously. The heads maybe want more senior people coming to them or outsiders who are more knowledgeable about the programme coming to talk to them so that they are fully convinced of the problem.

As a Ministry official implementing the programme, what help do you give to schools so that there is facilitation of implementation?

The help we give to schools is really to go out there and talk to the heads. Its mainly through the heads that the senior officers like me talk to the heads in the hope that the heads will take the message to their schools and communities, to their teachers.

What about material resources?

Material resources yes, we have a programme in the Ministry and were booklets printed through UNICEF and Ministry are distributed to the schools. We make sure that every school have a good number of copies of that material and encourage schools to expose that material that information to pupils through the teachers.

How are the teacher mandates or teacher expectations within the policy communicated to the teachers?

As I said, maybe the mandates are communicated through the heads. Because it's a big ministry, there are no resources to directly have contact with every teacher say at provincial and district level, so it is heads cascading. We talk to the heads. We try to convince the heads that the programme is essential. So the heads when they meet their teachers they also do the same. They hold meetings at their schools to discuss what is to be done. Through that sort of thing we hope that the message is communicated to the teachers

What do you see as the mandates or the duties of the school principal or heads

The mandate is to sell the information they receive from their senior officers and to hold meetings with their teachers and convince them, to monitor the teaching. Because the programme must be time tabled, to monitor the teaching, supervise the teaching and advise the teachers on what they think are the weaknesses or strengths in their teaching. But again this is where the problem is if the head is not keen to start with, then the actual teaching is not supervised. The teaching may not be done

although officially the programme is on the time table. Therefore, the head has the mandate to see that the teachers teach and to supervise teaching.

What are the teacher mandates expected in the policy?

The teacher mandates are to teach the children the issues that arise from the AIDS awareness programme. Because teachers are supposed to teach, are supposed to be role model, are supposed to even contact the parents where they think the parents can come in and promote the teaching by changing the attitudes of the children.

What challenges do you think the schools are facing in implementing this programme?

The schools face a number of problems or challenges. One of the challenges is lack of information. The booklets we talked about may not be there early, they are not available, they did not go round all the schools. And there are the challenges, one of attitudes as you may know there are always things like resistance to change, new ideas coming in. And AIDS awareness is very sensitive. Its sensitive culturally in our situation. So that you find some of the old teachers may feel they are being exposed to do things that are taboo to them. So they may avoid talking about those. The other challenge I think this is a classroom problem, they say a teacher should teach his own class and our education is co-educational. With the senior students I think if a little bit unfair for young male teacher to be talking about these things to the boys and girls. So at sixth form, form four,, he may find it very difficult to communicate the message. I think culturally too the message is done wrongly in the sense that its being communicated without taking into account the sex differences. It would be a better thing to have the girls talked on their own when it comes to the meaningful issues that must be discussed so that's a big challenge.

A follow up, you are the Ministry Official, What suggestions do you make to improve implementation?

Yes, all things is to improve the supply of materials and perhaps to improve on the methodology whereby we don't just communicate to whole class. Because people may think that its just one of those subjects. Maybe more and more discussion would help but one of our problems is that our teachers are trained to teach large groups and not to focus on group activity. Maybe if they focus more on problem solving

approach that may bring about success. The other innovation maybe to involve the parents more, maybe through the Ministry of Health so that the parents are more knowledgeable about the problem that the children experience. Very often it's the children who come to tell the parents that we have been talking about these things at school. And then the parent's reaction may be negative because they themselves have not been made aware of the thing. I know in some institutions religious groups have resisted the teaching of AIDS awareness on religious grounds that is not becoming of their congregation to talk about.

Since AIDS education is not examined, how do schools assess their students' performance?

Well, there was a lot of argument whether it should be assessed as a subject and people thought that if they made it examinable then it would mean that its another extra subject where we are importing information. So the idea was that the AIDS awareness programme should be problem solving based. So that even if its not examinable people are empowered through discussion, through situational discussions where they say are; how do you solve this problem if you come across it. Rather than just regurgitating the knowledge in the books. That may not help them a lot.

Probe-But Since our timetable is overloaded with other examined subjects is this not going to cause a problem?

Yes, it is if its on its own, well, normally the arrangement was that to be one period per class per week on the realization that the timetable was loaded. Other approaches were that maybe we should have integration of subjects. So, that the AIDS awareness component could be fitted into every subject. If examinable then it would mean just another extra subject where we are importing information. The idea was that the AIDS awareness programme should be problem solving based. So that even if its not examinable, people are empowered through discussion, through discussions where they say ah! How do you solve this problem if you come across it. Rather just regurgitating the knowledge in the books. That might not help and will not help.

Since our timetable is already overloaded with other examined subjects. Is it not going to cause a problem?

Yes it is, normally the arrangement was that there would be one period per class per week with the realization that there would be one period per class per week with the realization that the timetable was loaded. Other approaches were that maybe we should have integration of subjects, so that the AIDS awareness component is fitted into every subject. If one is talking about Social Sciences, they have to bring in the AIDS awareness thing. Even bring it the Maths teaching when talk about percentages and all that, talk about Geography, talk about History, so that you are not overloading the timetable, but you are integrating the issues into every subject. But that would bring a lot of retraining of the teachers so that they are able to lift what is useful in their subject.

Probe- With the nature of our secondary school teachers they are subject specific, is that easy for them to handle integration?

This is the problem. They have to be staff developed along these lines. It can be done. There is no reason why a History teacher cannot show the children how epidemics have developed.

With the nature of our secondary school teachers, they are subject specific; is that easy for them to handle?

This is the problem, they need to be staff developed along those lines. It can be done. There is no reason why the History teacher can show the children how epidemics have developed in historical sequence and then maybe going pandemic differ from the old pandemics. Today we have Swine Flue, we had influenza in the 20th Century. How different is it from what we have. And then in Geography you say compare the spread of the AIDS pandemic in Southern America in Africa south of the Sahara, in the developed countries and so on and so on and help them have a better perspective of the problem if they do it in their subjects say at secondary level.

What do you think are the teacher concerns or teacher challenges in implementing the programme?

There concerns are the usual ones that there is no time for them to do it. If they are history teachers they want to teach the syllabus and complete them, write exams so teachers claim that this will take them more time. Teachers too in the early days were

very sensitive, because if they say to the children somebody who have symptoms of AIDS looks like this, tools like that, looks like the other and that may be how the teacher looks. Then the children will be reading that this is, our teacher is infected. No teacher wants to undermine his position like that, and the children will take the message home and say our teacher was describing a person with AIDS it looks like that exactly how he looks. So the teacher cannot willingly expose himself. It takes a very strong character, somebody who is really empowered to talk about it if he or she knows that these symptoms are on me. Thats a big concern in some communities they would come to the school to say yes, we don't want our children to be taught by that one because he has or she has these symptoms and we don't want our children to contract the problem. So the teacher is exposed, wouldn't want to lose his job being told that you are ill and therefore you should live the job. So the teachers have that concern. And some of the teachers as we know like to get to those kids especially the senior girls, so they wouldn't want to talk about AIDS saying its contracted in this way and that way and so on. Because after the lesson they are going to say but you are the one who were talking about this. So you can't be a sugar daddy who is trying to protect the victims at the same time. So those are some of the negative effects of teaching AIDS from the teacher's point of view it really affects.

Do you have something that you want to comment about this whole programme?

The programme yes it's a big programme but it cannot survive on its on. It needs a lot of integration, lot of networking, so that its not just done in schools but its in the community in order to strengthen the people. Specially those who are in the forefront in teaching about it. Some of the teachers have given up I think because they didn't get full support from the community. So we need perhaps to revisit the strategies and look at how best we could communicate more effectively. We need to perhaps like I said separate the boys from the girls and teach them.

Thank you

Interview M0ESC Official 1 VN 680015

TRANSCRIPTION

MINISTRY OF EDUCATION OFFICIAL 2: VN680024

Role as an E.O in the M0ESC with respect to HIV/AIDS education under the AID programme for schools (AAPS)?

I work on behalf of the Provincial Education Director. My specific role here as an E.O. responsible for Guidance and Counseling (G & C), is to make sure that all our schools in Masvingo Province comply with government policy statements on the implementation of G & C that includes HIV and AIDS and Life skills education. So my role is to make sure that our schools in Masvingo Province comply with government policy statements on the implementation of G & C that includes HIV and AIDS and Life skills education. So my role is to make sure that our schools implement that government policy. The government policy G & C encompassing HIV/AIDS and life skills education is the only compulsory subject in every school's curriculum in Zimbabwe. It is the only compulsory subject perhaps it may be that our society or our communities may not be aware of that one. Otherwise the only compulsory, so government attaches a lot of importance in the implementation of HIV/AIDS and life skills education in schools.

What is the policy framework, one is a compulsory subject being taught once to every class per week. There must be somebody who is competent enough to handle that subject in any given school. In other words, we have to ascertain as a provincial office that at every school, person trained, staff developed, equipped enough to handle HIV/AIDS and Life Skills education at a given school.

So in our monitoring and evaluation we go to every district, we travel in every district to make sure that our D.E.Os are implementing that policy as per arrangement that every class is having it.

Major Goals/Objectives of this programme?

Our major thrust in schools is presentation of HIV and AIDS through the philosophy of abstinence. We concentrate on behavior change. We believe if we inculcate in our schools the correct values that makes a person lets say abstain at young ages, abstain or postpone intercourse until, yes that's our main thrust. We preach that one abstain and then of course, apart from that abstinence, we also assist them with the

usual life skills education in life and life and sexuality. The child needs to know the changes to his/her physic due to adolescence, the best ways of accommodating those changes, without really falling into the pitfalls of immoral behavior and what a view.

Key elements/aspects of the programme that should be implemented

Yes, Key aspect, are our teachers and pupils, our communities, aware of the HIV and AIDS pandemic? Are they aware of that one? So in other words, there must be enough advocacy. Do they know then we concentrate on what, on preventative measures such as behavior change through a properly constituted subject syllabus that would help pupils abstain, our pupils know more about HIV and AIDS

Probing – The syllabus is not yet out in schools, so how are these teachers teaching?

We use this HIV/AIDS and life skills education primary school syllabus- Grade four to seven.

Probe – Is it useful in Secondary schools?

Basically the topics are the same, we adjust them to age levels. For example, if we looked at ‘sex and sexuality’, there are some points about sex and sexuality which you can talk freely to grade one pupils, at least grade three. We start this subject at grade three level. When you are talking to lets say addressing ‘A’ level students then you change the content. Otherwise, basically we already have a syllabus, this is the syllabus. There is also a draft syllabus that has been suggested at ZJC level. So, in other words our syllabus committee at CDU are continually sitting panels to come up with proper syllabuses for ‘O’ Level and ‘A’ level whatever, but otherwise we are aware of the subject content at ‘O’ level.

So as Ministry Official responsible for the AIDS Action programme, how are you helping school principals/heads to facilitate the implementation.

Yes are our school Heads are aware of the government policy. So we actually make effort to make sure that our schools, our school Heads, the front implementers anyway, are aware of government policy. That one, that I have already stated, that one lesson per class per week for HIV/AIDS and life skills education as a compulsory

subject. In fact the Provincial Education Director (PED) arranges for workshops sometimes it takes all the NGOs, as interested stake – holders in staff development.

Probe – You were talking about CADEC?

Yes, we have the provincial AIDS Action Committee (PAAC). We are a member of that one as Ministry of Education. So we are a member of those structures at cluster level, starting at cluster level, at district level, at provincial level. We network with NAAC – National AIDS Action Committee. We are part of that one. So we meet as either DAAC – District AIDS Action Committee. We have our officials who are attached to that one, and as NAAC we also have officials there.

How are the teacher mandate within the policy communicated to the teachers?

I would say the moment we have made sure that everyone of our schools has got the syllabus. It instructs them what to do, how to do it, so in other words, every school Head has made sure that his/her school has got the syllabus and has got the circulars that actually specify our approaches to HIV/AIDS pandemic in schools.

So as a government official what are some of the mandates of school Principals. What are they required to do?

They got to timetable that subject. Apart from timetabling that subject, they got to make sure they have provided a teacher for it. And then we also insist to them, in fact its mandatory to them to make sure that there is G & C services at schools for both teachers and students. It is one of my duties to monitor on behalf of the PED that those policies are being implemented in schools.

What are the teachers expected to do/teacher mandates in the policy framework?

They teach on HIV & AIDS pandemic.

Probe – Teachers are complaining that there are no incentives and its like an extra burden, what do you expect them to do?

Anybody who is teacher enough, incentives come as a national issue, it's a socio-political issue there. Anybody who is teacher enough knows the importance of giving a proper curriculum to the child. And any curriculum that does not include HIV/AIDS as an integral part is not useful to the child. Because if we are aware of the pandemic

anyway, you can't educate somebody to die tomorrow. So, basically yes as people working for the Ministry of Education we are not having salaries yes. We are religious about curriculums. In fact, everybody who is teacher enough. In fact, I am talking to you, you are a teacher, you teach whether you give me money or not. I pass on as part of culture. I will pass on my knowledge and skills to the next person. And that is the dictates of a teacher. So, basically we are aware, I can certainly assure you that this programme of AIDS intervention in schools is very live in schools. Yes it suffers like any other subject of mathematics or science. It suffers when they do not properly remunerated, but that it is part of their activities, they are aware of. And then of course we want to be thankful to NGOs, there was a time when the programme was very viable in schools because of the input of NGOs. I can simply say government does not have enough money, resources yah – to run all the AIDS intervention in schools. That's why it seeks assistance and there is nothing unusual, even in developing countries you see NGOs doing that so there is nothing unusual about us demanding that NGOs to continue working in schools to help in the implementation of a good government policy against HIV and AIDS.

So as you move in the district or province, what challenges are your schools facing in implementing the policy?

One and foremost is that HIV/AIDS and life skills Education was not part of our curriculum. I am a trained teacher, a very well trained teacher at Gwelo Teachers' College (G.T.C.), I went to the university, I am a trained teacher, but I didn't have that component in my curriculum throughout my education, it wasn't there. In some, in the history of education in South Africa Guidance & Counseling component was there. Maybe in developed countries it was there before we introduce it. Its not our fault, yes, this is a problem. I am trying to emphasis that we don't have manpower that is properly trained to handle that subject in schools. Some people are afraid, yes. We benefited to staff development that has happened to us after our training.

So there is knowledge gap, there is skills gap, in the implementation of G & C and HIV/AIDS and Life Skills education in schools?

Yes for colleges tertiary institutions you now have that one as a course. Yes, we are happy about that one. But that does not practically fill in the gap that has existed.

HIV & AIDS is so far offered to Pre-service students. So look at that, in other words Ministry of Higher and Tertiary Education and MoESC should come together to work for a proper curriculum the teachers should do. The teachers should be knowledgeable at what even training level, to make sure that our teachers are properly well equipped to handle that all essential subject.

The policy is there, the subject matter is there, the implementer is not there

Since HIV/AIDS is not examined, how do schools assess students' performance?

I wouldn't say its not really examined, yes you may say its examined but the way ZIMSEC and Ministry of Education and Whatever Tertiary Institutions are trying to make sure one way or another. In subject areas, quite a number of some of the questions are on HIV & AIDS. I have seen it in Mathematics. So they are factoring aspects in other subjects. Yes, that is another way of doing it, although eventually I see us ever. As I mean stake holders in education asking for it to be tested.

Its being said that the subject is not given equal weighting with others because it not examined.

So people give it a lip service and teach subjects which are examined. And of cause, to a certain extent because the subject was not there. You tend to concentrate on those the measurables, the historically measurable subjects was not there. You tend to concentrate on those the measurables, the historically measurable subjects. But, otherwise, there must be some paradigm shift. Where, what do you value and in the end, schools that emphasize that HIV & AIDS Life Skills education as an integral part of their curriculum, and even inculcate in the behaviour of their children are usually the most successful than those that do not. The well-established schools, what we use to call group A schools have that component.

In the end it is our children who die, from these former group B schools who die, who end up failing to achieve or being impeded by the pandemic.

So as a MoSEC official, what are the teachers' concerns in implementing to programme?

Yes, there worries are: one, they would like the syllabus. These are not enough, they share this syllabus.

Its unfair or an antithesis that this one is the only compulsory subject, but the syllabuses are not enough. Some teachers say they don't know the syllabus. Its possible, depending on what importance does the Head of the School place. Because we have issued these syllabi to all our districts and we have held workshops with all our Heads. We can assure you that we have had that one.

But because it's a new subject, you know its called tissue rejection. Some people, they don't want to be bothered by new issues.

Probe, what else is a challenge besides the syllabus?

The syllabus, and then you need textbooks, you need books, you also need these gadgets here T.V. You can't teach effectively on HIV without these videos and You need up to date gadgets to teach this subject. Teachers are complaining of limited resources. Yes, a lot, in fact, you need money to carry out these workshops. During the time we had a lot of workshops our system was viable. Those workshops kept reminding communities and schools on the HIV pandemic. Well people tend to relax.

There was a time when we even had peer educators in every school and it was very viable. These challenges, yes they still have them but you need to update them but you need to update them on the latest HIV/AIDS pandemic. For example, the thrust we took in advocating this disease is not the similar thrust we have taken for example, in the ARVs. The knowledge about ARVs, people are dying and yet the knowledge, the tablets are there.

As a MoSEC Official, what would you like to see happening in your schools with regard to this programme?

It should be properly funded. The most important is that it be properly funded. You need materials, as I have already talked about workshops. You need even to invite, for example, you an expert from Great Zimbabwe University, to come to school, lets

say Mucheke school and lecture on HIV and AIDS and whatever life skills you want to empower these pupils there. So that is lacking, funding for such activities from clubs, for even provision of ARVs in schools. Because some teachers and some pupils need them.

Expertise is lacking, that one, I keep emphasising on the expertise because we are lacking on that one.

What about the issue that teachers are afraid to go into details on the subject because it brings problem to them and they are not protected?

I don't want to be very critical to government for obvious reasons. Yah, in a way, I want to be very truthful about that one. I told you at my age and experience I believe in education. I teach as part of my belief to a certain extent.

But, I don't want to be disturbed by people say, not recognizing, appreciating the need for proper education in schools. I wouldn't like a situation where when I am in a school, some other people are just invited in the school there are belittle me why? In fact we are retrogressive to medieval times.

For example, if a child is sexually abused at home, the teacher empowers the child to go and report to the police, then the whole clan will come after the teacher "wangwadza tsuro".

Sometimes these people may even be used by local politicians to the demise of the very curriculum they are supposed to implement including the HIV/AIDS and life skills education. They are a pity. Myself, I have been a teacher in schools, I have been a Headmaster at six schools.

I know how important it is for government to work together with these teachers, to protect their policy implementers.

I don't want to be treated as a "Joe Nobody". I am somebody who is knowledgeable, who can change the behavior of human beings into something productive for them, for everybody's gain. In a way yes, the teachers need protection. And then our thrust for human rights, its unfortunate that some of these programmes are high-jacked by politicians for their gain. Instead of this philosophical thrust of (progress for people) people's progress. Its unfortunate ehe. But otherwise its very important for teachers

not to be disturbed. They should be Equally trained, properly protected. If we don't regard the safety of our children, through the safety of the teachers yes. Yes teachers need incentives. Teachers should not get a little bit of incentives. We are not entitled to a little, bit. I want to be frank here, can you recognize this one. I know our MoSEC has never paid enough. Society will never pay me enough for the work I have done in education or will continue to do. So, I am requesting a decent salary. I know the value of good living, I know it that's why I am requesting it. I have stumbles on being a victim in education. What, why deny that one. That's the very essence of my life. Yes, I want a good salary.

Do you have any other comment on this noble programme that the government has initiated?

I would like to be thankful to the government of Zimbabwe for their policy statements on HIV and AIDS intervention. It is very good that government has slated. It is also equally important for government to make sure that Ministry of Education is running properly. Because it is in education that you can make a major front in fighting HIV/AIDS. Yes its mainly through health but the person will already be sick and its mainly curative. And yet we can prevent them by having part of our culture in schools. Catch them young, yes. So its very important for government to make sure that the Ministry of Education is running smoothly, schools are running smoothly, teachers are running undisturbed. Directors are implementing education as per government policy. As I have already stated, it wants child friendly schools. A child friendly school is a school where a child is accorded all its rights to education, to health, to safety, to a community that has proper values. So I want to think government will continue to make sure that our schools properly work. When our schools are running properly, these interventions, they squarely fall into place. It has been happening until about three years ago. Its all these unnecessary disturbing that it smears everything.

So lets just put our things in place as we thank government that they have put in place a good policy.

Thank you

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