STRATEGIES FOR BRINGING HIV/AIDS AWARENESS IN PRIMARY SCHOOLS

by

SPHIWE MAGDELINE VILAKAZI
BA; BEd (UNISA)

Submitted in partial fulfilment of the requirements for the degree

MASTER OF EDUCATION WITH SPECIALISATION IN
LEARNERS SUPPORT, GUIDANCE AND COUNSELLING

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF PRETORIA

SUPERVISOR: PROF L.J. JACOBS

OCTOBER 2005
ACKNOWLEDGEMENTS

I would like to express my indebtedness and aptitude to the following people who have played a significant role in making this study a success. In particular I sincerely wish to thank:

- The Almighty God for the power, courage and mental strength He gave me to undertake this arduous task.

- My supervisor, Prof L.J. Jacobs for his untiring guidance, patience and tolerance that encouraged me to forge my way ahead. Without him, I would not have made it.

- My colleague, Mr Vikizitha Wycliffe Mtshali for his valuable guidance and constructive comments which helped me to accomplish this study, which has been a most enriching and rewarding learning experience.

- Doctor Zayizayi Mkhabela, for his valuable contributions and positive comments I received while I was busy with this project.

- My beloved sisters Zodwa and Noma for their keen interest in this project.

- Mr. Christopher Ngcane, Thuli Gouws, Priscilla Malele, Sindile Samantha Mayisela and Mr. Sifiso Andrew Mathebula for their meticulous typing of this research.

- My husband Hendry who tolerated my travelling to Pretoria throughout the research, my son and my daughter, as well as my brothers and sisters for their love and appreciation of all my educational endeavours.

- The principal of Lekazi Primary School, Mrs E. Mabuza and her staff for co-operation and support in this research.

- The Mpumalanga Reference Library staff for permitting me to use their library facilities.

- Finally to my parents, the late Mr Elliot Nkosi and Mrs Maria Nkosi who brought me to this earth and gave me an experience of being parented under hardship and poverty, which has contributed to bringing me where I am today, and which I will always value and appreciate.
DECLARATION

I, SPIHWE MAGDELINE VILAKAZI, declare that:

“STRATEGIES FOR BRINGING HIV/AIDS AWARENESS IN PRIMARY SCHOOLS”

is my own work and that all the sources I have quoted have been acknowledged by means of references.

Mrs. S.M. Vilakazi

_________________________________________________

Date: October 2005
DEDICATION

I dedicate this study to:

- All primary school learners who daily face difficult challenges of HIV/AIDS in their life journey.

- All primary school educators who are in the struggle against HIV/AIDS.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>ii</td>
</tr>
<tr>
<td>Declaration</td>
<td>iii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iv</td>
</tr>
</tbody>
</table>

## CHAPTER 1

| 1.1 INTRODUCTION                                      | 1        |
| 1.2 AWARENESS OF THE PROBLEM                        | 1        |
| 1.3 ANALYSIS OF THE PROBLEM                         | 3        |
| 1.3.1 THE IMPACT OF HIV/AIDS ON EDUCATION           | 3        |
| 1.3.2 DEMOGRAPHIC IMPACT                            | 4        |
| 1.3.3 ECONOMIC IMPACT                               | 4        |
| 1.4 STATEMENT OF THE PROBLEM                        | 5        |
| 1.4.1 GENERAL STATEMENT                             | 5        |
| 1.4.2 SPECIFIC STATEMENT OF THE PROBLEM             | 5        |
| 1.5 MOTIVATION FOR THE RESEARCH                     | 5        |
| 1.5.1 ASSUMPTIONS                                   | 6        |
| 1.6 AIMS OF THE RESEARCH                             | 6        |
| 1.6.1 SPECIFIC AIM                                  | 6        |
| 1.6.2 GENERAL AIMS                                  | 6        |
| 1.7 CLARIFICATION OF CONCEPTS                        | 7        |
| 1.7.1 THE CONCEPT AIDS                              | 7        |
| 1.7.2 THE CONCEPT HIV                                | 8        |
| 1.7.3 THE CONCEPT AWARENESS                         | 8        |
| 1.7.4 THE CONCEPT SEXUALITY EDUCATION                | 9        |
CHAPTER 2

2.1. INTRODUCTION 12
2.2 BASIC AWARENESS OF HIV/AIDS 12
2.2.1 CHILDREN WHO ARE HIV POSITIVE 12
2.2.2 CHILDREN WHO HAVE AIDS 13
2.2.3 WHAT CHILDREN SHOULD KNOW ABOUT THE WAY THE VIRUS WORKS 13
2.2.4 THE DIFFERENT STAGES OF HIV/AIDS THAT CHILDREN SHOULD KNOW 14
2.3 KNOWLEDGE THAT CHILDREN SHOULD HAVE ABOUT THE TRANSMISSION OF HIV/AIDS 15
2.4 WHAT CHILDREN SHOULD KNOW ABOUT FACTORS PROMOTING THE SPREAD OF HIV INFECTION 17
2.4.1 ILLITERACY AND LACK OF KNOWLEDGE ABOUT HIV/AIDS 17
2.4.2 THE PRESENCE OF SEXUALLY TRANSMITTED INFECTIONS (STI’S) 18
2.4.3 GENDER INEQUALITY AND FEMALE SUBORDINATION 20
2.4.4 POVERTY 21
2.4.5 SOCIAL NORMS AND CULTURAL PRACTICES 22
2.4.6 SEXUAL VIOLENCE, CHILD ABUSE AND EXPLOITATION OF WOMEN 23
2.4.7 RAPE 24

   TABLE 1: NUMBER OF RAPE CASES REPORTED FROM THE YEAR 2000-2004 OF CHILDREN RAPED AT EHLANZENI REGION. 24

2.4.8 TEENAGE PREGNANCY 25
2.5 IMPORTANT INFORMATION THAT CHILDREN SHOULD KNOW ABOUT THE PREVENTION OF HIV/AIDS 25
<table>
<thead>
<tr>
<th>Section Number</th>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.1</td>
<td>ABSTAINING FROM SEX</td>
<td>25</td>
</tr>
<tr>
<td>2.5.2</td>
<td>PRACTICING SAFE SEX</td>
<td>26</td>
</tr>
<tr>
<td>2.5.3</td>
<td>STAYING IN A MONOGAMOUS RELATIONSHIP</td>
<td>26</td>
</tr>
<tr>
<td>2.5.4</td>
<td>ALTERING SEXUAL BEHAVIOUR</td>
<td>27</td>
</tr>
<tr>
<td>2.5.5</td>
<td>PRACTISING UNIVERSAL PRECAUTIONS</td>
<td>27</td>
</tr>
<tr>
<td>2.6</td>
<td>OTHER IMPORTANT INFORMATION THAT CHILDREN SHOULD KNOW ABOUT HIV/AIDS</td>
<td>28</td>
</tr>
<tr>
<td>2.6.1</td>
<td>FACTORS THAT MAY NOT CAUSE HIV/AIDS</td>
<td>28</td>
</tr>
<tr>
<td>2.6.2</td>
<td>CONFIDENTIALITY AND HIV/AIDS COUNSELING</td>
<td>28</td>
</tr>
<tr>
<td>2.6.3</td>
<td>TESTING FOR HIV</td>
<td>29</td>
</tr>
<tr>
<td>2.6.3.1</td>
<td>ELISA TEST</td>
<td>30</td>
</tr>
<tr>
<td>2.6.3.2</td>
<td>POLYMERASE CHAIN REACTION (PCR) TEST</td>
<td>30</td>
</tr>
<tr>
<td>2.6.3.3</td>
<td>WESTERN BLOT TEST</td>
<td>30</td>
</tr>
<tr>
<td>2.6.4</td>
<td>PARTNER NOTIFICATIONS AND DISCLOSURE</td>
<td>31</td>
</tr>
<tr>
<td>2.7</td>
<td>FEELINGS AND ATTITUDES OF CHILDREN LIVING WITH HIV/AIDS</td>
<td>31</td>
</tr>
<tr>
<td>2.8</td>
<td>HOW CAN CHILDREN LIVE POSITIVELY WHEN INFECTED AND AFFECTED BY HIV/AIDS?</td>
<td>33</td>
</tr>
<tr>
<td>2.9</td>
<td>COMMUNITY RESPONSES TO CHILDREN LIVING WITH HIV/AIDS</td>
<td>35</td>
</tr>
<tr>
<td>2.10</td>
<td>KNOWLEDGE THAT CHILDREN SHOULD HAVE REGARDING ASSISTANCE AVAILABLE FOR PEOPLE LIVING WITH HIV/AIDS.</td>
<td>37</td>
</tr>
<tr>
<td>2.10.1</td>
<td>HOME BASED CARE SERVICES</td>
<td>37</td>
</tr>
<tr>
<td>2.10.2</td>
<td>PALLIATIVE CARE</td>
<td>38</td>
</tr>
<tr>
<td>2.10.3</td>
<td>MEDICATION FOR HIV/AIDS</td>
<td>39</td>
</tr>
<tr>
<td>2.11</td>
<td>INFORMATION THAT CHILDREN SHOULD HAVE ABOUT THE EFFECTS OF HIV/AIDS</td>
<td>40</td>
</tr>
<tr>
<td>2.11.1</td>
<td>ORPHANHOOD</td>
<td>40</td>
</tr>
<tr>
<td>2.11.2</td>
<td>MOTALITY RATE</td>
<td>41</td>
</tr>
<tr>
<td>2.11.3</td>
<td>OVERCROWDING IN HOSPITALS</td>
<td>42</td>
</tr>
<tr>
<td>2.11.4</td>
<td>HIGH RATE OF CRIME</td>
<td>42</td>
</tr>
</tbody>
</table>
2.12 IMPORTANT ASPECTS THAT CHILDREN SHOULD KNOW ABOUT THE FUNDAMENTAL RIGHTS FOR PEOPLE LIVING WITH HIV/AIDS

2.13 CONCLUSION

CHAPTER 3

3.1 INTRODUCTION

3.2 THE SIGNIFICANCE OF LIFE SKILLS PROGRAMS TO PRIMARY SCHOOL LEARNERS.

3.3 WHY DO WE NEED TO INCLUDE LIFE SKILLS IN HIV/AIDS PROGRAMMES?

3.4 HOW PRIMARY SCHOOL LEARNERS GET INFECTED WITH HIV?

3.4.1 MOTHER-TO-CHILD TRANSMISSION

3.4.2 INFECTION DUE TO SEXUAL ACTIVITY AND SEXUAL EXPLOITATION

3.4.3 UNSAFE PRACTICES

3.5 HOW CAN HIV INFECTION BE PREVENTED IN PRIMARY SCHOOLS?

3.5.1 THE ROLE OF EDUCATIONS IN DECREASING THE SPREAD OF HIV IN PRIMARY SCHOOLS

3.5.2 IMPLEMENTATION OF UNIVERSAKL PRECAUTIONS AS A WAY OF PREVENTING HIV IN PRIMARY SCHOOLS

3.6 PRIMARY SCHOOL LEARNERS WHO ARE INFECTED AND AFFECTED BY HIV/AIDS

3.6.1 LEARNERS LIVING WITH HIV/AIDS

3.6.2 CARING FOR AND SUPPORTING LEARNERS INFECTED AND AFFECTED BY HIV/AIDS

3.6.3 CARING FOR THE HEALTH OF HIV POSITIVE LEARNERS IN PRIMARY SCHOOLS

3.6.4 HOW CAN THE SCHOOL ASSIST PARENTS LIVING WITH SICK LEARNERS?

3.7 PRIMARY SCHOOL LEARNERS ORPHANED AS A RESULT OF HIV/AIDS

3.8 THE IMPACT OF HIV/AIDS ON THE EDUCATION SECTOR
3.9 THE IMPACT OF HIV/AIDS ON PRIMARY SCHOOL LEARNERS 62
3.10 THE IMPACT OF HIV/AIDS ON ORPHANS 63
3.11 THE IMPACT OF HIV/AIDS ON EDUCATORS 64
3.12 MANAGING THE SPREAD OF HIV INFECTION IN PRIMARY SCHOOLS 65
3.12.1 HEALTH ADVISORY COMMITTEE 65
3.12.2 PRIMARY SCHOOL LEARNERS’ RIGHTS AND HIV/AIDS 66
3.12.3 SCHOOL POLICY ON HIV/AIDS 67
3.13 STAKEHOLDERS THAT CAN ASSIST PRIMARY SCHOOL LEARNERS IN THE BATTLE AGAINST HIV/AIDS 68
3.13.1 THE PRIMARY SCHOOL AS A CENTER OF HOPE AND CARE IN THE COMMUNITY 69
3.13.2 PARENTS AS SCHOOL PARTNERS 69
3.13.3 THE DEPARTMENT OF EDUCATION: REGIONAL OFFICE 70
3.13.4 THE DEPARTMENT OF SOCIAL WELFARE AND CHILD WELFARE ORGANIZATIONS 71
3.13.5 THE DEPARTMENT OF HEALTH 71
3.13.6 THE DEPARTMENT OF JUSTICE 71
3.13.7 NON-GOVERNMENTAL AND COMMUNITY-BASED ORGANIZATIONS, WHICH COULD ASSIST THE SCHOOL 71
3.13.8 PRIVATE MEDICAL DOCTORS, PSYCHOLOGISTS AND COUNSELORS 72
3.13.9 VOLUNTEERS IN THE COMMUNITY 72
3.14 STRATEGIES FOR BRINGING ABOUT HIV/AIDS AWARENESS IN PRIMARY SCHOOLS 72
3.15 CONCLUSION 74

CHAPTER 4

4.1 INTRODUCTION 75
4.2 RESEARCH PROBLEM 75
4.3 AIMS OF THE RESEARCH
4.4 METHOD OF RESEARCH
4.5 QUANTITATIVE RESEARCH METHODOLOGY
4.6 QUALITATIVE VERSUS QUANTITATIVE RESEARCH
4.7 QUALITITAVE RESEARCH METHODOLOGY
4.8 RESEARCH DESIGN
4.9 GAINING ENTRY INTO THE FIELD
4.10 DATA COLLECTION METHODS RELEVANT TO QUALITATIVE APPROACH
4.10.1 OBSERVATIONS
4.10.2 METHOD OF OBSERVATION
4.11 FOCUS GROUP INTERVIEWS
4.11.1 EXPLAINING THE TERM “FOCUS GROUP INTERVIEW”
4.11.2 THE FOCUS GROUP PROCESS
4.11.3 PHYSICAL ARRANGEMENT OF THE GROUP
4.12 DATA COLLECTION METHODS RELEVANT TO QUANTITATIVE APPROACH
4.12.1 QUESTIONNAIRES

TABLE 2: DISTRIBUTION OF QUESTIONNAIRES AMONGST LEKAZI PRIMARY SCHOOL LEARNERS
TABLE 3: THE CONTENT OF FOUNDATION PHASE QUESTIONNAIRES
TABLE 4: THE CONTENT OF INTER MEDIATE PHASE QUESTIONNAIRES
TABLE 5: THE CONTENT OF THE SENIOR PHASE QUESTIONNAIRES

4.13 TARGET POPULATION AND SAMPLING
4.13.1 TARGET POPULATION
4.13.2 SAMPLING STRATEGIES
4.14 HYPOTHESIS
4.15 RELIABILITY AND VALIDITY
4.15.1 RELIABILITY OF OBSERVATIONAL DATA
CHAPTER 5

5.1 INTRODUCTION

5.2 ANALYSIS AND INTERPRETATION OF DATA FROM THE OBSERVATIONS

5.2.1 OBSERVATIONS THAT WERE OBSERVED BY THE RESEARCHER

5.2.2.1 THE FOUNDATION PHASE OBSERVATIONS

TABLE 6: SUMMARIES OF LESSON EVALUATION AND MARKS OBTAINED BY PARTICIPANTS IN THE FIRST OBSERVATIONS

5.2.1.2 THE INTERMEDIATE PHASE OBSERVATIONS

TABLE 7: SUMMARIES OF LESSON EVALUATION AND MARKS OBTAINED BY PARTICIPANTS IN THE FIRST OBSERVATIONS

5.2.1.3 THE SENIOR PHASE OBSERVATIONS

TABLE 8: SUMMARIES OF LESSON EVALUATION AND MARKS OBTAINED BY PARTICIPANTS IN THE FIRST OBSERVATIONS

TABLE 9: TOTAL MARKS THAT WERE OBTAINED BY THE THREE PARTICIPANTS THAT WERE OBSERVED BY THE RESEARCHER

5.3 OBSERVATIONS THAT WERE OBSERVED BY THE COLLEAGUES OF THE RESEARCHER

5.3.1 OBSERVATIONS BY THE FIRST COLLEAGUE OF THE RESEARCHER

5.3.1.1 THE FOUNDATION PHASE OBSERVATIONS

TABLE 10: SUMMARIES OF LESSON EVALUATION, AND THE MARKS OBTAINED BY PARTICIPANTS IN THE SECOND OBSERVATIONS

5.3.1.2 THE INTERMEDIATE PHASE OBSERVATIONS
5.5.5 LEARNERS FOCUS GROUP INTERVIEW

5.6 ANALYSIS AND INTERPRETATION OF DATA FROM THE QUESTIONNAIRES

5.6.1 INTRODUCTION

5.6.2 THE FIRST SET OF QUESTIONNAIRES

5.6.2.1 RESPONSES OF THE FOUNDATION PHASE

TABLE 20: MARKS OBTAINED BY FOUNDATION PHASE RESPONDENTS

5.6.2.2 THE AVERAGE PERCENTAGE FOR THE FOUNDATION PHASE

5.6.2.3 RESPONSES OF THE INTERMEDIATE PHASE

TABLE 21: MARKS OBTAINED BY INTERMEDIATE PHASE RESPONDENTS

5.6.2.4 THE AVERAGE PERCENTAGE FOR THE INTERMEDIATE PHASE RESPONDENTS

5.6.2.5 RESPONSES OF THE SENIOR PHASE

TABLE 22: MARKS OBTAINED BY THE SENIOR PHASE RESPONDENTS IN THE SECOND SET OF QUESTIONNAIRES

5.6.2.6 THE AVERAGE PERCENTAGE FOR THE SENIOR PHASE

5.6.2.7 RESPONSES OF THE THREE PHASES OF LEKAZI PRIMARY SCHOOL

TABLE 23: MARKS THAT WERE OBTAINED BY RESPONDENTS IN THE THREE PHASES FOUND IN THE FIRST SET OF QUESTIONNAIRES

5.6.2.8 THE AVERAGE PERCENTAGE FOR THE PHASES OF LEKAZI PRIMARY

5.6.3 THE SECOND SET OF QUESTIONNAIRES

5.6.3.1 RESPONSES OF THE FOUNDATION PHASE

TABLE 24: MARKS OBTAINED BY THE FOUNDATION PHASE RESPONDENTS IN THE SECOND SET OF QUESTIONNAIRES

5.6.3.2 THE AVERAGE PERCENTAGE FOR THE FOUNDATION PHASE RESPONDENTS

5.6.3.3 RESPONSES OF THE INTERMEDIATE PHASE

TABLE 25: RESPONSES OF THE INTERMEDIATE PHASE
5.6.3.4 THE AVERAGE PERCENTAGE FOR THE INTERMEDIATE PHASE RESPONDENTS 147

5.6.3.5 RESPONSES OF THE SENIOR PHASE 147

TABLE 26: RESPONSES OF THE SENIOR PHASE 147

5.6.3.6 THE AVERAGE PERCENTAGE FOR THE SENIOR PHASE RESPONDENTS 147

TABLE 27: TOTAL MARKS THAT WERE OBTAINED BY RESPONDENTS IN THE THREE PHASES. 148

5.6.4 THE AVERAGE PERCENTAGE FOR THE THREE PHASES OF LEKAZI PRIMARY SCHOOL RESPONDENTS 148

5.6.5 COMPARISON OF THE TWO SETS OF QUESTIONNAIRES 148

TABLE 28: THE AVERAGE PERCENTAGES OBTAINED BY EACH PHASE AND THE AVERAGE PERCENTAGE FOR THE SCHOOL 148

5.7 CONCLUSION 149

CHAPTER 6

6.1. INTRODUCTION 150

6.2. LITERATURE FINDINGS 150

6.2.1 KNOWLEDGE THAT CHILDREN SHOULD HAVE REGARDING HIV/AIDS 150

6.2.2 PRIMARY SCHOOL LEARNERS AND HIV/AIDS 150

6.3 FINDINGS FROM THE OBSERVATIONS OF EDUCATORS 151

6.4 FINDINGS FROM FOCUS GROUPS INTERVIEWS 151

6.5 FINDINGS FROM THE QUESTIONNAIRES OF THE LEARNERS 152

6.5.1 FINDINGS FROM THE FIRST SET OF QUESTIONNAIRES OF THE LEARNERS 152

6.5.2 FINDINGS FROM THE SECOND SET OF QUESTIONNAIRES OF THE LEARNERS 152

6.6 TESTING THE HYPOTHESIS 152

6.7 LIMITATIONS OF THE STUDY 153

6.7.1 OBSERVATIONS 153

6.7.2 FOCUS GROUP INTERVIEWS 153
6.8 RECOMMENDATIONS

6.8.1 RECOMMENDATIONS BASED ON LITERATURE

6.8.2 RECOMMENDATIONS BASED ON OBSERVATIONS

6.8.3 RECOMMENDATIONS BASED ON FOCUS GROUP INTERVIEWS

6.8.4 RECOMMENDATIONS BASED ON THE QUESTIONNAIRES OF THE LEARNERS

6.9 RECOMMENDATIONS BASED ON TEACHING SKILL THAT CAN BE USED BY EDUCATORS IN PRESENTING HIV/AIDS LESSONS

6.9.1 HIV/AIDS PLANNING OF LESSONS

6.9.2 STRATEGIES FOR BRINGING HIV/AIDS AWARENESS TO PRIMARY SCHOOL LEARNERS

6.9.2.1 FOUNDATION PHASE STRATEGIES

6.9.2.2 INTERMEDIATE PHASE STRATEGIES

6.9.2.3 STRATEGIES RECOMMENDED FOR THE SENIOR PHASE LEARNERS

6.10 STRATEGIES FOR BRINGING ABOUT HIV/AIDS AWARENESS THAT CAN BE USED ON THE THREE PHASES FOUND IN PRIMARY SCHOOLS

6.11 RECOMMENDATIONS BASED ON RESPONSIBILITIES OF EDUCATORS REGARDING THE IMPLEMENTATION OF HIV/AIDS PROGRAMS IN PRIMARY SCHOOLS

6.12 CONCLUSION

ANNEXTURES

ANNEXTURE A: LETTER FOR PERMISSION TO CONDUCT RESEARCH IN LEKAZI PRIMARY SCHOOL

ANNEXTURE B: QUESTIONNAIRE FOR THE FOUNDATION PHASE

ANNEXTURE C: QUESTIONNAIRE FOR THE INTERMEDIATE PHASE

ANNEXTURE D: QUESTIONNAIRE FOR THE SENIOR PHASE

ANNEXTURE E: OBSERVATION GUIDE

BIBLIOGRAPHY
SUMMARY

This study examined strategies that can be used for bringing about HIV/AIDS awareness in primary schools. The strategies are effective teaching skills that can be employed by educators for bringing HIV/AIDS awareness to primary school learners.

The responsibilities of educators in the implementation of HIV/AIDS programs in primary schools were discussed. It was noted that educators have a great responsibility of teaching learners about HIV/AIDS, the most important of which was to provide learners with accurate information regarding HIV/AIDS. Another one was that educators should also make sure that effective teaching and learning of HIV/AIDS does takes place in the schools.

The study has also examined knowledge that children should have regarding the HIV/AIDS epidemic. The basic awareness of HIV/AIDS by children was found to be essential. Some of the factors that promote the spread of HIV infection were also discussed. Different types of STIs were discussed. From the discussions, it is evident that there is a link between STIs and HIV/AIDS. Although STIs can be treated by medication, they are sometimes hard to cure. In this study, it was discovered that the early and correct treatment of STIs is an important weapon in the armoury against HIV transmission.

The significance of life skills programs in primary schools was also examined. It was discovered that the subject of HIV/AIDS could not be taught in isolation; life skills programs should always be included. The issue of primary school learners who are infected and affected by HIV/AIDS was also discussed. It was discovered that in the context of HIV/AIDS, learners fall into two main groups, namely the infected and affected. Infected learners are those learners who are living with the virus in their bodies, while affected learners are those who have infected family members or friends. Various ways by which HIV can be transmitted and prevented in primary schools were also examined.

Strategies that can be used for bringing about HIV/AIDS awareness in primary schools were dealt with in chapter six. Recommendations based on teaching skills that can be used by educators in presenting HIV/AIDS lessons were made.

KEYWORDS
AIDS, Affected learners, CD4 cells, Effective teaching, Herpes, HIV, Infected learners, Orphanhood, Palliative care, Strategies.