

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter will focus on findings and recommendations. In this chapter, research questions will be answered and recommendations made on teaching skills that can be used by educators in presenting HIV and AIDS lessons. The researcher will also make recommendations on strategies that can be used for bringing HIV and AIDS awareness to primary school learners. Responsibilities of the educators regarding the implementation of HIV/AIDS programs will also be recommended.

6.2 LITERATURE FINDINGS

6.2.1 Concerning knowledge that children should have regarding HIV and AIDS, the literature has revealed the following:

- Some children have inaccurate information regarding HIV and AIDS (Edwards 2002: 16);
- The prevention of HIV and AIDS is a collective responsibility of all people (Nourse 2000: 68);
- Children who are not infected with HIV do not associate freely with HIV positive children (Van Dyk 2001: 120);
- Children living with HIV/AIDS have their own traumatic experiences and fears, which include fear of loneliness, fear of pain and fear of death (Kelly 2000: 98);
- Most children are not aware of the existence of HIV/AIDS centres and the assistance they offer (Maree 2000: 52);
- HIV and AIDS have contributed to the high rate of crime (Edwards 2002: 73);
- Some children are not aware that their parents, including those living with HIV/AIDS, have rights that protect them from any form of discrimination (Mpumalanga Newspaper, 18 November 2004).

6.2.2 Concerning primary school learners and HIV/AIDS, the literature review has revealed the following:

- Life skills programs do not lead to promiscuity, but they help primary school learners to delay the initiation of sexual activities (Louw 2002: 94);

- HIV and AIDS cannot be taught in isolation. Life skills programs should always be included (Louw 2002: 95);
- Primary school learners can prevent HIV infection by implementing the universal precautions (The National Policy Act, No. 27 of 1996);
- Accepting the HIV positive status can alleviate the stress of sickness (Michele 2000: 109);
- Primary schools can assist sick learners by establishing a place of rest (sick room) within the school (Steward 2002: 119);
- The spread of HIV and AIDS in primary schools can be managed by establishing a school based support team (McGeary 2001: 77).
- All primary schools should have an HIV and AIDS policy that will protect learners living with HIV/AIDS from any form discrimination (The National Policy Act, No. 27 of 1996); and
- Orphans drop out of school early because of financial burden (Kelly 2000: 99).

6.3 FINDINGS FROM THE OBSERVATIONS OF EDUCATORS

- Finding number one: 70% of the participants did not succeed in applying relevant methods of teaching. (Tables 6, 7, 10, 11, 12, 15 and 16);
- Finding number two: 60% of the participants did not use learning aids in clarifying the learning content (HIV/AIDS lessons presentations);
- Finding number three: 90% of the participants did not conclude their lessons (Tables 6-16);
- Finding number four: 60% of the participants performed poorly in the application (Tables 6, 7, 8, 10, 14, 15 and 16);
- Finding number five: Teaching skills used by participants in presenting HIV/AIDS lessons are not effective (Table 19).

6.4 FINDINGS FROM FOCUS GROUP INTERVIEWS

- Finding number one: Some participants assume that learners have sufficient knowledge about HIV/AIDS (Foundation phase focus group interview);
- Finding number two: Participants emphasized abstinence to the learners without mentioning the advantages of abstinence (Foundation phase focus group interview);
- Finding number three: Some participants have inaccurate information regarding HIV and AIDS (Foundation phase focus group interview);
- Finding number four: Some parents believe that bringing HIV/AIDS awareness to their children is the responsibility of the school (Parents focus group interview); and
- Finding number five: Some parents find it difficult to talk to their children about sexual matters and HIV/AIDS (Parents focus group interview).

6.5 FINDINGS FROM THE QUESTIONNAIRES OF THE LEARNERS

6.5.1 FINDINGS FROM THE FIRST SET OF QUESTIONNAIRES OF THE LEARNERS

➤ Most learners demonstrated a low level of knowledge regarding HIV and AIDS, as indicated below:

- 73% Foundation phase (Table 20);
- 65% Intermediate phase (Table 21);
- 50% Senior phase (Table 22)

➤ The average percentage for the three phases is 37% (Table 23)

6.5.2 FINDINGS FROM THE SECOND SET OF QUESTIONNAIRES OF THE LEARNERS

➤ Finding number two: Most learners demonstrated a low level of knowledge regarding HIV and AIDS, as indicated below:

- 80% Foundation phase (Table 24);
- 70% Intermediate phase (Table 25);
- 50% Senior Phase (Table 26).

➤ The average percentage for the three phases is 37% (Table 27).

The above findings confirm that learners of Lekazi Primary School demonstrated a low level of knowledge regarding HIV and AIDS.

6.6 TESTING THE HYPOTHESIS

HYPOTHESIS 1: Lekazi Primary School learners do not have sufficient information about HIV/AIDS.

FINDING: The findings have revealed that learners' level of knowledge regarding HIV/AIDS is low.

HYPOTHESIS 2: Teaching skills used by educators in bringing HIV/AIDS awareness to the learners are not effective.

FINDING: The findings have revealed that teaching skills used by educators in bringing HIV/AIDS awareness to the learners are not effective.

Therefore, hypothesis numbers 1 and 2 are accepted.

6.7 LIMITATIONS OF THE STUDY

6.7.1 OBSERVATIONS

During the observations, the researcher observed that some participants were not paying their full attention. For instance, they would do the following:

- Make a noise;
- Ask to be excused to go to the toilet.

For the above reasons, participants had to be called to order from time to time.

Therefore, the results of the observations may not have reflected the true ability of the participants.

6.7.2 FOCUS GROUP INTERVIEWS

The focus group interviews were conducted in the afternoon. Participants were not always keen to participate, giving excuses such as hunger, rushing for transport and busy with schoolwork. The results of the focus group interviews did not represent the views of the groups, but only those of the members who dominated the discussions.

6.8 RECOMMENDATIONS

6.8.1 RECOMMENDATIONS BASED ON LITERATURE

- All children should be taught about the basic awareness of HIV and AIDS, as early in their lives as possible;
- All children in the communities should be trained on survival skills that will help them to adopt behaviours that will protect them from HIV infection;
- Children should be taught that there is no need to unfairly discriminate against children living with HIV and AIDS, since there are other factors that may not cause the disease;

- Children living with HIV and AIDS should be made aware that being HIV positive does not mean that the person will eventually die. There is life after being tested HIV positive;
- Primary school learners should be taught about home-based care services, palliative care services and also about anti-retrovirals, which control the HIV and slows down its growth;
- Life skills programs in primary schools should be intensified;
- Primary schools should respond effectively to the orphan's problems by assisting them in accessing grants to make their lives better. Orphans can be referred to the social workers for assistance;
- Primary school learners should be taught about the Bill of Rights, so that they can protect their own human dignity and that of those whom they live and interact with in their communities;
- Primary school learners should be encouraged to play their role in the struggle against HIV/AIDS; and
- All stakeholders and departments should join hands in the battle against HIV and AIDS.

6.8.2 RECOMMENDATIONS BASED ON OBSERVATIONS

- Life skills and life orientation educators should be trained on effective teaching methods that can be implemented in presenting HIV and AIDS lessons;
- Educators should always use learning aids in clarifying the learning content. Learning aids should not be regarded as an additional to teaching, but as an integral part of teaching;
- HIV and AIDS lessons should not just fade away without any conclusion. Educators should summarize the main elements of the lessons. This can be done by asking learners a few questions based on the learning content;
- After HIV/AIDS lesson presentations, educators should give learners assignments, written work, projects or homework based on the learning content. This will provide educators with information regarding their teaching effectiveness;
- Further training should be provided by the Department of Education for life skills and life orientation educators on appropriate teaching skills that can be used in presenting HIV and AIDS lessons;
- Principals should encourage teamwork among educators, since teamwork is better than work done alone; and
- When preparing the HIV/AIDS lessons, educators should always take into consideration the learner's level of understanding and development.

6.8.3 RECOMMENDATIONS BASED ON FOCUS GROUP INTERVIEWS

- Educators should provide learners with accurate information regarding HIV and AIDS;
- Learners should be taught about the advantages of abstinence. The consequences of abstaining from sexual activities should also be emphasized;
- HIV/AIDS workshops need to be conducted on regular basis. This will assist educators in gaining more knowledge about the disease;
- Parents should be provided with training on HIV and AIDS awareness programs. Their responsibilities regarding the implementation of HIV/AIDS programs should be emphasized; and
- Parents should be trained to talk freely to their children about sexual matters and HIV/AIDS.

6.8.4 RECOMMENDATIONS BASED ON THE QUESTIONNAIRES OF THE LEARNERS

- Educators should make sure that HIV/AIDS programs are implemented in the school on a weekly basis;
- Educators should attend HIV/AIDS workshops so that they can be up to date with HIV/AIDS knowledge;
- Educators should make sure that the learning support material for HIV and AIDS is available in the school;
- Learners should be encouraged to visit libraries, where they will get more information about HIV/AIDS;
- Primary schools should have their own libraries where learners can have more access to search for more information regarding HIV/AIDS;
- HIV/AIDS posters should be displayed in the classrooms from time to time; and
- Principals should organize school-based HIV/AIDS workshops, where educators can discuss relevant issues around HIV/AIDS.

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

According to the researcher, knowledge of the subject matter is not the only requirement for effective teaching. Educators should also implement the following teaching skills during HIV/AIDS lesson presentations:

- **MOTIVATION SKILLS:** The researcher feels that educators should motivate learners to have more interest in learning about HIV and AIDS. This can be done by developing a passion for learning about HIV/AIDS, in such a way that learners will wish to research for knowledge regarding HIV and AIDS on their own. This can be achieved through:
 - Choosing an appropriate introduction to a lesson;
 - Asking stimulating questions;
 - Encouragements and rewards;
 - Setting meaningful objectives;
 - The conclusion of the lesson, which stimulates curiosity.

- **PRESENTATION SKILLS:** The researcher feels that educators need to improve their presentation skills. This can be done by improving the following areas:
 - Narrative skills;
 - Art of questions;
 - Reaction to learner's participation;
 - The leading of discussions;
 - Explanatory skills; and
 - Reinforcing learner reaction.

- **ORGANIZATION SKILLS:** These skills are essential during planning and during presentation of HIV/AIDS lessons. Organization skills are needed for all activities the educator has to carry out to start the learning action and to keep it going. The organization skills that must be used when planning a lesson include:
 - The ability to analyze the subject matter correctly;
 - Formulating objectives;
 - Selection of teaching methods; and
 - Creating a conducive learning environment.

The researcher believes that these organization skills will assist educators in controlling the thoughts, activities and attitudes of learners.

- **EVALUATION SKILLS:** The researcher feels that educators should use evaluation skills such as observations, testing and asking questions. Evaluation skills will assist educators to determine the degree of success with which the lesson has progressed, as well as whether the set of objectives have been reached by the conclusion of a lesson. Evaluation skills requires the

educator's ability to evaluate the learner's readiness to participate in a lesson, the period of time spent on homework, and the ability to answer questions, both orally and in writing. The researcher suggests that evaluation should not take place only at the end of the lesson, but throughout the lesson. This will enable educators to perceive incorrect thinking and comprehension of learners in time and to rectify these within the context of the lesson.

6.9.1 HIV/AIDS PLANNING OF LESSONS

The researcher recommends that educators take the following into consideration when planning HIV/AIDS lessons.

- **INTRODUCTION:** The researcher feels that when introducing the HIV/AIDS lessons, educators should make sure that they gain the general attention of learners. This can be done by directing learners specifically and making sure that they go in the right direction. Once a learner's attention is not gained in the introduction of the lesson, he/she will be lost for the whole period;
- **SUBJECT MATTER:** The researcher suggests that when choosing the subject matter, educators should consider the learners' cognitive abilities. Educators should check the learners' level of understanding before choosing any lesson on HIV and AIDS.
- **METHOD OF TEACHING:** The researcher feels that when planning the HIV/AIDS lessons, educators should first determine which basic form of teaching he/she is going to use to convey the subject matter. Educators should make sure that they see methods of teaching as a dynamic, interactive process, involving both the learners and educators. Educators should mediate the learning experience in order to determine the potential learning ability of learners.
- **LEARNING AIDS:** It is the researcher's opinion that when choosing learning aids, educators must keep the learning objectives in mind. The researcher recommends the following learning aids that, among others, can be used successfully in presenting HIV/AIDS lessons:
 - Tape recorder;
 - Overhead projector;
 - Film strips;
 - Slides;
 - Video cassettes;
 - Pictures;
 - Illustrations;
 - Flannel board; and
 - Flip board.

- **CONCLUSION:** The researcher believes that the introduction to, and conclusion to a lesson are narrowly related and should serve to complement each other. It is essential that there should be a very clear connection between the beginning and the ending of a lesson. In the conclusion of HIV/AIDS lessons, the researcher suggest that educators should:
 - Plan the conclusion before the lesson starts. This will provide learners and the educator with a sense of direction during the coarse of the lesson;
 - Consolidate what learners have learnt and focusing their attention on the main points of the lesson;
 - Make sure that the learning outcomes have been achieved;
 - Summarize the main elements of the lesson;
 - Ask learners a few questions based on the learning content;
 - Give learners some work to do, based on the learning content.

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

The researcher will now present strategies for bringing HIV/AIDS awareness to primary school learners according to phases found in primary schools

6.9.2.1 FOUNDATION PHASE STRATEGIES

For the foundation phase learners, the researcher recommends the following strategies:

- **SELF-ACTIVITY:** The researcher recommends this method as the best method of teaching HIV and AIDS lessons. When applying this method, educators should make sure that learners are active, because the more they read, hear, see, say and do, the more they learn and the more they remember. Self activity can be demonstrated by:
 - Role-play in the form of a mini sketch or play. The researcher suggests that educators organize a play on the prevention of HIV and AIDS to be performed for 45 minutes. The play should be interesting, full of humour, yet informative. After the role-play has been performed, educators would then ask learners a few questions to find out whether they have grasped the important aspects of the lesson. This strategy can also be used in the intermediate phase but it is more suitable for the foundation phase.

- Rhymes and songs: The researcher feels that learners can mime, for example things like “Do not touch my body, if you touch me, I will call the police”. The researcher believes that songs are a valuable strategy that can be employed to ensure maximum comprehension of certain facts about HIV and AIDS. Learners can be taught songs like “AIDS is a killer disease”. The whole class can sing this song. The educator can therefore summarize the lesson by asking few questions about the song. The educator can summarize his/her lesson by emphasizing the main aspects of the song.

The researcher believes that the self-activity method will encourage learners to acquire knowledge on their own. Self acquired knowledge and experiences are not easily forgotten. When the self-activity method is applied, learners have more responsibility. Educators act as facilitators and give guidance. The researcher suggests that educators should implement the outcome-based education (OBE), which focuses on a learner-centred approach. Learners should do 90% of the work during the presentation of HIV/AIDS lessons and 10% of the work should be done by educators. Educators should remember that their role is to facilitate the learning process. There is a focus shift from an educator-centred approach to a learner-centred approach.

6.9.2.2 THE INTERMEDIATE PHASE STRATEGIES

SELF EXPRESSION: The researcher suggests that this method can be practiced by the intermediate phase learners through:

- Telling a story about the transmission of HIV and AIDS;
- Writing stories related to HIV/AIDS issues, e.g. Nkosi Johnson's life history;
- Writing poems about HIV and AIDS;
- Dramatization: The researcher feels that educators can give learners certain scenes to dramatize. Such scenes should carry the message of HIV and AIDS awareness;
- Speeches on HIV and AIDS: The researcher suggests that educators give learners certain topics to prepare for speech on HIV/AIDS, for example “The detrimental effects of HIV and AIDS”. Learners can compete in groups for a certain prize;
- Dialogue: The researcher feels that educators can also use this strategy during the presentation of HIV and AIDS lessons. When applying this strategy, educators should allow learners to talk to one another about HIV and AIDS. Learners can be given topics, for example, “the advantages of abstinence”;
- Debate: The researcher suggests that learners be given a topic that they have to debate, following certain rules. There can be two or more groups whereby opposing views on a given topic are entertained and interrogated. For example, condoms should be used by adults only. In these debates, the advantages of abstinence should be emphasized to the learners.

Disadvantages of being involved in sexual activities while they are still young should also be emphasized.

6.9.2.3 STRATEGIES RECOMMENDED FOR THE SENIOR PHASE LEARNERS

For the senior phase learners, the following strategies are recommended:

- **BRAINSTORMING:** The researcher feels that educators can use this strategy to set learners thinking about a chosen topic. When applying this strategy, educators pose a problem, and the learners react by giving information (facts) on the topic. The educator can write the topic on the chalkboard to be discussed afterwards. The educator should be firmly in control of the situation, have the attention and co-operation of the whole class, and be very clear about the objectives that must be reached.
- **BUZZ GROUP:** When applying this strategy, the researcher suggest that educators should divide learners into small groups of about ten learners who will discuss a certain topic freely and informally for about five minutes, e.g. caring for and supporting learners living with HIV and AIDS. Each group should have a leader, a recorder and a reporter who will report to the whole class on behalf of the group.
- **CLASS QUIZ:** When using this strategy, the researcher suggests that learners should be given certain topics. This can be done by two groups asking each other questions. Points should be allocated according to certain rules. The two groups can compete with each other for the highest score. Learners can be actively involved by formulating questions, asking and answering those questions. A class quiz can be used as a means of reinforcement or revision of a section of learning content that has been completed.
- **SELF-DISCOVERY:** The researcher feels that learners should be encouraged by their educators to discover information for themselves. When applying this strategy, educators should assume the role of facilitators rather than dictators. Educators should arouse interest for learning by raising challenging problems that will interest the learners so that they will want to investigate. It is the researcher's opinion that during HIV and AIDS lesson presentations, educators should foster an atmosphere of earnest thinking, free debate, open discussions, and above all, freedom for the learners to think things out without fear or reprisal or humiliation for possible mistakes in their reasoning. The researcher feels that educators need to be careful when applying this strategy; they should not force learners to discover or arrive at a predetermined

conclusion. Individual learners or a group of learners can use self-discovery or problem-solving methods, because it seems to be a natural way to learn.

- **AUDIOVISUAL MEDIA:** The researcher feels that the senior phase learners can use a lot of audiovisual media to bring about HIV and AIDS awareness. These can be documented videos and films concerning the pandemic. After watching these videos and films, learners can break into groups to discuss a specific topic e.g. how HIV can be prevented?
- **PUBLIC SPEECHES:** It is the researcher's opinion that this strategy can be used by the senior phase learners for bringing about HIV/AIDS awareness. When implementing this strategy, educators can give learners research topics about HIV and AIDS. Time can be made available in the school program where all learners in this phase compete in groups through symposia and debates. The best speakers of the day can be rewarded with incentives like a small amount of cash, a dictionary or a school bag. The researcher suggests that there should be those in the affirmative side and those in the negative side to make the public speaking more interesting.
- **EXPERIMENTAL LEARNING:** It is the opinion of the researcher that educators should promote experimental learning that will actively involve learners and allow them to experience learning for themselves. Educators can promote experimental learning by doing the following:
 - Provide opportunities for learning by doing;
 - Give learners opportunities to use their experiences;
 - Allow learners to add new knowledge to their own experiences;
 - Encourage learners to explore what they know;
 - Give learners opportunities to express themselves;
 - Allow learners to make mistakes;
 - Give learners opportunities to practice skills;
 - Allow learners to work in groups;
 - Encourage creativity; and
 - Use new methods to ensure learner participation.

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

- **PEER TUTORING:** The researcher suggest that a group of learners, representing each phase found in a primary school, be selected as a peer support team to reinforce and strengthen the HIV and AIDS awareness programs in a school. Educators can oversee and co-ordinate the program. The main purpose of peer tutoring will be to saturate the school environment with activities, information

and events that will reinforce the key messages around HIV and AIDS issues. The researcher feels that it should be stressed that peer educators are not there to take the place of educators. They should not be made to be more important than their peers.

- **DEMONSTRATION METHODS:** According to the researcher, demonstration of a lesson still remains a valuable strategy that can be employed to enhance this project of bringing HIV and AIDS awareness to primary school learners. When applying the demonstration method, educators can demonstrate the practicing of universal precautions. Educators can demonstrate this lesson by doing the following:

- Cover his or her hands with latex hand gloves when assisting someone with nose bleeding;
- If there are no latex hand gloves, educators can use plastics bags that are without holes to cover the hands;
- Show learners that they are not supposed to touch anyone's blood with bare hands.

Educators can also use the demonstration method to:

- Demonstrate refusal skills to sexual abuse;
- Demonstrate assertive skills that might assist learners to say with confidence about things they do not want to do; and
- Demonstrate the use of the first aid kit.

The researcher suggests that, when applying the demonstration method, educators should allow learners to ask questions without fear. Educators must create a scene that is conducive enough for learners to ask questions freely and to voice their concerns.

- **LECTURE DISCUSSION METHOD:** It is the opinion of the researcher that educators should use the lecture discussion method in presenting HIV and AIDS lessons instead of using the narrative method. When using this method, educators should be able to do the following:

- Capture and hold learner's attention. This means that educators should not only know the subject matter, but they should also be competent storytellers;
- Give a clear description of the learning content;
- Use this method in conjunction with other methods and steer clear of monotony and boredom in learners;
- Be in full command of their language and the way they use their voices;

- Know that vocabulary, voice production and variations are important factors when educators talk to learners.
- QUESTION AND ANSWER METHOD. The researcher suggest that when applying this method, educators should do the following:
 - Encourage all learners to participate. It should be emphasized that all learners are supposed to answer questions that would be asked by the educator;
 - Get learners to become actively involved in the lesson; and
 - Give learners opportunities to express themselves.

The researcher believes that encouraging all learners to answer questions will assist them in participating. Dominance of answering questions by a few learners only will be avoided.

- REFLECTION: The researcher suggests that when HIV and AIDS lessons are over, educators should give learners a chance to ask questions based on the learning content, to think back and recap important points. This will assist learners to internalize what they have learned.
- REGULAR INTERDEPARTMENTAL CO-OPERATION: The researcher believes that primary schools cannot succeed in bringing about HIV/AIDS awareness alone. Interdepartmental partnerships should be established. There should be partnerships between the Department of Education, Department of Health, Department of Social Services and the Department of Safety and Security. Periodically, officials from the Department of Health can be invited to the school and address learners around HIV/AIDS issues. People from the Department of Social Services can be invited to the school to come and address orphans on issues around social grants and dependency grants. People from the Department of Safety and Security, i.e. the Child Protection Unit, can also be invited to come and address learners at school level on the following issues:
 - Skills that learners can use in order to avoid sexual abuse;
 - Procedures that need to be followed when reporting sexual abuse cases; and
 - How abused children should behave in court.
- PARENTAL INVOLVEMENT: The researcher believes that parents should be involved in bringing HIV/AIDS awareness to their children. Primary schools should train parents around HIV and AIDS matters. Parents should be encouraged to talk openly and freely to their children about sexual matters and HIV/AIDS. Parents can be of great help in guiding their children towards

responsible sexual behaviour, by helping them to practice survival skills that will protect them from HIV infection.

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

- Provide accurate information to the learners regarding HIV/AIDS;
- Set a good example to learners by showing good sexual behaviour;
- Make sure that learners are taught about HIV and AIDS on a weekly basis;
- Assist orphans and the destitute in receiving their social and dependency grants;
- Make sure that learner's questions regarding HIV and AIDS are answered in a satisfactory way. This can be done by introducing a question box in the school where learners will write their questions regarding HIV and AIDS anonymously. Educators at morning devotions could answer these questions;
- Make sure that HIV and AIDS programs are implemented in their schools;
- Assist learners in implementing what they have learned, for example abstaining from sexual activities;
- Teach learners about the advantages of abstinence;
- Teach learners about the aims of HIV/AIDS programs;
- Encourage learners to abstain from sexual activities until they are responsible adults;
- Set good examples by not being involved in sexual matters with the learners;
- Make sure that they involve parents in the implementation of HIV/AIDS programs;
- Ensure that learners who had disclosed their HIV status are provided with proper counselling and support;
- Ensure that messages of HIV and AIDS awareness are effectively communicated in the school;
- Make sure that all learners are practicing universal precautions that will protect them from HIV infection; and
- Try by all means to minimize the chances of HIV and AIDS transmission in the school.

6.12 CONCLUSION

Primary school learners, like all other children, are growing up in a world with HIV and AIDS. The Acquired Immune Deficiency Syndrome is one of the most devastating diseases the world has had to face. Many families in the country have been affected by HIV/AIDS, because many people have been infected with HIV and as result have become sick and even died. HIV/AIDS knows no boundaries, no

class, no sex and no race. Though this is so, it is ironic that HIV/AIDS seems to be more devastating to the poor and the destitute. To illustrate this, Africa has 10% of the world population, and 70% of people infected with HIV/AIDS in the world (World Health Report 2004).

Presently, there is no cure for HIV/AIDS. The researcher believes that the only weapon at our disposal is education. It is therefore imperative that strategies used by educators in bringing HIV/AIDS awareness to learners should be effective, so that the battle against HIV/AIDS can be won. It is the opinion of the researcher that educators should always expose themselves to new and accurate information about HIV/AIDS, so that primary school learners can benefit. Successful strategies will result in learners having increased knowledge about HIV and AIDS. Learners will therefore internalize and implement what they have learned by applying the universal precautions and other methods for preventing HIV infection. It is hoped that the teaching skills and strategies recommended in this study, when implemented, will make a difference in the lives of primary school learners. Education is our only HIV vaccine; this is the message our learners should hear clearly, again and again. The researcher believes that education about HIV/AIDS can have an impact on the disease. Therefore, it is very important for learners to have accurate information regarding HIV/AIDS. This study is therefore an effort towards this noble goal.

ANNEXURE A

P O Box 1116
KANYAMAZANE
1214
19 June 2002

The Circuit Manager
Mgwenya Circuit
Private Bag x 1002
KANYAMAZANE
1214

Dear Sir

APPLICATION FOR PERMISSION TO DO RESEARCH AT LEKAZI PRIMARY SCHOOL:
MGWENYA CIRCUIT

I hereby apply for permission to visit Lekazi Primary School in Mgwenya Circuit.

I have persuaded the Masters in Learner Support, Guidance and Counselling with the University of Pretoria. I intend doing research with primary school learners, educators and the School Government Body, by means of questionnaires and interviews.

My topic for research is:

“Strategies for bringing HIV/AIDS awareness in primary schools, with specific reference to Lekazi Primary School, Mpumalanga Province”.

I shall appreciate it highly if my application will receive your immediate attention.

Thanking you in advance.

Yours faithfully

S M Vilakazi

EXPLANATORY NOTE OF THE QUESTIONNAIRE

Strategies for bringing HIV/AIDS awareness in primary schools with specific reference to Lekazi primary school, Mpumalanga Province

This questionnaire is aimed at determining your knowledge with regard to HIV and AIDS. You are requested to choose the answer that you think is the most appropriate one. Please bear the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire, it remains anonymous.
- There are no correct or incorrect answers.
- Your first spontaneous reaction is probably the most valid. Work quickly and accurately.
- This questionnaire should take about 30 minutes of your time to complete.
- Please return this questionnaire to your life skills/life orientation educators as soon as possible after completion.

Thank you kindly for your cooperation

FOUNDATION PHASE QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

1. Use an ink pen. Do not use a pencil.
2. Please try and answer all questions.

Multiple-choice questions.

Choose the answer that you think is the most appropriate by underlining the correct statement, e.g. The abbreviation HIV stands for:

- a) Healthy individuals.
- b) Healthy important issues.
- c) Human immune virus.
- d) Healthy independent people.
- e) Don't know.

1. HIV can be best described as a:

- a) Very small germ that causes AIDS.
- b) Disease that causes epilepsy.
- c) Disease that causes diarrhoea.
- d) Very small germ that causes tuberculosis.
- e) Don't know.

2. HIV is dangerous because:

- a) It makes people to live in fear.
- b) It destroys the immune system by killing the white blood cells that protect the body.
- c) It kills animals and human beings.
- d) It makes people to be sick for a short period of time.
- e) Don't know.

3. People with HIV in their bodies eventually become sick with:
 - a) Asthma.
 - b) Diabetics.
 - c) Heart attack.
 - d) AIDS.
 - e) Don't know.

4. Learners can avoid sexual abuse by doing one of the following:
 - a) By walking alone during the night.
 - b) By making friends with males.
 - c) By going with strangers.
 - d) By not allowing everyone to touch their private parts.
 - e) Don't know.

5. When someone is bleeding in the classroom, learners should:
 - a) Call an educator or an adult for help.
 - b) Assist him/her immediately.
 - c) Ignore him/her.
 - d) Tell his friends to assist him/her.
 - e) Don't know.

6. HIV can be transmitted by means of one of the following ways:
 - a) By having sex without using a condom.
 - b) By sharing food during break times.
 - c) By sitting next to the learner who is HIV positive.
 - d) By borrowing a book from a learner living with HIV and AIDS.
 - e) Don't know.

7. HIV can be prevented by doing one of the following:
- a) By abstaining from sex.
 - b) By not being faithful to your partner.
 - c) By sharing razor blades.
 - d) By not playing with children living with HIV/AIDS.
 - e) Don't know.
8. If you have been raped, you must do one of the following:
- a) Keep quiet, don't say anything about it.
 - b) Tell your mother or go to the police station and tell the police.
 - c) Tell your friends, neighbours and classmates.
 - d) Share your experiences with your friends.
 - e) Don't know.
9. Learners can keep their bodies healthy and strong by doing one of the following:
- a) By not playing with learners living with HIV and AIDS.
 - b) By eating tasty food.
 - c) By sometimes practicing safe sex.
 - d) By taking care of their bodies and by preventing HIV infection.
 - e) Don't know.
10. Learners living with HIV and AIDS should be:
- a) Avoided by other learners.
 - b) Loved and supported by their peers.
 - c) Separated from other learners and have their own classrooms.
 - d) Expelled from school.
 - e) Don't know.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

FOUNDATION PHASE QUESTIONNAIRE (SISWATI)

CAPHELA:

1. Sebentisa ibholipheni hhayi ipeniseli.
2. Zama kuphendvula yonkhe imibuto.

Imibuto yekukhetsa timphendvulo.

Khetsa imphendvulo locabanga kutsi ingiyo ibe yinye kuleti letilandzelako bese uyayidvwebela: kanje:

HIV umele kutsi:

- a) Bantfu labaphilile ngamunye
- b) Tintfo letibalulekile tekuphila
- c) Ligciwane lelibamba bantfu
- d) Bantfu labatimele labaphilile
- e) angati

1. Ligciwane le HIV lingachazwa njenge :

- a) ligciwane lelenta umuntfu abenesifo seAIDS.
- b) sifo lesibangela kuwa njalo.
- c) sifo lesenta umuntfu asheke.
- d) sifo lesenta umuntfu abenesifo sesifuba.
- e) angati

2. Ligciwane le HIV liyingoti ngoba :

- a) lenta bantfu baphile ngekwesaba futsi bahlale balwa.
- b) libulala takha mtimba emtimbeni.
- c) libulala bantfu kanye netilwane.
- d) lenta bantfu bagule kodvwa baphindze baphile saka.
- e) angati

3. Bantfu labaneligciwane le HIV emitimbeni yabo bagcina bagula nge :
- a) sifuba
 - b) sifo sashukela
 - c) sifo senhlitiyo
 - d) ngengculazi
 - e) angati
4. Bafundzi bangavikela kuhlukunyetwa ngetemacansi ngekutsi bente kunye kwaloku lokulandzelako.
- a) ngekuhamba bodvwa ebusuku.
 - b) ngekuba nebangani labadvuna.
 - c) ngekuhamba nebantfu labangabati.
 - d) ngekungavumeli noma ngabe ngumuphi umuntfu atsintse titfo temtimba tangasese.
 - e) angati
5. Nangabe kukhona lowophako ekilasini, bafundzi kumele:
- a) babite thishela noma lomdzala longasita.
 - b) bamsite lowo lowophako masinyane.
 - c) bente shengatsi abamboni.
 - d) batjele bangani bakhe bamsite.
 - e) angati
6. Ligciwane le HIV lingandza ngaletindlela letilandzelako:
- a) ngekuya emacansini ngaphandle kwekusebentisa ikhondomu.
 - b) ngekuhlanganyela kudla ngebrea.
 - c) ngekuhlala eceleni kwemfudzi lonaleligciwane le HIV.
 - d) ngekuboleka umfundzi lonengculazi libhuku lakho.
 - e) angati.

7. Ligciwane le HIV lingavikelwa ngekutsi kwentiwe kunye kwaloku lokulandzelako:
- a) ngekungayi emacansini.
 - b) ngekungatsembeki emnganini wakho wetemacansi.
 - c) ngekubolekana emareza.
 - d) ngekulala ngemijovo noma ngetinalitsi letisetjentiswe ngumuntu loneligciwane le HIV.
 - e) angati
8. Uma udlwenguliwe kumele wente kunye kwalokhu lokulandzelako:
- a) bindza utsi dvu, ungasholutfo.
 - b) tjela make wakho noma uye esiteshini semaphoyisa uyowatjela.
 - c) tjela bangani, bomakhelwane kanye nalabo lofundza nabo ekilasini.
 - d) cocela bangani bakho ngako konke lokubonile noma lokwentekile.
 - e) angati
9. Bafundzi bangacina umtimba wabo uphilile futsi ucinile ngekutsi bente kunye kwaloku lokulandzelako :
- a) bangadlali nebantswana labaneligciwane lengculazi.
 - b) ngekungadli kudla lokunemphilo.
 - c) ngekutimbandanyeka kutemacansi ngaphandle kwekusebentisa ikhondomu.
 - d) ngekunakekela imitimba yabo , baphindze bativikele nasegciwaneni lengculazi iHIV.
 - e) angati
- 10 Bafundzi labaphila neligciwane lengculazi kumele:
- a) bakhethwe ngekunyanywa.
 - b) batsandvwe futsi banakekelwe bontsanga.
 - c) abuswe kulabanye bafundzi, babe nemakilasi abo bodvvana.
 - d) Mabacoshwe etikolweni.
 - e) angati

NGIYABONGA KWEKUTSI NIGCWALISE LEQUESTIONNAIRE

INTERMEDIATE PHASE QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE:

1. Use an ink pen. Do not use a pencil.
2. Do not write your name and surname.
3. Please try and answer all questions.

Multiple-choice questions.

Choose the answer that you think is the most appropriate by underlining the correct statement, e.g.

HIV/AIDS is a disease that:

- a) Affects gays and lesbians only.
- b) Affects white people and black people only.
- c) Affects all human beings irrespective of race.
- d) Affects homogeneous groups only.
- e) Don't know.

1. Which of the following best defines HIV?

- a) Affecting people and animals.
- b) A known killer disease.
- c) Human immune virus.
- d) Healthy individuals.
- e) Don't know.

2. Which of the following best defines AIDS?

- a) Different diseases in the body.
- b) Acquired immune deficiency syndrome.
- c) Acquired immune different syndrome
- d) Acquired by individuals in society.
- e) Don't know.

3. HIV can be transmitted by means of one of the following ways:
 - a) Sharing the same utensils.
 - b) Using the same toilets.
 - c) Hugging a friend.
 - d) Through sexual intercourse without using a condom.
 - e) Don't know.

4. HIV and AIDS can be prevented in the following ways:
 - a) By not sitting next to an HIV positive learner.
 - b) By abstaining from or postponing sexual activity.
 - c) By discriminating against learners living with HIV and AIDS.
 - d) By not sharing books.
 - e) Don't know.

5. Learners living with HIV and AIDS have a right to:
 - a) Be excluded from any school because of their HIV status.
 - b) Have their own classrooms so that they do not infect others.
 - c) Have their dignity respected and protected.
 - d) To be taught by educators living with HIV and AIDS.
 - e) Don't know.

6. Having AIDS means that:
 - a) A person has a series of illnesses, because the body no longer has what it needs to fight off diseases or infections.
 - b) A person always looks very thin and is coughing a lot.
 - c) A person always has a lung infection.
 - d) A person is always suffering from Tuberculosis.
 - e) Don't know.

7. When practicing universal precautions, learners must remember to:
- a) Share toothbrushes, blades or sharp objects that could have been in contact with blood.
 - b) Touch someone's blood with bare hands.
 - c) Play with needles used by an infected person.
 - d) Use rubber gloves or cover the hands with plastic bags when helping a bleeding person.
 - e) Don't know.
8. Having HIV in the body means that:
- a) Someone has got serious illnesses.
 - b) A person does not want to eat food.
 - c) A person is infected with the virus as confirmed by HIV test.
 - d) A person is suffering from stomach ache.
 - e) Don't know.
9. You can support a learner living with HIV and AIDS by doing one of the following:
- a) By visiting him/her at home, and buy cards with get well messages.
 - b) By showing a negative attitude towards him/her.
 - c) By gossiping about him/her.
 - d) By not listening to her /him when complaining about the sickness.
 - e) Don't know.
10. Parents should talk to their children about HIV and AIDS because:
- a) They always have much information about HIV and AIDS.
 - b) They are always more experienced than educators.
 - c) They can always easily influence their children.
 - d) It is a dangerous disease and is fatal.
 - e) Don't know.

THANK YOU FOR COMPLETING THIS QUESTIONNAIR

SENIOR PHASE QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

1. Use an ink pen. Do not use a pencil.
2. Please try and answer all questions.

Choose the answer that you think is the most appropriate by underlining the correct statement, e.g.

HIV destroys the immune system by doing one of the following:

- a) Infecting and killing the white blood cells.
- b) Attacking the heart.
- c) Causing the shortage of blood in the body.
- d) Causing asthma.
- e) Don't know.

1. HIV and AIDS cannot be transmitted through the following ways:

- a) Kissing and hugging.
- b) Being involved in sexual activities.
- c) Playing with someone's blood.
- d) Breastfeeding.
- e) Don't know.

2. HIV infection in primary schools can be prevented by:

- a) Sometimes avoiding sexual intercourse.
- b) Reporting cases on sexual abuse all the time.
- c) By not allowing anyone to touch their genitals.
- d) By not implementing the universal precautions.
- e) Don't know.

3. At the present moment HIV/AIDS can be cured:
- By taking African herbs as medication.
 - By taking certain antibiotics.
 - Cannot be cured.
 - By taking antiretroviral drugs
 - Don't know.
4. A person living with HIV and AIDS can cope with the disease by doing one of the following:
- By not socializing with other people.
 - By attending HIV/AIDS support groups.
 - By accepting the disease and be more involved in sexual activities.
 - By visiting the clinic once a year.
 - Don't know.
5. Which one of the following is part of universal precautions?
- First aid kit with rubber gloves.
 - Cleaning blood with bare hands.
 - Having direct contact with another person's body fluids.
 - Having sexual intercourse with many partners.
 - Don't know.
6. If the learner has a nose bleeding, the first action must be to try to:
- Stop the bleeding by putting a towel on the nose.
 - Put his/her finger on the nose.
 - Go outside and lie under the tree until the bleeding stops.
 - Apply pressure to the bridge of his/her nose.
 - Don't know.

7. Caring for and supporting learners infected with HIV can be shown by:
- a) Only giving them attention.
 - b) Discriminating against them.
 - c) Calling the caregiver or social worker to establish the learner's wellbeing.
 - d) Only sympathizing with them.
 - e) Don't know.
8. HIV/AIDS will have impact on learners because of one of the following:
- a) Learners who are infected and affected by HIV/AIDS will attend school on a regular basis.
 - b) The illness disrupts teaching and learning.
 - c) Sick learners do well in their studies.
 - d) Teachers who are infected and affected by HIV/AIDS will always be present at school.
 - e) Don't know.
9. The South African Law Commission's Consultative paper on children infected and affected by HIV/AIDS specified that:
- a) Learners living with HIV/AIDS should be removed from the societies.
 - b) They should be denied access to schools.
 - c) They should be tested for HIV.
 - d) The learner's HIV status is confidential and may not be disclosed without the consent of the child or parents.
 - e) Don't know.
10. The window period occurs during:
- a) The first two months after being infected with HIV.
 - b) The first three years after being infected with HIV.
 - c) The first three months after being infected with HIV.
 - d) The first three weeks after being infected with HIV.
 - e) Don't know.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

OBSERVATION GUIDE

Name of the School:

Phase:

Grade:

Date:

Learning Area:

Topic:

Time:

Duration of the lesson:

Number of learners:

Method of observation:

Name of the observer:

PRESENTATION OF HIV AND AIDS LESSONS

Introduction:

Subject matter:

Method of teaching:

Conclusion:

Application:

Observer's remarks:

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