REFERENCES


Date of access: 23 April 2008.


142


DEPARTMENT of HEALTH (DoH). see South Africa.


GILGUN, J.F. 2005a. Some Guidelines for the design of qualitative research with emphasis on dissertation research. (Unpublished workshop notes North West University Vaal).


RAUBENHEIMER, D. 2002. Teaching the essentials of HIV and AIDS. Handout 'Channel of Hope'. World Vision South Africa.(Handout received at work session, University of Free State, QwaQwa Campus).


150


UNAIDS, 2009. Rural Communities. 
http://www.unaids.org/en/PolicyAndPractice/KeyPopulations/RuralCommun/

pubdoc@unicef.orgwww.unicef.org. Date of access: 15 February 2006.


UNGAR, M. 2008. Negotiating resilience. (Colloquium, North-West University, 1 August 2008.) Vanderbijlpark.


ADDENDUM A

INFORMED CONSENT

Informed consent

I _____________________________ agree to voluntarily participate in REds. I understand that the purpose of REds is to enable me as an educator who is affected by the HIV/AIDS pandemic. I understand that REds consists of nine (9) sessions and that each session should take approximately two (2) hours.

I understand that I will be asked to complete a pre-assessment (before starting REds) and a post-assessment (after completing REds). During these sessions I understand that I will complete a questionnaire and make a drawing. This should take about 45 minutes each time and I understand that the facilitator will arrange to do this in a time and place that suits me.

I understand that all information which is collected from me will be kept confidential. I give permission that any information which is collected from me may be used anonymously for research and publication purposes, both in South Africa and other countries.

I understand that if something troubles me while participating, the researcher will be prepared to provide me with information about community resources that can help me.

I understand that participating in REds does not mean that I can present REds to other affected educators without being trained as a REds facilitator.

If I have any concerns about this study or my participation in it I am free to contact the local researcher Radebe N.L at 0820411388 or Linda Theron (email: Linda.theron@nwu.ac.za or 016 910 3076 / 016 910 3082 or P.O. Box 1174, Vanderbijlpark, 1900).

Signature: _____________________________

156
## ADDENDUM B

### PRE- AND POST- TEST QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1:</td>
<td>How has the HIV / AIDS pandemic affected you emotionally?</td>
</tr>
<tr>
<td>Question 2:</td>
<td>How has the HIV/AIDS pandemic affected you spiritually?</td>
</tr>
<tr>
<td>Question 3:</td>
<td>How has the HIV/AIDS pandemic affected you physically?</td>
</tr>
<tr>
<td>Question 4:</td>
<td>How has the HIV/AIDS pandemic affected you socially/ how has it changed your social interaction?</td>
</tr>
<tr>
<td>Question 5:</td>
<td>How has the HIV/AIDS pandemic affected you professionally/ impacted on you as an educator?</td>
</tr>
<tr>
<td>Question 6:</td>
<td>How has the HIV/AIDS pandemic changed your daily routine as an educator?</td>
</tr>
<tr>
<td>Question 7:</td>
<td>What has helped you to cope with teaching whilst the HIV/AIDS pandemic rages on?</td>
</tr>
</tbody>
</table>
ADDENDUM C

REFLECTION WORKSHEET

What did you find helpful about this session?

What did you find not helpful in this session?

What would you like to change or add to the session?
## ADDENDUM D

### REDS HISTORY

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td><strong>Piloting of REds</strong></td>
</tr>
<tr>
<td></td>
<td>• Vaal Triangle (Gauteng)</td>
</tr>
<tr>
<td></td>
<td>• Vaal Triangle (Free State)</td>
</tr>
<tr>
<td>2007</td>
<td><strong>Further development, pre-experimental</strong></td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, QwaQwa</td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, QwaQwa, District 2</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, North-West (Potchefstroom)</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, North-West</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, Mpumalanga</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, Mpumalanga, District 2</td>
</tr>
<tr>
<td>2008</td>
<td><strong>Further development, pre-experimental</strong></td>
</tr>
<tr>
<td></td>
<td>• LO educators, Vaal Triangle (Gauteng)</td>
</tr>
<tr>
<td></td>
<td>• LO educators, Vaal Triangle (Free State)</td>
</tr>
<tr>
<td></td>
<td>• LO educators, North-West Province</td>
</tr>
<tr>
<td></td>
<td>• LO educators, Mpumalanga</td>
</tr>
<tr>
<td>2009-2010</td>
<td><strong>Quasi Experimental evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, QwaQwa</td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, QwaQwa, District 2</td>
</tr>
<tr>
<td></td>
<td>• High school educators, Gauteng</td>
</tr>
<tr>
<td></td>
<td>• High school educators, Free State</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, North-West (Potchefstroom)</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, Mpumalanga</td>
</tr>
<tr>
<td></td>
<td>• Primary &amp; high school educators, Eastern Cape</td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, Lesotho</td>
</tr>
<tr>
<td></td>
<td>• Primary school educators, Northern Cape</td>
</tr>
</tbody>
</table>
## ADDENDUM E

### PRE-TEST SYMBOLIC DRAWINGS

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Monster" /></td>
<td>A monster that kills and has no mercy, it kills all angels. This symbolises how powerless the participant feels in the face of the pandemic. The participant indicated that as affected educators, they really need support. This drawing suggests a theme of powerlessness and defencelessness.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Grave" /></td>
<td>Grave: Many people are dying because of the pandemic, in memory of a person who passed away due to HIV&amp;AIDS. The nation will end up being a cemetery due to lack of change their life style. Two participants draw grave. This drawing suggests a theme of being defencelessness in the face of HIV&amp;AIDS.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Orphans" /></td>
<td>Orphans: Children are left alone by their parents, no one is taking care and supporting them, and educators become affected and often sad. This drawing suggests a theme of unhappiness, helplessness.</td>
</tr>
</tbody>
</table>
Sad faces: This drawing relates to when people at home are sick and no one is caring for them. They are not taken to Hospice but suffer alone. This drawing suggests a theme of sadness, isolation and hopelessness.

Fresh flowers symbolise young people who look good but they do not reach maturity (old, dying plants): they got sick at an early stage and end up being old and ill, although they should be full of life. This drawing suggests a theme of despair and misery.

A man, who cries, feels sad, feels hopeless because he knows that he is going to lose someone he loves forever and for him this feels like the end of the world. The participant feels sad when he sees someone suffering physically, emotionally and spiritual due to the pandemic. This drawing suggests themes of unhappiness, sadness and even depression. He is in pain.

An eagle, that kills everybody with its claws and beak, it has no mercy. This drawing suggests themes of powerlessness and mercilessness.
An old man, who cries, feels sad, feels hopeless, and that it is the end of the world because all his children and grandchildren passed way. The Participant felt that HIV is the end of the world.

This drawing suggests themes of loneliness, powerlessness and isolation; no one will take care for him.

HIV affects everybody in all directions, when you try to cure one illness the other one occurs.

This drawing suggests themes of misery.
## ADDENDUM F

**POST-TEST SYMBOLIC DRAWINGS**

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cross" /></td>
<td><strong>Cross:</strong> Five participants drew a cross in the post-test meaning they have hope that one day God will give us cure for HIV. The drawings were accompanied by slogans like ‘Jesus Christ is the solution to our problems.’ or ‘If we change our behaviour and have faith in God the pandemic will stop killing us. There will be fewer orphans in the country.’ These drawings suggest themes of hope and trust in God. The participants seemed to be enabled by their faith.</td>
</tr>
<tr>
<td><img src="image" alt="Vase and Flower" /></td>
<td><strong>There was one drawing of a vase and flower.</strong> The participant explained that after receiving enabling information like she had in REds she will be brave enough to disclose her status as an affected woman and ask for support. She will be fresh like a green flower and take care for herself, and others. Her drawing suggests a positive attitude, new life and courage.</td>
</tr>
</tbody>
</table>

163
<table>
<thead>
<tr>
<th>A flower: One participant drew a flower symbolising she has hope that one day God will hear our prayers and help all people who are affected and infected by the HIV, be cured and have good life again. This drawing suggests a theme of hope.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three participants drew red ribbons. The ribbon symbolises empathy along with caring attitudes towards people who are suffering due to the HIV/AIDS. One participant explained that empathy is possible because they have the necessary information to care and support each other.</td>
</tr>
</tbody>
</table>
Addendum G
Audit trail Pre-test

Open coding

| Participant 1: | As teachers we are compelled to visit homes of affected learners. Sometimes situations are so bad that it’s hard to forget. The situation becomes a nightmare. It rotates in my minds most of the time, trying to find solution, shocked. |
| Participant 2: | Physically I’m affected but I do sleep at night. I pray to God to give me power and strength to handle and face every situation that I encounter. |
| Participant 3: | I did not sleep well, the time we had an HIV/AIDS patient, I did not eat at all and that made me to lose weight a bit. |
| Participant 4: | I am now positive physically because I am empowered on how to deal with this pandemic. |
| Participant 5: | I am feel withdrawn. |
| Participant 6: | In the presence of someone said to be suffering from HIV/AIDS I do not always feel at ease and when being at a distance nothing disturbs me. |
| Participant 7: | Never affected me so badly, at times I tended to lose appetite, thinking about people who are so close and are ill due to HIV/AIDS pandemic but I always feel better when being at a distance. |
| Participant 8: | I do not eat properly. |
| Participant 9: | Loss of weight |
| Participant 10: | I feel very bad. |

Axial coding (grouping of open codes)

There are mostly negative physical impacts, including:
- **Loss of appetite**: Participants 3, 7, 8, 9
- **Negative feeling** (e.g. shock, discomfort) that was not tied to a specific physical symptom: Participants 1, 5, 6, 10
- **Sleeping disrupted**: Participant 3

No physical impact:
- Empowerment mitigates impact: Participant 4

Physical impact mitigated by faith
- Participant 2

### QUESTION 3: How has the HIV/AIDS pandemic affected you physically?

<table>
<thead>
<tr>
<th>Participant</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>I have learnt that all of us we are affected by HIV/AIDS, we need to take care for ourselves and help those in need.</td>
</tr>
<tr>
<td>Participant 2</td>
<td>My sleeping pattern is better after participating in REds programme. I pray to God to give me strength to handle and face every situation when I met with an HIV positive person.</td>
</tr>
<tr>
<td>Participant 3</td>
<td>Positive. I am taking care of HIV positive patient, I have to cook, clean, wash him. I have learnt it is the hard way to accept the ill person. We are all affected.</td>
</tr>
<tr>
<td>Participant 4</td>
<td>I am still positive physically because I am empowered on how to deal with this pandemic.</td>
</tr>
<tr>
<td>Participant 5</td>
<td>I feel better after I have learned to accept the situation and I am no longer afraid of it and I have skills and information to help those who are affected and provide them with different stakeholders for more support.</td>
</tr>
<tr>
<td>Participant 6</td>
<td>No negative physical side effects and this were motivating through information I have got from REds - it has empowered me.</td>
</tr>
<tr>
<td>Participant 7</td>
<td>Never affected me, participation in REds made me to be strong to be close to people who are ill due to HIV/AIDS pandemic.</td>
</tr>
<tr>
<td>Participant 8</td>
<td>Generally the sleeping patterns had returned to normal and no more nightmares after changing my attitude towards ill people.</td>
</tr>
<tr>
<td>Participant 9</td>
<td>Accepted the reality of the pandemic and the information, knowledge and skills I have gained through this workshop made it easier for me to cope with HIV-related sicknesses.</td>
</tr>
<tr>
<td>Participant 10</td>
<td>Accept the pandemic like any other illness, no more afraid of it.</td>
</tr>
</tbody>
</table>

- Comment (p15): Rather than focus on the physical impacts, she focuses on self-care.
- Comment (p16): Improved sleeping pattern
- Comment (p17): Continues to draw strength from faith
- Comment (p18): No negative impact
- Comment (p19): Experience, learning has helped mitigate physical impacts
- Comment (NL20): No negative impact because of continued empowerment.
- Comment (p21): Less negative impact
- Comment (p22): Copes better because of learning/experience - empowerment
- Comment (p23): No negative physical impacts
- Comment (p24): Learning has led to empowerment
- Comment (MSOffice25): Empowerment
- Comment (MSOffice26): Acceptance of others supportive
- Comment (NL27): Sleeping normally again
- Comment (p28): Changed attitude is empowering
- Comment (p29): Learning, change in attitude encouraged coping
- Comment (p30): Seems that there are not negative physical impacts
- Comment (NL31): Acceptance of the pandemic has led to less fear.
Axial coding (grouping of open codes)
There are mostly fewer/no physical impacts, including:
  • Improved sleeping: Participants 2, 8
  • Feeling of being able to cope: Participants 3, 5, 6, 7, 9
  • Focus on self-care: Participant 1

Coping better with pandemic linked to:
  • Skills and knowledge learnt: Participants 1, 5, 6, 9
  • Experience: Participants 3
  • Change of attitude / acceptance of pandemic: Participants 7, 8, 9, 10

Continued coping (was coping pre-test too): Participant 4