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BYLAE A Vraelys



This is a questionnaire about you, how you feel and what you do. Please answer all the questions as honestly as you can.

The information will not be shared with anyone in your school.

Please use a pencil and please mark (✓) the answers that apply the best to you or fill in where requested to do so.

V1				1-3
V2	1			4
V3				5
V4				6

Information about yourself					
1. NUMBER _____					
2. Are you a MALE or a FEMALE?	MALE	FEMALE	V5		7
3. How old are you?	_____ years		V6		8-9
4. In what grade are you?	Grade _____		V7		10-11
5. What is the language you most often speak at home?	_____		V8		12
6. How many people, including yourself, are staying in your house?	_____ People		V9		13-14
7. Are you most of the time a HAPPY or an UNHAPPY person?	HAPPY	UNHAPPY	V10		15
8. Do you easily make friends?	Yes, often	Sometimes	No, Seldom	V11	16
9. Do your classmates like you the way you are?	Often	Sometimes	Seldom	V12	17
10. Do you feel lonely?	Often	Sometimes	Seldom	V13	18
11. Do you feel nobody ever listens to you?	Often	Sometimes	Seldom	V14	19
12. Do you feel that nobody understands you?	Often	Sometimes	Seldom	V15	20
13. Do your friends tease you?	Often	Sometimes	Seldom	V16	21
14. Do you like yourself the way you are?	Often	Sometimes	Seldom	V17	22
15. Are you ashamed of your body?	Often	Sometimes	Seldom	V18	23
16. Are other kids mean to you?	Often	Sometimes	Seldom	V19	24
17. Do you feel that people want to hurt you?	Often	Sometimes	Seldom	V20	25
18. Do you think your parents/teachers expect too much of you?	Often	Sometimes	Seldom	V21	26
19. Do you feel that nobody loves you?	Often	Sometimes	Seldom	V22	27
20. Are you very afraid of: strange people?	Often	Sometimes	Seldom	V23	28
Criminals?	Often	Sometimes	Seldom	V24	29
Police?	Often	Sometimes	Seldom	V25	30
That your parents/caretakers may die?	Often	Sometimes	Seldom	V26	31
Without any reason?	Often	Sometimes	Seldom	V27	32
21. Does life seem without purpose?	Often	Sometimes	Seldom	V28	33
22. Do you have difficulty sleeping at night?	Often	Sometimes	Seldom	V29	34
23. Do you have nightmares more than twice a week?	Often	Sometimes	Seldom	V30	35
24. Do you bite your nails?	Often	Sometimes	Seldom	V31	36
25. Do you feel tired and not in the mood to do anything?	Often	Sometimes	Seldom	V32	37
26. Are your hands wet and sweaty?	Often	Sometimes	Seldom	V33	38
27. Do you have many pains all over your body?	Often	Sometimes	Seldom	V34	39
28. Do you worry about many things?	Often	Sometimes	Seldom	V35	40



29. Do you forget what you have learnt when writing a test?	Often	Sometimes	Seldom	V36	41
30. Do you feel like not eating?	Often	Sometimes	Seldom	V37	42
31. Do you feel that you cannot concentrate in class?	Often	Sometimes	Seldom	V38	43
32. Do you find it difficult to talk to a teacher/parent about things that bother you?	Often	Sometimes	Seldom	V39	44
33. Do you feel sad?	Often	Sometimes	Seldom	V40	45
34. Would you like to change many things about yourself to like yourself more?	Often	Sometimes	Seldom	V41	46
35. Do you wish that you were rather dead?	Often	Sometimes	Seldom	V42	47
36. Do you think of ways to kill yourself?	Often	Sometimes	Seldom	V43	48
37. Do you think of running away from home for good?	Often	Sometimes	Seldom	V44	49
38. Do you sometimes get so cross that you want to kill someone?	Often	Sometimes	Seldom	V45	50
39. Do you cry easily?	Often	Sometimes	Seldom	V46	51
40. Have you ever been raped or sexually abused?	Yes	No		V47	52
41. Have you ever been punished so much that the bruises stayed for days?	Yes	No		V48	53

Please indicate how much you AGREE or DISAGREE with the following statements

42. In most ways my life is close to my ideal	Strongly agree	Agree	In between	Disagree	Strongly disagree	V49	54
43. The conditions of my life are excellent	Strongly agree	Agree	In between	Disagree	Strongly disagree	V50	55
44. I am satisfied with my life	Strongly agree	Agree	In between	Disagree	Strongly disagree	V51	56
45. So far, I got the important things I want in life	Strongly agree	Agree	In between	Disagree	Strongly disagree	V52	57
46. If I could live my life over, I would change almost nothing	Strongly agree	Agree	In between	Disagree	Strongly disagree	V53	58

Information about substance use

47. How many of your friends drink alcohol?	None	Some	Most	V54	59	
48. Is it acceptable behaviour for someone your age to drink alcohol?	Yes	Sometimes	No	V55	60	
49. Did you drink alcohol during the past 30 days – more than just a sip?	Yes	Sometimes	No	V56	61	
50. Did you drink five or more drinks with alcohol on at least one occasion during the past 30 days?	Yes	Sometimes	No	V57	62	
51. How many of your friends use drugs such as dagga (zol), cocaine, crack, mandrax (white pipe), LSD?	None	Some	Most	V58	63	
52. Have you used drugs such as dagga (zol), cocaine, crack, mandrax (white pipe), LSD during the past 30 days?	Yes	Sometimes	No	V59	64	
53. Have you taken pain relievers or cough medicine or other medicines for the purpose to get high, in the past 30 days?	Yes	Sometimes	No	V60	65	
54. Do you think you will drink alcohol during the next 12 months to get high?						
Yes, I usually do so	1				V61	66
Yes, I may start to do so	2					
No, I will not	3					
55. Do you think you will use drugs such as dagga (zol), cocaine, crack, mandrax (white pipe), LSD during the next 12 months to get high?						
Yes, I usually do so	1				V62	67
Yes, I may start to do so	2					
No, I will not	3					



56. If your parents or the adults you stay with find out that you were drinking alcohol or smoking dagga do you think you would get into trouble at home?	Yes	Sometimes	No	V63	68
57. Do any of the adults you stay with have a drinking or drug problem?	None	Some	Most	V64	69
58. If you have a personal problem is there someone you can talk to?	Yes	Sometimes	No	V65	70

V66		1-3
V67	2	4
V68		5
V69		6

Information about HIV/AIDS

59. Have you ever been taught about HIV/AIDS at your school:					
By health workers	Yes	No	Don't know?	V70	7
By teachers talking informally	Yes	No	?	V71	8
In Life skills class in school	Yes	No	?	V72	9
60. Do you know someone with HIV/AIDS?	Yes	No	?	V73	10

Which of the following statements are true or false?

61. A person can have HIV for many years without becoming ill of AIDS	True	False	Don't know?	V74	11
62. HIV/AIDS can be spread by mosquitoes and other insects	True	False	?	V75	12
63. Women can pass HIV on to their babies during pregnancy	True	False	?	V76	13
64. A person can get HIV/AIDS by having sex with a person with HIV	True	False	?	V77	14
65. A person will know immediately when he/she has contracted HIV/AIDS	True	False	?	V78	15
66. A person who are HIV positive always shows signs of illness	True	False	?	V79	16
67. A person can get HIV/AIDS by touching someone who has HIV/AIDS	True	False	?	V80	17
68. Sores on genital parts are signs of HIV/AIDS	True	False	?	V81	18
69. It is possible to get pregnant if you have sex only once	True	False	?	V82	19

70. Choose ONE TRUE statement from the four below:					
HIV/AIDS can be cured but the drugs are very expensive	1			V83	20
It is certain that within a year there will be a cure for HIV/AIDS	2				
HIV/AIDS cannot be cured	3				
Traditional healers can cure HIV/AIDS.	4				

There are many ways to PROTECT yourself from getting HIV/AIDS. Which of the following do you think is GOOD protection or BAD protection?

71. Injections for prevention of pregnancy	Good	Bad	Don't know?	V84	21
72. Having sex only with school friends	Good	Bad	?	V85	22
73. Birth control pills	Good	Bad	?	V86	23
74. Not having sex/abstinence	Good	Bad	?	V87	24
75. Wearing gloves when giving first aid at the scene of an accident	Good	Bad	?	V88	25
76. Masturbation	Good	Bad	?	V89	26
77. Only hugging and kissing	Good	Bad	?	V90	27
78. Having sex only with healthy looking people	Good	Bad	?	V91	28
79. Sex with many partners but more than a month apart	Good	Bad	?	V92	29
80. Having one sexual partner who is not infected with HIV/AIDS and has no other sexual partners	Good	Bad	?	V93	30
81. Using a condom every time you have sex	Good	Bad	?	V94	31



82. Choose the ONE WAY you will know for certain that you have HIV/AIDS?				
Losing weight	1		V95	32
Feeling and looking ill	2			
Feeling depressed	3			
Having a blood test for HIV	4			

Do you AGREE or DISAGREE with the following statements:					
83. Condoms promote promiscuity	Agree	Disagree	Don't know?	V96	33
84. It would be all right for me to be in the same classroom with someone with AIDS	Agree	Disagree	?	V97	34
85. I would feel comfortable hugging a close friend who has AIDS	Agree	Disagree	?	V98	35
86. I would feel comfortable going to the chemist or clinic to ask for condoms	Agree	Disagree	?	V99	36
87. Using a condom is good because it means that you care about your partner	Agree	Disagree	?	V100	37
88. It is easy for me to obtain condoms	Agree	Disagree	?	V101	38
89. I would remain friends with someone who finds out that he/she has HIV/AIDS	Agree	Disagree	?	V102	39
90. A person can care for a family member with HIV/AIDS without getting the virus	Agree	Disagree	?	V103	40
91. My school friends use condoms when having sex	Agree	Disagree	?	V104	41
92. I will refuse sex if my partner does not want to use a condom	Agree	Disagree	?	V105	42
93. Condom use is bad because it decreases the physical pleasure	Agree	Disagree	?	V106	43
94. Which ONE of the following do you describe as sexual intercourse (sex)?					
Hugging and kissing	1			V107	44
Non-penetrative sex (mutual masturbation)	2				
Penetrating sex (penis inside the body)	3				
95. How many of your friends have sexual intercourse?	None	Some	Most	V108	45
96. Have you ever had sexual intercourse (with penetration)?	Yes	No	?	V109	46

If your answer is NO on question 96, please continue with question 102 on page 5.

If your answer is YES, please answer the following questions as well.

97. How old were you when you had sexual intercourse for the first time?					
11 years or younger	1			V110	47
12-13 years	2				
14-15 years	3				
16-17 years	4				
98. Did you have sexual intercourse with more than one partner during the past 6 months?	Yes	No	Don't know?	V111	48
99. Did you and your partner use a condom the last time you had sexual intercourse?	Yes	No	?	V112	49
100. Which method (s) did you and your partner use to prevent pregnancy the last time you had sexual intercourse?					
No method	1			V113	50-51
Birth control pills	2				
Condom	3				
Withdrawal	4				
Some other method	5				
Not sure	6				



Safe period in the menstrual cycle (rhythm method)		7				
101. How many times have you been pregnant or been responsible for someone falling pregnant?						
Never	1			V114		52
Once	2					
Twice or more	3					
Not sure	4					
EVERYONE SHOULD FILL IN THE FOLLOWING SECTIONS						
Do you AGREE or DISAGREE with the following statements?						
102. I am not at risk of contracting HIV/AIDS	Agree	Disagree	Don't know?	V115		53
103. I feel I have the ability to cope with difficult situations such as refusing drugs and alcohol	Agree	Disagree	?	V116		54
104. I decide for myself what is right and what is wrong even if my friends do not agree with me	Agree	Disagree	?	V117		55
105. A person does not have to feel bad about delaying or refusing sex	Agree	Disagree	?	V118		56
106. I am able to refuse to have sex when I am not ready, even if it is with someone I really love	Agree	Disagree	?	V119		57
107. I cannot have a boy/girlfriend and not have sex with him/her	Agree	Disagree	?	V120		58
108. If I decide to have sex, I will be able to convince my partner to use a condom	Agree	Disagree	?	V121		59
109. Women have the right to refuse sex	Agree	Disagree	?	V122		60
110. Who decides when you and your partner are going to have sex?						
I decide	1			V123		61
My partner decides	2					
We both decide	3					
111. In a relationship who do you think should be responsible to provide protection against HIV/AIDS (safe sex)?						
Boy	1			V124		62
Girl	2					
Both	3					
No one should worry about it	4					
112. Do you think you will be able to insist on using a condom the next time you have sexual intercourse?	Yes	No	Don't know?	V125		63
113. Have you ever been forced to have sexual intercourse on a date?	Yes	No	?	V126		64
114. Have you ever forced someone to have sex with you on a date?	Yes	No	?	V127		65
				V128		1-3
				V129	3	4
				V130		5



Information about your school

Please indicate how much you **AGREE** or **DISAGREE** with the following statements

115. I like being in this school	Strongly agree	Agree	In between	Disagree	Strongly disagree	V132		7
116. Teachers in this school care about learners	Strongly agree	Agree	In between	Disagree	Strongly disagree	V133		8
117. The school is well organised	Strongly agree	Agree	In between	Disagree	Strongly disagree	V134		9
118. I know what is expected of me in the school	Strongly agree	Agree	In between	Disagree	Strongly disagree	V135		10
119. I get a good education in the school	Strongly agree	Agree	In between	Disagree	Strongly disagree	V136		11
120. Teachers do not respect learners	Strongly agree	Agree	In between	Disagree	Strongly disagree	V137		12
121. What we learn in school is of no practical use	Strongly agree	Agree	In between	Disagree	Strongly disagree	V138		13
122. The school has a positive atmosphere	Strongly agree	Agree	In between	Disagree	Strongly disagree	V139		14
123. I learn valuable lessons in school	Strongly agree	Agree	In between	Disagree	Strongly disagree	V140		15
124. Teachers are interested in the learners	Strongly agree	Agree	In between	Disagree	Strongly disagree	V141		16
125. We get too much work to do	Strongly agree	Agree	In between	Disagree	Strongly disagree	V142		17
126. Teachers don't treat learners well	Strongly agree	Agree	In between	Disagree	Strongly disagree	V143		18
127. Learners do not co-operate in the classes	Strongly agree	Agree	In between	Disagree	Strongly disagree	V144		19
128. My schools friends are understanding and supportive	Strongly agree	Agree	In between	Disagree	Strongly disagree	V145		20
129. Learners in my class do not care about each other, they fight and criticise each other	Strongly agree	Agree	In between	Disagree	Strongly disagree	V146		21
130. The teachers go out of their way to help learners	Strongly agree	Agree	In between	Disagree	Strongly disagree	V147		22
131. Learners work together and help each other	Strongly agree	Agree	In between	Disagree	Strongly disagree	V148		23
132. This school prepares me for my future career	Strongly agree	Agree	In between	Disagree	Strongly disagree	V149		24

In the guidance class of my school :

133. Activities are carefully planned	Strongly agree	Agree	In between	Disagree	Strongly disagree	V150		25
134. Learners show interest in the activities of the class	Strongly agree	Agree	In between	Disagree	Strongly disagree	V151		26
135. The teacher is interested in each of us	Strongly agree	Agree	In between	Disagree	Strongly disagree	V152		27
136. Learners get acquainted and learn more about each other	Strongly agree	Agree	In between	Disagree	Strongly disagree	V153		28
137. Classes are orderly	Strongly agree	Agree	In between	Disagree	Strongly disagree	V154		29
138. We do not really learn anything	Strongly agree	Agree	In between	Disagree	Strongly disagree	V155		30
139. Learners participate in the class discussions/activities	Strongly agree	Agree	In between	Disagree	Strongly disagree	V156		31



	Strongly agree	Agree	In between	Disagree	Strongly disagree		
140. Learners do not co-operate in the class activities						V157	32
141. We learn things of practical value for me						V158	33
142. I will be able to discuss a personal problem with the teacher						V159	34
143. If you could talk to someone about personal problems you have, about what would you like to talk?						V160	35-36

Thank you for your participation and honesty.



BYLAE B

Opsomming van onderhoude en fokusgroepe per skool as deel van fase 2 programmonitering



Gevallestudie : Skool 1

Tema	Voorligtingonderwysers	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Aktiwiteite in die skool	<p>'n Module in VIGS-voorligting vir elke graad: groot groep gaan na die saal en kyk videos, kry lesings en bespreek.</p> <p>Seksuele opvoeding as deel van lewensvaardighede module in gr 9. En dwelmmisbruik.</p> <p>"It's been running for a few years, every year we get new teachers going on the course or some of the same teachers go on a new course."</p> <p>"We tell them what we think are good for them to know, really to tell the truth that only abstinence can prevent AIDS - we teach them moral values."</p>	<p>Drama produksie</p> <p>Baie sprekers, 'n persoon met VIGS</p> <p>Word bespreek in die Voorligtingklas</p> <p>Verpleegkundige wat gratis kondome uitdeel en raad gee.</p> <p>Skool het sukses omdat hulle vir buitesprekers kan betaal.</p> <p>"I think they are very expose to AIDS and aware of it."</p>	<p>Leiers na kamp gestuur, hulle rapporteer terug aan skool</p> <p>Priester wat praat oor VIGS en waarde van die lewe</p> <p>Vorige jaar aantal gassprekers</p> <p>Na film oor VIGS en STD gaan kyk</p> <p>Persoon met VIGS lig in hoe hy VIGS opdoen</p> <p>Anti-VIGS veldtog groep gestig wat gemeenskapswerk gaan doen.</p>	<p>Sy woon die VIGS seminare by en is op hoogte en is bekommerd oor die leerders. Baie betrokke by hulle probleme.</p> <p>Sy het met leerders gepraat oor hul reaksie op die VIGSinligting.</p> <p>Dis nodig dat die leerders se menings gevra word.</p>
Voorligting in skool	<p>"We are lucky that we still have guidance."</p> <p>In die opstel van die rooster word Voorligting gegee aan die onderwysers wat dit graag wil doen.</p> <p>Elke jaargroep het 'n bepaalde leerplan wat opgestel is deur die Voorligtingspan na aanleiding van die behoeftes van die leerders.</p> <p>Gebruik aktuele sake om dit vir leerders toepaslik te maak. Moet in voeling bly met wat aangaan en wat die leerders se behoeftes is "You plan this, but this is what the kids want."</p> <p>Vaardighede soos besluitneming en selfgeding is deel van seksopvoeding en die kreatiwiteitskursus in Gr 10.</p> <p>Sukses hou verband met die belangstelling, toewyding en entoesiasme van V. onderwysers</p>	<p>Gr 9 doen seksopvoeding en Gr10 en 12 doen lewensvaardighede.</p>	<p>In Voorligtingklas leer om om te gee vir mense met VIGS en om self teen VIGS te beskerm</p> <p>Besprekings en debatte in Voorligtingklas</p> <p>Gr 9 kry elke jaar seksopvoeding, maak plakkate oor VIGS.</p> <p>"From Gr 8 we were taught about AIDS and now I am in Gr 10 and we are still being taught about it."</p>	<p>Net onthouding word voorgehou as voorkoming van VIGS - etiese en morele besware teen die gebruik van kondome en dis nie veilig nie.</p>

Tema	Voorligtingonderwysers	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Omstandighede in en om skool			Was dwelmprobleem in die skool, maar leerders is uit skool gesit, polisie was daar.	Beleid oor dwelmgebruik : Kry twee waarskuwings, as instem om vir rehabilitasie te gaan, word nie geskors nie.
Impak van programme	<p>"The kids enjoy it."</p> <p>"They are now use to working in guidance periods. They are upset if they do not have guidance."</p> <p>"If what you teach are interesting and informative, they will be interested."</p>	<p>Leerders is nie ernstig oor die program nie, want hulle dink nie dat VIGS 'n probleem is nie.</p> <p>"I still feel the children think it is a joke. They heard about it but still it does not affect them, they do not take it seriously". Die boodskap bly onpersoonlik en woorde omdat hulle nie direkte ervaring het nie.</p> <p>"I think there is a lot of children that really do not care what you tell them. They just want to have a good time."</p> <p>'n Aantal leerders wil betrokke raak in die versorging van kinders met VIGS.</p> <p>Impak op onderwysers: Hoor so dikwels van VIGS dat mens dit begin ignoreer - versadigingspunt</p>	<p>"I became more aware of it. I think when the guy with AIDS came here it had a big effect on the school, you could have seen his whole system is breaking down. It must have affected everyone, it affected me."</p> <p>"I do not think we have been shocked enough."</p> <p>"It had really shown me AIDS is there, you have to condomise."</p> <p>"I am very worried about our generation and the future."</p> <p>"In a group you might laugh when somebody speaks about AIDS, you do not always admit that you are scared, but when you are alone and thinking about it you know, if you are sleeping around you have to go and take some tests."</p> <p>Almal toon nie gedragsverandering nie. "They are ignoring it."</p> <p>"I think our teachers are also getting through to us about this."</p> <p>"Boys like the macho stuff, jol with this girl and that girl, like to proof to someone with how many girls you can sleep around with. I think after the talks that we have gotten the sexual behavior of the children in the school are exactly the same it have not changed."</p> <p>"Most people do not take things seriously. The mind set in our school is that as long as it is not us, it does not affect us."</p>	<p>Sy reken die VIGS-programme werk by haar skool omdat die onderwysers reguit met die leerders praat en inligting gee.</p>

Tema	Voorligtingonderwysers	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
<p>Struikelblokke vir verandering (skool en gedragvlak)</p>	<p>Het sielkundige dienste nodig om leerders met probleme te help. "I haven't the time to deal with that kind of problems (guilt after abortion). If the government is serious about AIDS they need to implement psychologists at schools. We should address it, but do not have the tools. Everything is extra work."</p> <p>Die roldefinisie van die onderwyser raak ter sprake want hulle moet verskeie rolle in die kind se lewe speel. "Social problems flows to the school, we have to teach everything, be a doctor, nurse. The job description for teachers are very vague. Teachers' work need to be defined."</p> <p>Departement moet eerder geld spandeer aan mannekrag om dit aan te bied as om soveel literatuur en hulpbronne te voorsien.</p>	<p>Leerders se tydsperspektief is beperk: "I think they are only thinking a week in advance and that is why it will not bother them".</p> <p>"Boys want to prove their manhood, even more with black boys, in their culture they must have experience."</p>	<p>"They are macho about it like it won't affect them at all. They are not shocked enough to see the reality in it. They are still at that age that everything comes for free."</p> <p>Ouers het hulle nie riglyne gegee nie, daarom vind die skoolprogramme nie inslag nie.</p> <p>Groepsdruk.</p>	
<p>Verhouding onderwysers en leerders</p>		<p>Veral die swart leerders praat nie oor hulle probleme nie, vertrou die onderwysers nie.</p> <p>"The teachers are quite approachable. I think they feel free enough to speak up."</p>	<p>"Teachers should be more interactive, more involved and not just tell us straight forward."</p> <p>"We need to have young vibrant teachers."</p>	

Tema	Voorligtingonderwysers	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
<p>Kommunikasie tussen personeel oor lewensvaardighede</p>	<p>"They are glad they do not have to do it."</p>	<p>"Majority of teachers prefer not to teach life skills." Die onderwysers wil nie betrokke raak by die probleme van die leerders nie, want dit neem tyd in beslag, vra emosionele betrokkenheid en dit is nie die werk waarvoor hulle betaal word nie. "The problem is where do our duties end." "If given a choice we would prefer teaching academic stuff rather than lifeskills." Het nie die kennis om al hulle vrae te antwoord nie. Die onderwysers ken die leerders redelik goed, en voel oorweldig deur die groot aantal probleme. Hulle het nie die hulpbronne om die leerders te help nie en weet nie wat om te doen nie. Ver al die mansonderwysers voel negatief oor VIGS, dat dit hulle nie werklik raak nie en dat hulle nie omgee dat mense VIGS kry nie. "Why must I educate people who do not use their brains, going out at night and just grab it." VIGS is mense se eie verantwoordelikheid en keuse en verdiende loon. "I do not have time for that in my subject to discuss it. Not all of us have first hand experience to discuss this."</p>	<p>"The guidance and biology teachers talk to us about AIDS."</p>	

Gevallestudie : Skool 2

Tema	Voorligtingonderwysers	Fokusgroepe: leerders
Aktiwiteite in die skool	'n Algemene periode wat gebruik kan word vir lewensvaardighede waartydens elke onderwyser sy eie klas moet hanteer. Brief aan ouers dat program gaan begin uitgedeel en bespreek.	Video's en drama oor seksualiteit tydens Bewustheidsprogram.: "They show you what is happening. We are like cocoons – we think we know stuff but we don't really." Leer hoe om mishandeling te hanteer. Onderwyser praat in die algemene periode.
Voorligting in skool	Geen Voorligtingperiodes vir Gr 10-12, wel vir Gr 8-9, maar onderwysers wat nie opgelei is nie, bied dit aan. "There is hardly guidance all the time." "We must equip the whole staff	"Our guidance teacher is always running around, so we can never talk to him about anything." "In the general period we discussed it once. Our teacher were so open about everything, he makes it a cheerful session."
Omstandighede in en om skool	Is gevalle van VIGS by die hospitaal, kan probleem by die skool ook wees, want leerders seksueel aktief vanaf laerskool. Min kennis van VIGS, nog geen seksopvoeding gedoen.	Hoë dwelmgebruik onder leerders veral by hulle partytjies
Impak van programme	"The children was all ears, sitting and listening. It was surprisingly how little they know, but they were interested."	Van die leerders het waarde uit die aanbiedings gekry, veral inligting oor die oordrag en hoe om iemand met VIGS te help. "Before I thought I knew everything, now I am more serious and I listen to them." Enkeles wat sê hulle het meer vrymoedigheid om met hulle ouers te praat. "It did not really had a strong impact. It did not really make a difference. I only became more aware, more conscious." "They know and now they are more responsible. Like abuse, now I am not going to let them take advantage of me." "For us it did not help. Boys make fun, some of them ran away from school." "It is a big joke for the boys in school but not for us." "Though they learnt a lot, they don't change, they think they won't get AIDS." Meisies makliker bereikbaar as seuns en voel uitgebuit deur seuns: "Boys want to have sex before marriage, but they want their wives to be virgins. And the girl even if she did not have sex, may end up having AIDS from him because he slept with so many people." "They got the message but do not want to show it."

Tema	Voorligtingonderwysers	Fokusgroepe: leerders
Struikelblokke vir verandering (skool en gedragvlak)	<p>"Die enigste probleem wat ek ondervind, ons kry nie tyd om terugvoer te gee vir die kinders of onderwysers nie." "We all have classes, there is no time." Vol rooster met eksamenvakke. Ses onderwysers verskuif en "we had to increase our workload and drop the guidance because the teaching load had to increase." Nie tyd om na die hulpmiddels uit die kursus te kyk nie en "We do not have any time to train the rest of the staff." "We have been trying to get together the three of us for 2 months now to sort things out and give it back to the staff, but every afternoon there is something else that crops up." Voorligtingonderwysers moet nou ander onderwysers oplei - hulle voel nie opgewasse en versoek dat Departement dit moet doen. "We are not allowed to use school time." "If it is coming from the Department, the teachers and principal will listen." Ouers is konserwatief en mag beswaar maak. "It is compulsory from the beginning of the year in all schools we must do sex education."</p>	<p>Impulsief: "When their minds are with women, quick quick, they want to do it. They don't think nine months later that there could be a problem." "They have the motto: meat is meat and men must eat." Difficult to buy condoms. "This school needs to be woken up, get a shock. They don't think it could happen to them." Kultureel verbode onderwerp. Kan nie met hulle ouers oor seks praat nie: "If I ask my father he'll slap me." "Not allowed to talk about this." "My mom never talk to me about this AIDS, about boys, she is not really comfortable to talk to me about boys. Parents think if they do not talk to you about boys, they protect you, you will not go out and do it." Generasiegaping: Leerders voel dat ouers en onderwysers dink hulle weet nie wat in die volwasse lewe aangaan nie. Voel dat hulle niks nuuts leer nie. Eksperimenteer: "All our lives we have been waiting to go to high school, now we are here and want to experiment. Stuff like drugs, your friends do drugs, you have to think about it."</p>
Verhouding onderwysers en leerders		<p>Enkele onderwysers word beskryf as oop en ontspanne en kan 'n gesprek oor seksualiteit goed hanteer. Bevraagteken soms die motiewe: "Are they giving it to you because they really care? Or are they giving it to you because they get paid?"</p>
Kommunikasie tussen personeel oor lewensvaardighede	<p>Ander personeellede voel ongemaklik om oor seks en VIGS te praat - wil eers opleiding hê. Onderwysers is dikwels afwesig van die skool af en nie motivering nie. "They do as they do - for democracy it is better, for the discipline it is not." Learners also do not work "They drive you, they make you hard." "Teaching is very difficult these days." Hoof: "He actually do not see the seriousness. He is very disinterested. He is narrow minded, there is other things that he feel is more important like being in the class." Skoolhoof het nog geen reëlings met personeel getref om opgelei te word nie. "I think he does not even know about AIDS. All the principal cares about is litter and school funds."</p>	

Toe aanvanklik met die skool kontak gemaak is, het die skoolhoof die afspraak uitgestel omdat daar ses onderwysers weg is en die skool herorganiseer moes word. Daarna het hy 'n volgende afspraak weer uitgestel. Ek het toe direk met die Voorligtingonderwysers geskakel en afsprake gereël. Na die jaar se program was die skoolhoof weer nie bereid om 'n 10 minute-onderhoud te gee nie, want hy sê hy is te besig. Sal eers oor 6 maande tyd kan inruim om gesprek te voer oor lewensvaardighede

'n Afspraak met die ander personeellede in die skool is op nippertjie gekanselleer weens 'n noodvergadering van onderwysers. Daarna is 15 keer geskakel maar elke keer was daar 'n ander struikelblok. Die hoof is daarna geskakel om die afspraak te reël, maar volgens hom het die onderwysers elke middag vergaderings en moet toesig hou by matriekeksamen. Pouses was ook nie beskikbaar nie, want die onderwysers moes terreintoesig hou. Die eerste maandelik afspraak kon eers oor 6 maande gemaak word.

Gevallestudie Skool 3

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders
Aktiwiteite in die skool	<p>Voorsien kondome in skool In kondoomweek praat sy 5 minute met elke klas. Vorige jaar: dokter wat skuifies wys van sy VIGS pasiënte "It is now compulsory for us to attend these courses and to talk about AIDS." "Painted a wall in the school" "We build the information from many sources and then internalize it."</p>	<p>Bewusstheidsprogram van Dept. Onderwysers was nie ingelig. "We were not involved. We didn't even know what they were doing." Vorige jaar: dokter met skuifies van pasiënte Dramagroep wat leerders wat belangstel kon bywoon. Ouervergadering gehou. Skool bied drama aan vir kompetisie en in gemeenskap</p>	<p>Bewusstheidsprogram van die Departement - beskryf die inhoud in besonderhede Het dramagroep wat drama en sang gebruik en optree in Atteridgeville om mense bewus te maak. Gr 8 sien video oor VIGS. Onderwysers in Biologiesklas en Ekonomie praat dikwels oor VIGS.</p>
Voorligting in skool	<p>Nie alle klasse het Voorligting nie. Gr 11 en 12 het klas en 2 Gr 8 klasse, Gr 9 en 10 het nie Voorligtingklasse nie. Is nie personeel wat dit kan aanbied nie. Gebruik nou en dan ook Afrikaanse periode. Inhoud: seksualiteit, liggaam, verhoudings, VIGS, moet weet van vaardighede. Gr 12 net beroepsvoorligting. "Got an overview of what you should cover." "Very positive attitude towards guidance in the school."</p>		<p>Seniors: "We have guidance once a week. Our teacher explain to us." "Teachers talk to us about AIDS, but she is old like our mother and we are afraid to ask her something. Elder people do not understand, she knows nothing about us. She had to force us to ask questions. She is old what does she know?" Juniors: "We talk about AIDS a lot at school. But still there is no guidance teachers. We had one last year but she said stupid things and the children laughed at her. I still think we need some guidance teacher and a guidance period." "They did not tell us anything and we do have problems but we, the std. 8's, they did not tell us about AIDS."</p>
Omstandighede in en om skool		Groot aantal swangerskappe veral in laer grade	<p>"There are children in our school using drugs. They loose self-control and create a bad atmosphere in the school." "About 6 boys in our class do drugs, not dagga, pills." Our school is one of the schools who have HIV positive people. There was a HIV+ girl and she died. But many of us did not know who she was. The teachers kept that a secret.</p>
Impak van programme	<p>"They laugh at me, they do not believe it as real." "The learners got shocked to see there is a real patient in SA." The young ones laugh, they still feel shy. When we separate them they ask questions, but if they are together they are shy."</p>	<p>"We just had one program so far that was highly effective. After the program they did not laughed and think it was a joke." Daarna was dit makliker om met leerders te kommunikeer, lag nie net nie, luister asof hulle verstaan. Hoor dat leerders daaroor praat. "The program opened their eyes." Leerders meer openlik in Voorligtingklas. Merk op dat hulle meer kennis oor VIGS het. "They know about it."</p>	<p>Kennis het verhoog: "They motivate us and gave us knowledge because most of us did not know what really happen." "The programme was a good thing, it made me to see I have so much to look forward to." It motivated us to talk about this. Hulle wil die kennis oordra en swangerskap en prostitusie voorkom. Aantal meisies was geskok oor wat VIGS aan mens kan doen. "I did not know if you had AIDS you are going to die like that!" Voorname: "I think we are very young and cannot say I have my boyfriend forever, so, use a condom." The one thing I have learned is that we have to sustain from sex, lets concentrate on our</p>

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders
			<p>education, our future.”</p> <p>Is 'n verandering in gedrag opgemerk: “80% changed. The ones I met have changed.” “Some people come here and educate us, they may think they are wasting their time, but there are those who get the message.”</p> <p>“The boys were excited and asked a lot of questions. Some get bored. I think the boys are like that.”</p> <p>Van die seuns gee nie aandag aan die aanbiedings nie en steur die sessies. “The point is it is up to the person whether he takes it seriously or not. Only a few boys did funny things.” “Those dagga boys say what is the point why do they talk about AIDS. They just laugh.”</p> <p>Meestal positiewe kommentaar op bewusmakingsveldtog.</p> <p>Verhouding met onderwysers gemakliker na die aanbieding: “After the program it was more easier for them to discuss it with us. We used to laugh a lot when they talked about it but after the program not, because we learned a lot. We understand it.”</p> <p>Meer openheid tussen leerders na die program. “Two girls in our class is mothers they sometimes have problems, if the kids are sick you can see they feel bad, they did not want to tell us but after the program they opened up, after the program one girl realised she was raped.”</p> <p>Leerders ervaar groter openheid met hulle ouers.</p> <p>“It made a lot of difference, there were no pregnancies this term, compared to 1 or 2 pregnancies last term.”</p> <p>Most of the girls did not know if you do not want to have sex with a boy it is rape.”</p> <p>Toekomsgerigtheid en doelwitte: “I now have a better idea on what to do, what not to do and where to go. There is always a way out. There will be someone who will help you, try your best there is someone who will help you. Get educated, get a bursary.”</p> <p>“The information is more accurate. There was a lot of rumors. It changed a lot of attitudes, ways of thinking and how they thought about AIDS, people are able to talk more freely. Before they will not talk. The teachers and people talk, people are more aware. Some changed a lot.”</p> <p>Impak van die drama tydens die program word dikwels genoem dat dit 'n impak gemaak het: dat meisies nie verhoudings met taxi drivers moet hê nie (inhoud van die drama).</p> <p>“There are many more ways how you can have money besides selling your body.”</p> <p>Vrese wakkergemaak: “Now we are scared if someone is bleeding, to help him. What if I want to help her and she is dying?”</p> <p>Meer sensitiwiteit geleer vir mense wat VIGS het.</p>
Struikelblokke vir	"The main problem is I do not see all	Ouers praat nie met kinders oor seks nie, daarom kry	Kinders het nie voldoende kennis nie, word nie in hulle eie taal

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders
<p>verandering (skool en gedragsvlak)</p>	<p>the classes." "It takes a lot of time. I wish I did not have an examination subject so that I can attend to it. I have to let other lessons suffer because sometimes you are called for lectures and you leave your other lessons. It is difficult but it is important." I am the only one that present Guidance, I cannot manage all the classes." "Many things that take me out of class." Ouers kan beswaar maak. "Black parents still feel to talk about sex is taboo. They do not talk to the learners about sex. When you talk to the learners you realise there is a gap between the parents and the learners."</p>	<p>die kinders net inligting oor seks van die skool. By ouervergadering was een ouer gekant teen seksopvoeding. Kinders glo nie dat VIGS regtig bestaan nie. TV verhoudings het groot impak op kinders se denke oor verhoudings. Kinders seksueel aktief vanaf vroeë ouderdom. "They are crazy about sex and that is where the problem lies." Onderwysers voel dat hulle uitgesluit is en nie deel van die proses nie. "We are all involved with learners. Maybe if we are trained we will be able to answer the questions of learners." "We did not create an environment where we taught skills. We taught only content. Maybe we should create that atmosphere in the classroom where learners are free to come and talk." Sien nie struikelblokke in integreer van lewensvaardighede in skool nie. "I don't think in our school it can be difficult. As long as we can focus on breaking this communication barrier. If all teachers take training the life skills program will run smoothly at our school."</p>	<p>oorgedra nie. Portuurgroepdruk: Dink meisie van 16 wat nie seksueel aktief is nie, is stupid. "Then you want to do what they are doing and feel smart." Gebrek aan ondersteuningsisteme. Kan nie met hulle ouers praat as hulle probleme het nie. Praat met hulle kêrels en word uitgebuit. "If she see you have a problem, she (your mother) is afraid to ask you because she do not know how you will react." "But if you were brought up like in a prison you are not allowed to talk." Een leerder vra waarheen om te gaan as jy HIV+ is: "At the clinic the nurses swear at you and people talk. You feel embarrassed." Kan die dokter nie vertrou nie, onderwysers gaan met jou ouers praat en die AIDS helpline kan jou nie gesond maak nie. Glo nie in die bestaan van VIGS. Het seks met jong meisies omdat hulle nie VIGS kan hê nie. Ongelykheid tussen geslagte: "Many boys don't want to abstain, think girls have to do it." "Some girls are afraid to speak up, they are afraid that their boyfriends will leave them when they do not give them sex. And older boyfriends do no want to abstain. We love them, sometimes it is hard." Ander behoeftes wat gedrag onderhou: soos geld en prostitusie: "I need guidance how students from poor families can make a living for themselves without selling their bodies to older men."</p>
<p>Verhouding onderwysers en leerders</p>		<p>Kinders moet leer om onderwysers te vertrou. Voel nie ingelig genoeg om leerders se vrae te antwoord nie en voel skaam en verneder voor die leerders dat hulle nie ingelig is oor die inhoud van die aanbiedings nie. "They told me things I don't know about and they asked me questions I could not answer. So I just laughed as if I am a fool, I could not tell them I don't know." Definieer hulle rolle as vakonderwysers: "I think our learners prefer to be taught by other groups, not we as teachers, because they think our duty is only to deliver whatever subjects we are teaching." Kinders voel skaam om intieme vrae te vra en praat nie oor sensitiewe onderwerpe nie. "Sometimes they are not open."</p>	<p>Verhouding tussen onderwysers en kinders nie van so 'n aard dat persoonlike goed bespreek kan word nie. Die kommunikasiegaping dui op ander agendas by die partye. "The teachers are afraid of us and not caring about us. Some pupils smoke dagga and carry guns and knives to school. And they point with their guns if you call them to order. Then the teacher do not come to class. When the teacher say it is bad, we think she is mad." "Teachers' attitude towards learners must change before we can talk to them. But it also depend on the way we talk to them. They keep some information and do not answer our questions. After the programme we tried to talk to our teacher about the programme and she just stood there, she did not want to answer our questions. They do not know the answers to sexual questions." Wil eerder met sielkundiges praat. "We also need psychologists in school to help us with our problems. Then you can talk to them because you do not know them." Vertrou nie onderwysers. "Imagine if you tell your teacher that you had sex with a boy! Will tell the staff in the staff room and when you see him you will feel embarrassed."</p>

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders
<p>Kommunikasie tussen personeel oor lewensvaardighede</p>	<p>Hoof lank met siekverlof daarom is al die omsendbriewe van die Departement nie betyds verspei nie. Onderwyseres het daarom nie al die kursusse bygewoon nie. "It could have been a lack of communication between myself and the Departement. So I felt I missed a lot of it." Hoof is ondersteunend, laat haar toe om opleiding by te woon. Ander onderwysers nie ingelig. Hulle het nie selfvertroue om daaroor te praat nie. "Teachers will always feel that they need training, they do not want to talk about these things. They are not confident." Hulle gee haar wel tyd in hulle klasse, maar hulle kom nie na lesings en opleidings nie. "They say they cannot talk about it in the class. They say I have to do that, because I do guidance." Onderwysers onseker oor hulle toekoms, aanvaar nie maklik nuwe opdragte. Sy beskryf die personeel as 'n span wat goed kan saamwerk.</p>	<p>"It must fit in the guidance period, must be in the syllabus." Verkies dat NGO of buite-instansie dit aanbied, omdat onderwysers inligting nodig het. "Unfortunately we were not invited to the life skills programme, it was only for the students." Ervaar dit moeilik om met leerders te praat, het soms hulp van buite nodig. "We are still uncertain. We need to learn more." Ervaar dat hulle opleiding nodig het hoe om lewensvaardighede in onderrig te integreer. Hulle voel uitgelaat en afgeskeep en voel aggressief daaroor. "We heard the Department was going to implement such a thing, we as teachers knew nothing about it." Na opleidingskursusse is daar geen terugvoer in die skool nie. "They normally keep the information to themselves. Sometimes you don't even know that teachers went for training. Those who have been trained should have come back to the staff to give feedback of some sort." Maar die opgeleide onderwyser voel self dat sy nie genoeg kennis en inligting het om haar kollegas op te lei nie. "You feel you need more expertise to help you do it. I felt we could invite somebody, an expert to come and help us to do it."</p>	<p>Leerders vra of hulle video oor VIGS kan sien, maar onderwyser het nie toegang tot die video nie. "We asked our teacher if we can see the video and he said yes, but it took a while because Mrs. M. was not available and she is the one who have the video cassettes. We force the teacher that we must see the video." Probleem is nie VIGS nie, die probleem in die skool is dwelmgebruik. "The problem is drugs, not AIDS. Dagga, alcohol." 'n Leerder voel dat 'n studentehofstelsel ingestel moet word sodat leerders mekaar kan dissiplineer. Met al die probleme van dagga en geweld "But nobody do anything. The teachers are scared. We need a student court where students can discipline each other."</p>

Die skoolhoof was nie beskikbaar vir onderhoud. By ontmoeting het hy gesê dat hy nie regtig betrokke is by die program nie, dat die HOD vir Voorligting dit doen en dat hy alle korrespondensie na haar deurgee. Die skoolhoof was positief oor die implementering van programme, maar nie betrokke nie.

Gevallestudie Skool 4

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Aktiwiteite in die skool	Rekeningkunde onderwyser gee individuele voorligting aan leerders met probleme en praat informeel met haar klasse. "I do it in my free time".	Bewuswordingsprogram Drama, redenaars- en kunskompetisie.	"Nothing, nothing was done except the programme of the Department."	
Voorligting in skool	Geen Voorligting in skool, geen Hoof van Department vir Voorligting. Was voorheen op die rooster, maar is nie benut nie. Negatiewe houding van personeel: "No one wanted to attend the life skills training." "Even though we were told that life skills are important, the principal does not view it that important because it is a non-exam subject." Onderwyser positief oor V. maar gefrustreerd: "Guidance is one of the most important subjects", maar "We are trained and what can we do about it? Nothing."	VIGS opvoeding nodig. "Sex education must be implemented and we must teach them the dangers."	Daar was geen bespreking van die program na die twee-dae intervensie nie. Hulle kyk na TV-programme om kennis te kry, ander neem deel aan 'n jeugklub. "We do not know about life skills. So maybe if the government can do something about this."	Programme is welkom. Geen Voorligting nie, want dis nie-eksamenvak en onderwysers wil dit nie gee nie.
Omstandighede in en om skool	"Our children are not really informed. They live in that myth society of don't do this and don't do that. They do not know what to do." 80% van Gr10 dogters in haar klas het reeds kinders. Ouers nie werklik betrokke by skool nie, gee ook nie seksopvoeding aan kinders.	"Nowadays we are burying 3-4 people every Saturday that died of AIDS."		Kinders het baie probleme. "You can never say if there are learners with HIV but with the type of sexual lives that they lead, it is possible. Learners are promiscuous, they do not care with whom they sleep around, it has become a ball game." Ook baie dwelmproebleme en prostitusie in die skool.

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Impak van programme	Leerders reageer positief op informele gesprekke. "They want to know and they want to become free."	Onderwysers wat program bygewoon het, het gebaat daarby. Leerders het baie kennis gekry: "Students come to me, I think they have learned a lot." Maar geen sigbare gedragsverandering: "They know something but they do not change their behaviour. They are doing the same thing they were asked not to do. Nothing has changed."	Leer dat alle daagse kontak nie VIGS kan oordra nie en dat dit ook oordra deur bloed. "If you do not want to use a condom, abstain from sex." "Some of us learned something." Leerders het bewus geraak van VIGS en sê dat die program hulle lewens verander het. Hulle sien geen verandering in hulle vriende se lewens nie. "It is still the same as it was before." "The same children still smoke dagga." Bespreek nie VIGS met vriende: "When you start to talk about these things, they do not take you seriously."	
Struikelblokke vir verandering (skool en gedragsvlak)	Personeeltekort: Geen Voorligting op rooster. Onderwyser gee 3 periodes gelyk, 10 minute per klas. Groot klasse van tot 50 leerders. Ander opgeleide kollega het skool verlaat. Geen ondersteuning om lewensvaardighede aan te bied nie.	Sien geen struikelblokke: "Some parents might be difficult, some kids might be shy to participate, but to implement it will not be a problem." Onderwysers meen dat program vanaf die Departement of professionele persone moet kom (neem nie verantwoordelikheid). "We need professional people to address the kids."	Leerders glo nie dat VIGS bestaan nie of ignoreer dit: "They do not want to concentrate on it, like it is not there." "They know about it but ignore it." Gedrag het bepaalde funksie vir leerders: Verkoop dagga om skoolgeld te kry. Ouers stel nie voorbeeld nie, weet rook is gevaarlik, maar doen dit nogtans. Ouers kan kinders se gedrag nie beïnvloed: "If children want to smoke, they will smoke." Jong kinders skaam om kondome te kry. Klinieksusters gee nie as onder 18 jaar. "Boys have the attitude that if you love me you must have sex with me. If you do not want to have sex, I will leave you."	
Verhouding onderwysers en leerders	As sy openlik met hulle praat, is hulle eerlik met haar en vra baie vrae. Onderwysers magteloos as leerders nie hulle werk doen nie. "It is terrible to be a teacher nowadays."			"The learners are sceptic and they do not want to disclose to the teachers, they would rather disclose to someone visiting that they do not know. They are afraid that the teachers would tell all the other teachers."

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Kommunikasie tussen personeel oor lewensvaardighede	Skoolhoof nie regtig betrokke, stuur wel omsendbriewe vir haar. Ander onderwysers sien nodigheid van lewensvaardighede maar wil nie betrokke raak by VIGS nie.	Onderwysers is nie ingelig oor aanbiedings nie, baie kon dit nie bywoon nie. "Most of the people are ignorant about it." Onderwysers stel voor dat program deur buitestaanders hanteer moet word. Skoolhoof beskryf as besorgd maar nie betrokke nie. "There is a lack of communication between the office and the teachers with the life skills and guidance. There is no collaboration between these people. I think we should get volunteers to teach sex education and AIDS. Teachers must not be forced to do it."	Dink dat onderwysers nie inligting oor VIGS het nie: "They do not know anything about AIDS, only that it is a disease."	Hoof weet nie meer hoe om al die probleme in die skool te hanteer nie: "I cannot handle this anymore, I have tried so many times to talk to them." Onderwysers nie gemotiveerd en gee nie klasse: "You have to drive them, very few of them are self-motivated. How do you discipline a teacher?" Skoolhoof vasgevang en kan nie optree teen onderwysers wat nie werk doen nie. "Teachers are very positive about life skills, but outsiders must present it, they do not want to present it themselves."

Gevallestudie Skool 5

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Aktiwiteite in skool	<p>Wys videos in Voorligtingperiode</p> <p>Ontwikkel eie program volgens leerders se behoeftes: swangerskap, verhoudings, voorbehoedmiddels, aborsie, seksualiteit.</p> <p>Komitee van ouers wat raad gee, SAPD sprekers oor dwelms en mishandeling.</p>	<p>Bewuswordingsprogram</p> <p>Optog deur Attridgeville</p> <p>Sprekers met VIGS</p> <p>Voorligtingperiodes</p> <p>Drama kompetisie</p> <p>Verf een van die skool se mure met slagspeuke</p>	<p>Bewuswordingsveldtog: VIGS, seks en dwelms, mishandeling. "It made me realize that there are so many people out there in Attridgeville who have AIDS, who are dying, it made me scared and sad."</p> <p>SA Polisediens sprekers</p>	<p>Maatreëls om kinders met probleme te help, prosedures met gedragsprobleme.</p>
Voorligting in skool	<p>Voorligting op die rooster: Gr 10-12 2 periodes per week, Gr 8-9 1 periode, maar nie genoeg onderwysers nie.</p> <p>"The guidance period is there, but you find that there will not be a person to take a class. That is our problem." Weens oorbeklemtoning van eksamenvakke.</p> <p>Houding: "We are really trying to show them."</p> <p>"It is a small team, but we work really hard and we can do something."</p> <p>"We are the ones who are still excited, we think Guidance is important."</p>	<p>"Guidance is not an important subject in this school. The problem is that we are overloaded with exam subjects so that we do not have time to teach non-exam subjects. We are working against the syllabus, so we are using that Guidance for exam subjects."</p>	<p>Het nie Voorligting: "We have a Guidance period, we do not have guidance teachers. Teachers here are not interested. Guidance is a free period, we make noise, the teachers do not come."</p> <p>"No one come and teach us about Guidance. It is the time that the guys smoke and fight, stand on the tables and girls is out to go to their boyfriends." "Last Sunday they told our parents that they attend their periods- they are lying."</p> <p>Skoolhoof kom soms na hulle klas en praat oor VIGS en selfrespek.</p>	<p>Skoolhoof deel van Voorligtingspan. Gee self 20 periodes per week.</p> <p>Persoonlike toewyding en opofferings: "We make sacrifices and do that after school." Redes: (1) Kinders leer nie effektief as hulle probleme het nie. (2) Hoor skool het hoogste HIV infeksie: "I knew I had to do something."</p> <p>Houding: "That is my dream to do something about the problem." "They can go to the next standard, but they cannot go to the next life."</p>
Omstandighede in die skool en omgewing	<p>Mense gaan dood aan VIGS, klubs waar meisies as prostitute werk.</p>	<p>Kinders het baie probleme veral met dwelms.</p>	<p>Baie van die leerders rook dagga. "Most guys and my friends they use drugs around the toilets."</p>	

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Impak van programme	"I think they get the message, because some will come with their problems."	<p>Onderwysers het die Bewuswordingsprogram bygewoon en daaruit geleer.</p> <p>Sien geen werklike verandering in leerders se gedrag nie: "No noticable change in their behaviour."</p> <p>Tydlike effek: "It only register when people talk about it on that day, but the next day it is out. Some of the boys were enlightened that they are aware that AIDS is there, but to some it is just a joke."</p>	<p>*Baie kennis opgedoen: "I think it was enlightening and we really learnt a lot."</p> <p>*Verandering in gedrag en waardes: "I was a naughty girl. Now I have changed, I know wrongs from rights." "I have changed my life. I learned that sex is not the only thing to live for. I can wait until I am older." "I must wait until I am an adult before I have sex." "We must take care of our bodies." Moenie deur vriende laat mislei. Weet van seuns wat ophou rook het na die program. *Geen verandering: het reeds alles geweet, veral seuns neem dit nie ernstig op nie. "Boys were laughing and joking after the nurses left. They think life is about having a lot of sex." "Many children think it is a joke. Many children do not take it seriously, especially guys." Seuns skaam om te erken dat hulle daaroor praat. "I have changed. But I am embarrassed to say". Vertel vir hulle vriende en ouers en familielede wat risikogedrag het – gesprekke oor VIGS en seks en dwelms - versprei inligting in die gemeenskap. "I try to help those who smoke." *Tydlike verandering: "I personally feel nothing have changed. Out of sight, out of mind." "After they went, it stopped for a while, then again peer pressure and then you go back to the stuff. You only change for the time and then it is back again."</p>	

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
<p>Struikelblokke vir verandering in skool (onderwysers)/ Leerders: Veranderlikes wat gedrag in stand hou</p>	<p>Te min personeel om Voorligting klasse te gee. Oorbeklemtoning van eksamenvakke</p>	<p>Sien geen struikelblokke: "I don't think there will be obstacles. As long as we are serious." "If we put shoulder to the wheel and work hard, we can make a positive effort. We have already started."</p> <p>Mense glo nie dat VIGS bestaan nie. Geen hulpfasiliteite vir kinders met probleme. Meer mannekrag nodig om meer aandag aan Voorligting te gee.</p>	<p>Glo nie dat VIGS bestaan nie. "Most of our students do not take AIDS seriously, they take it as a joke." Portuurgroepdruk. "If your friends are doing it, you think you must do it too." "My friends is doing it and I want to be cool. I do not want to be an outcast." Skool-huis-lewe nie geïntegreerd: Nie motivering van ouers om gedrag te verander nie. "We are living different lives." Selfbeheer: "I think it is a matter of choice. You have to choose when you hear the message what is good for you." Onderliggende sielkundige probleme Gewoonte-gedrag moeilik om te verander – sal tyd neem. Nie vaardighede of selfvertroue: "I think we hear the message – but we don't have the confidence to stop it." Identifiseer nie met die fasiliteerder nie: "The problem is who is trying to change who?" Aandag nodig: "If I want to change, will they think about me and give attention. That makes change difficult." "Girls are afraid if they do not sleep with their boy friends they will end the relationship." Kondome: Seuns wil nie kondome gebruik nie. "You cannot eat a sweet with a wrapper on". Maar seuns se gedrag kan beheer word deur meisies: "If a girl refuses to have sex without a condom, then he will change and carry a condom." Te trots en skaam om kondome by kliniek te kry: "To ask for condoms is hard, but having sex is easy." Mites oor seks: "If you do not have sex you will go mad." Gebrek aan lewensvaardighede: Weet nie om verhoudings sonder seks te hanteer nie.</p>	<p>Al die onderwysers oorlaai met werk, hulle begin vakke soos Huishoudkunde uiffaseer. Te min onderwysers – het ekstra onderwysers aangestel uit skoolfonds - steeds tekort. Voel hulle gee baie aandag aan welsyn van die leerders, maar hulle matriekuitslae is laagste in die gebied. Moet meer aandag gee aan die skoolvakke en standaard van onderrig, veral in die juniorklasse sodat leerders beter fondament het.</p>

Tema	Voorligtingonderwyser	Fokusgroep: ander onderwysers	Fokusgroepe: leerders	Skoolhoof
Verhouding onderwysers - leerders	Skep verhouding van vertrou met leerders, praat met hulle oor probleme, besoek hulle huise, stel belang, vra persoonlike vrae. Ervaar dat kinders hulle probleme deel.	Verhoudings steeds soos altyd was. Was tydelik meer oop, daarna gaan aan soos voorheen. Weet nie altyd as leerders probleme ervaar. "Teachers are very positive, we are trying very hard."	Vertrou onderwysers nie, onderwysers praat uit. Onderwysers verstaan nie, dink kinders met probleme is stout. Wil eerder met sielkundige praat. Hulle noem dat onderwysers nie hulle klasse gee nie en dat hulle meer raas as klasgee: "If a teacher comes to class it is very tense, they do not come to class to teach, they come and yell and waste 50 minutes."	Onderwysers gee om vir leerders.
Verhoudings tussen lede van personeel	Ander onderwysers verstaan nie al die aandag aan Voorligting, sien dit as onnodig. "Principal is on our side. If the principal is not on our side it will not be working out."	Wil nie betrokke raak by Voorligting, daar is onderwysers wat dit kan doen. Antwoord vrae as leerders vra.		Ander onderwysers dink nie Voorligting is belangrik nie.