

**The knowledge of school managers using key elements of an HIV and AIDS  
workplace policy at Shatale circuit in the Mpumalanga province**

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## **DECLARATION**

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## **SUMMARY**

The aim of this project is to establish whether the school managers of schools at Shatale circuit in Mpumalanga have knowledge of the ten key elements or principles of ILO code of good practice on aspects of HIV/AIDS.

The research study aimed at the school managers such as Principals of schools, Deputy Principals and Head of Departments. The study indicated that most school managers know the most but not all of the key elements as they agree to application of them in their HIV/AIDS policy.

The findings of the research indicated that all the schools have HIV/AIDS policy in their school and there are schools that developed their own HIV/AIDS policy and those that used HIV/AIDS pro format disc to create their HIV/AIDS policy. The schools that developed their school HIV/AIDS not from Department policy Pro format show that some of the Key elements are not applicable in their HIV/AIDS policy as well as legal frame work to enforce the rights of PLWHA. School that used Department policy pro format have the entire ten key elements and where the schools should show their knowledge of the legal framework, the school wrote statement that are not relevant.

The study recommends the use of Legislations and Act to make the school HIV/AIDS policy a tool that can be used to press charges against any person who ignore the ten key principles of the workplace HIV/AIDS policy.

## **OPSOMMING**

Die doel van die studie was om te bepaal of die skoolbestuurders van Shatale distrik in Mpumalanga kennis het rondom die tien sleutel elemente en beginsels van die ILO se Kode vir Goeie Praktyk oor aspekte rondom MIV/VIGS. Die skoolbestuurder het skoolhoofde, onder-skoolhoofde en departementshoofde ingesluit.

Die navorsing toon dat al die skole 'n MIV/VIGS beleid in plek het, sekere skole het hul eie beleid ontwikkel en ander het die departement se templaar gebruik. Die skole wat hul eie MIV/VIGS beleid ontwikkel het, het nie al die sleutel elemente ingesluit nie en ook nie die regsraamwerk in ag geneem om die regte van mense wat met MIV/VIGS leef te bevorder nie. Die skole wat die departement se templaar gebruik het, het al die sleutel elemente in ag geneem.

Die studie stel voor dat wetgewing gebruik moet word om die MIV/VIGS beleid 'n instrument te gebruik om mense te dwing om die sleutel elemente in hul MIV/VIGS beleid te gebruik.

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## TABLE OF CONTENTS

	Page no.
Chapter 1: Introduction	1
1.1 Background	2
1.2 Acronym and key concepts	3
1.3 Research Problem	4
1.4 Research Question	4
1.5 Significance of the study	5
1.6 Aims and Objectives	5
1.7 Summary	6
 Chapter 2: Literature Review	
2.1. Introduction	7
2.2. HIV and AIDS Policy	7
2.3. The impact of HIV and AIDS in the workplace	8
2.4. The Ministry of Education recognizes the national response to HIV and AIDS	9
2.5. Managing HIV and AIDS in the workplace	10
2.6. National Education Sector integrates ten key principles in developing the working HIV and AIDS policy	11
2.7. Summary	17
 Chapter 3: Research design and method	
3.1. Introduction	18
3.2. Research design	18
3.3. Data collection	19
3.4. Sampling method	20
3.5. Ethical Consideration	20
3.6. Summary	21

Chapter 4: Presentation of data	
4.1. Introduction	23
4.2. Results	23
4.3. Discussion	28
Chapter 5: Conclusion	
5.1. Recommendations	32
5.2. Conclusion	32
References	34
Appendices	35

## **Chapter 1: The knowledge of school managers using key elements of an HIV and AIDS workplace policy at Shatale circuit in the Mpumalanga province**

### **1.1. Introduction**

The impact of HIV and AIDS is realized in schools by decrease in the enrolment of learners, the mobility of teachers from one workplace to another, across the districts and across the provinces as a result the family relationship is affected due to separation and partners are susceptible. On the other side the production in the education will be compromised as the morbidity and mortality of teachers with expertise due to the impact of HIV/AIDS increase workload. The focus should be on HIV prevention within the organization. The proper tool to reduce the spread and HIV and AIDS prevention is through the lively and active work place policy with relevant key element and guided by local and international legal framework. Most workplace policies are silent about the key elements and laws as such it become difficult to implement any sanction to anybody contravene clauses in the policy. HIV/AIDS workplace policy should constitutes of the international guidelines such as ILO code of Practice on HIV and AIDS and South African legal framework like the South African Constitution Act No 108 of 1996, etc. and Code of Practice like the Code of Good Practice on Dismissal to protect the victims (PLWHA) and punish those who contravene or act against the school HIV and AIDS policy.

### **1.2. Background**

Shatale circuit is composed of twenty-one schools in which fourteen are primary schools and the remaining seven are high schools. The literacy level of the residents at rural villages is low; the spread of HIV and AIDS is escalating and the mobility of residents from one village to the other and within the Township make HIV and AIDS to spread easily.

The core business of circuit is to impart knowledge and skill to the community of Shatale through teaching and learning. There are also other extra and co curricula such as life

skill programs and peer education in the circuit that facilitate or enhance in developing learners in terms of sporting, social and cultural activities to assist in reducing the spread of HIV and AIDS. Sometimes during these extra curricula learners might incur injuries and it is the responsibility of teachers takes precautions in dealing with those injuries especially in managing HIV and AIDS.

To manage HIV and AIDS in schools, the school has to develop an HIV and AIDS policy to regulate the behavior that employees portray towards each other such as discrimination and stigmatization of People Living with HIV and AIDS, help learners and teachers to live healthy life style in reducing the spread of HIV and AIDS and to protect the right of the employees who are living with HIV and AIDS. The HIV and AIDS workplace policy is developed to empowered school managers to protect the right of employees, people living with HIV and AIDS, fellow employees and learners who are HIV Positive to exercise their rights in schools. It is through the HIV and AIDS workplace policy to make schools non-discriminatory environment and to assist the HIV positive employees to continue working, sustain the knowledge and the skills that HIV positive employees may possess and exercise their fundamental rights the same as the HIV negative employees.

Workers with experience and skill continue dying with their expertise in the presence of workplace HIV and AIDS instead of using the policy in the circuit, there is still a reduction of supply of educators and most of the teachers are in the active and productive years of their lives and it is the very same years that HIV and AIDS rate is higher. Non - adherence to HIV and AIDS medication is realized and discrimination by fellow employees is increasing while there is an HIV and AIDS policy to protect the human rights of PLWHA.

The school managers and the entire stakeholder need to manage HIV and AIDS within the circuit, they need the workplace policy that has been formulated or developed well, using all the consultative strategies where in all the parties are involved, having the monitoring and the evaluation strategies that are effective and the implementation

strategies that will change our workplace policies from been ineffective to be the workplace policies that work for the people within the schools and the circuit.

### 1.3. Acronyms and Key Concepts

**AIDS** - Acquired Immune Deficiency Syndrome i.e. the final phase of HIV infection

**HIV** – Human Immunodeficiency Virus

**Unfair discrimination** - direct or indirect unfair discrimination against anyone on one or more grounds in terms of the Constitution of the Republic of South Africa 1996 (Act no.108 of 1996)

**PLWHA** – People Living HIV and AIDS

**Workplace** – Schools at Shatale Circuit

**PMTCT** – Prevention of Mother to Child Transmission

### 1.4. Research Problem

There is an indication that schools within the circuit acknowledge that HIV and AIDS is a workplace issue by making sure that the policy should be drawn up. The development of the HIV/AIDS policy by the schools is the recognition that HIV and AIDS impact on the workforce in the workplace. Due to this impact the schools deem it fit to develop HIV and AIDS policy. The employees have negative attitudes towards HIV and AIDS policy due to the fact that they are not aware of the presence and development an HIV and AIDS policy. Teachers in the school discriminate each other on the basis of HIV and AIDS status. When the education officials monitor schools, one of the things that they will require is the presence and the availability of HIV and AIDS policy rather than how personnel benefit from it. The policy is there for the official representatives for scrutiny but not to address the question of HIV and AIDS prevention. The policy development process is possible if it is done in a team work processes than few people doing it for the mass within the organization. The workplace HIV and AIDS policy within Shatale circuit has no activities that indicate that the impacts of HIV and AIDS are managed effectively. We do not know if school managers have knowledge of the ten key elements or principle of an HIV and AIDS workplace policy recommended by International Labour Organization.

### **1.5. Research question**

To what extent do the school managers know and implement the ten key elements and principle of an HIV and AIDS workplace policy recommended by the International Labour Organization?

### **1.6. Significance of the study**

Employees living with HIV and AIDS will benefit from this study because their rights will be made known to the school managers and fellow employees and non-discrimination environment will be created. Learners who are HIV positive will benefit from this study as they will not be stigmatized and discriminated and forced to drop out of school due to their HIV status. Managers of schools will also benefit from this study as their knowledge will be broaden about developing and implementing workplace and to use the HIV and AIDS policy to protect person living with HIV and AIDS HIV. Community members around Shatale circuit will also benefit from this study because if the employees in the schools are implementing their workplace HIV and AIDS policy correctly, the reduction of HIV spread will be good, the culture of prevention, care and support will be restored within the community and start fighting HIV and AIDS together.

### **1.7. Aims and objectives**

To determine what the school managers know about the use of key elements or principles of an HIV and AIDS workplace policy in order to provide the basic framework to reduce the spread of HIV/AIDS and to manage its impacts.

To describe the key elements and principle of an HIV and AIDS workplace policy as set out by International Labour Office (ILO)

- To establish school managers' knowledge of ILO elements and principle.
- To establish whether the school managers used the key element of an HIV and AIDS policy in their existing school HIV and AIDS policy.
- To provide guideline on how to use key elements of an HIV and AIDS policy in their school HIV and AIDS policy.

## 1.8. Summary

In chapter one the researcher gives the detail introduction on the title, background of the place where the research took place and research problem associated with the study is also outlined. The formulation of research question, significance of the study then followed by aims and objectives of the study were discussed. Acronyms and key concepts were also explained.

Chapter two gives details on the views of previous researcher who studied the phenomenon and share information on the topic the present researcher needs to study. Information pertaining to ten key elements was presented to the researcher in the review of literature. There is information on the impact of HIV/AIDS in the workplace, information on the recognition of national response to HIV/AIDS by the Ministries of Education, information on managing HIV/AIDS in the workplace as well as information on National education sector integrating the ten key elements documented in ILO Code of Practice on HIV/AIDS.

Chapter three deals with research methodology and it addresses the Qualitative research methodology to study the topic, method of data collection, sampling method and ethical consideration procedures were outlined.

Chapter four deals with the presentation of data and it highlights the results and discussion of the findings.

Chapter five addresses the conclusion and recommendations of the study. In the following chapter the researcher present reviews of literature.

## **Chapter 2: Literature review**

### **2.1. Introduction**

The literature review describes theoretical perspectives and previous research findings regarding the problem at hand (Leedy and Ormrod, 2005:64). The purpose of the literature review is to establish what other researchers have done in the same area but executing their own rather than identical. In this chapter the researcher gets new ideas, contacts other researchers who have done similar projects before. The chapter reveals the sources that support the researcher's hypothesis, methods of dealing with the problem as well as how other researchers interpreted their data. The researcher tried to establish what school managers know about the key elements that are used to develop workplace HIV/AIDS policy.

### **2.2. HIV and AIDS Policy**

Cape Gateway (2005) defines HIV and AIDS policy as a written document that sets out an organization's position and practices as they relate to HIV and AIDS. The very same definition word by word has been captured by Health Policy Initiative (2009). Department of Labour, No. R1298 (1 December, 2000) states that every workplace should develop an HIV and AIDS policy in order to ensure that employees affected by HIV and AIDS are not unfairly discriminated against in employment policies and practice. According to MMS Mdladlana, Minister of Labour, the HIV and AIDS policy should entail the following aspects:

- The organization's position on HIV and AIDS
- An outline of the HIV and AIDS programme
- Details on employment policies such as position regarding HIV testing, employee benefits, performance management and procedures to be followed to determine medical incapacity and dismissal
- Express standards of behavior expected of employers and employees and appropriate measures to deal with deviations from these standards
- Grievance procedures to be followed

- Set out means of communication within the organization on HIV and AIDS issues
- Details of employee assistance available to person affected by HIV and AIDS
- Details of implementation and coordination responsibility
- Monitoring and evaluation mechanisms

### **2.3. The impact of HIV and AIDS in the workplace**

According to literature by Labour Protect (2000 – 2010), HIV and AIDS epidemic will affect every workplace with prolonged staff illness, absenteeism, and death impacting on productivity, employee benefit, occupational health and safety production cost and morale. The impact of HIV and AIDS in the workplace is supported by the literature by International Finance Corporation World Bank Group (2002) state that the social and economic impact of the disease is intensified by the fact that AIDS kills primary young and middle age adults during their peak productive and reproductive years. By reducing the labour supply and disposable incomes, AIDS impacts markets, saving rate, investments and consumer spending. HIV reduces the output of the economy which will result in a loss of potential production. It is obvious that the rise of per capita GNP will be slower than it would otherwise have been in the absence of HIV (Cohen, paper no 2, 1990). According to ILO Code of good practice (2000:12) it is clear that shortage of skilled workers leads to higher production cost and loss of international competitiveness. With the presence of HIV and AIDS the situation will be severe and difficult to plan especially when stigmatisation prevail.

Many household will lose one or more productive member through adult mortality so that family income will decline (Cohen, Paper no. 2, 1990). There is loss of income and increased expenditure in many families who are affected by HIV and AIDS. The families' uses their savings, sell assets or borrow money on medical care and funerals of their beloved ones. HIV and AIDS consume all the savings of the family of family business and those who are left behind have nothing to cope with needs and wants of life. In case of the government the revenue will be less as the economy decline. Sometime the government will increase taxes to remedy the situation created by HIV and AIDS and in turn the people will fail to cope with high taxes. The companies and businesses will

experience rise in labour cost as productivity decline because of high morbidity with increased absenteeism and additional training costs. According to literature by Cohen (Paper no. 2, 1990), all sectors of the economy will feel the impact of the HIV epidemic and will inescapable have incur additional cost.

#### **2.4. The ministry of education recognizes the national response to HIV and AIDS**

The ministry of education recognizes the need to increase awareness of HIV and AIDS among employees at all level within the education sector (HIV and AIDS workplace policy for Education Sector, Final Policy, 2009). There is a National HIV and AIDS strategic plan for the Education Sector 2007 -2012 whereby all education stakeholders and beneficiaries participates in creating a suitable environment to respond effectively to HIV and AIDS. The purpose of the strategic plan is to educate ourselves and our fellow colleagues about HIV and AIDS; foster a working environment free from stigma and discrimination and promote the involvement of person living with and affected by HIV and AIDS. The literature by the Ministry of Education is supported by the literature by Labour Protect when they also recognized that HIV and AIDS is a disease surrounded by ignorance, prejudice, discrimination and stigma (Labour Protect, 2000-2010). The unfair discrimination in the workplaces against people living with HIV and AIDS has been prolonged through practice such as pre-employment HIV testing, dismissals for being HIV positive and the denial of employee benefits.

#### **2.5. Managing HIV and AIDS in the workplace**

One of the most effective ways of reducing and managing the impact of HIV and AIDS in the workplace is through the implementation of an HIV and AIDS policy and programmed (Labour Protect, 2000 – 2010). The involvement of stakeholders such as trade unions, employer, employees and government in addressing aspects of HIV and AIDS in the workplace will contribute actively towards local, national and international efforts to prevent and control HIV and AIDS. The involvement of stakeholder is documented in the literature by International Financial Corporation World Bank Group (2002) known as Adopt a collaborative Approach where it warn the companies not to tackle HIV and AIDS problem on its own but wider partnership with stakeholders in the

area of operation. According to HIV and AIDS Workplace policy for the Education Sector (final Policy, 2009) recognize the stakeholders such as parent teachers and principals associations, students and students advocacy group, tuition and funding agencies, teachers, technocrats, ancillary staff and administrators in both public and private institution to be involve in managing HIV and AIDS in our schools.

## **2.6. National Education sector integrated the ten key principles in developing the working HIV and AIDS policy**

There are ten key elements or principles of an HIV and AIDS workplace policy that the International Labour Organization (ILO) recommends to be inclusive into every workplace HIV and AIDS policy as a tool to manage HIV and AIDS in our workplace. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria support the use of key elements in the development of HIV and AIDS workplace policy. The key principles are documented in the ILO Code of Practice on HIV and AIDS and the World of Work (2001) and they are as follows:

### **1. Recognition of HIV/AIDS as a workplace issue**

HIV/AIDS is a workplace issue, and should be treated like any other serious illness/condition in the workplace. This is necessary not only because it affects the workforce, but also because the workplace, being part of the local community, has a role to play in the wider struggles to limit the spread and effects of the epidemic. On the other hand the ministry of education final Policy, (2009) supports this principle by believing that an informed workforce in a safe working environment can prevent the spread of and contribute to the effective management of HIV and AIDS. The education sector uses the workplace as a focal point to disseminate information about HIV and AIDS. According to International Financial Corporation World Bank Group (2002) HIV and AIDS is a workplace issue, not only because it affects the workforce, but also because the workforce can play a vital role in limiting the spread and effects of the epidemic. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria stated that HIV and AIDS is a workplace issue because it affects workers and enterprises, cutting

the workforce by up to 30% in some countries, increasing labour cost and reducing productivity.

## 2. Non-discrimination

According to International Financial Corporation World Bank Group (2002) there should be no discrimination or stigmatization against workers on the basis of real or perceived HIV status. In the spirit of decent work and respect for the human rights and dignity of persons infected or affected by HIV/AIDS, there should be no discrimination against workers on the basis of real or perceived HIV status. Discrimination and stigmatization of people living with HIV/AIDS inhibits efforts aimed at promoting HIV/AIDS prevention. This key element is in accordance with Discrimination (Employment and Occupation) Convention, 1958 No.111. In ensuring proper management of HIV and AIDS through key principle, the education sector will adopt a zero tolerance approach to instance of stigmatization and discrimination while promoting culture of respect for human rights, self and others. The policy of non-exclusion for all employees is enshrined in the final policy (2009) indicating that it is a crime to prevent any employee to participate in the organization due to the HIV and AIDS status. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria supports non-discrimination principle by extending employment status access to health insurances, pensions and other staff entitlements, people on the other hand fear the possibility of discrimination and they are less likely to undergo counselling and treatment.

## 3. Gender equality

Women are more likely to become infected and are more often adversely affected by the HIV/AIDS epidemic than men due to biological, socio-cultural and economic reasons. The greater the gender discrimination in societies and the lower the position of women, the more negatively they are affected by HIV. According to HIV and AIDS workplace policy for education sector (final policy, 2009), the ministry will conduct gendered session for the empowerment of women and men respectively recognizing that HIV and AIDS impact each gender differently. International Financial Corporation World Bank Group (2002) supported this key element by adding that more gender

relations and empowerment of women are vital to prevent the spread of HIV infection and enabling women to cope with HIV and AIDS. In order to practice gender equality, Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria indicated that HIV and AIDS programs must therefore respond to the circumstance and needs of men and women separately as well as together with the understanding that prevention, testing and other support decrease the impact of the epidemic.

#### 4. Healthy work environment

The work environment should be healthy and safe, so far as is practicable, for all concerned parties, in order to prevent transmission of HIV, in accordance with the provisions of the Occupational Safety and Health Convention, 1981 (No. 155) Article 4 with the aim of preventing accidents and injury in the course of work.. A healthy work environment facilitates optimal physical and mental health in relation to work and adaptation of work to the capabilities of workers in light of their state of physical and mental health. The education sector has responsibility for providing a healthy work environment for all employees; promote the adoption and the use of universal precaution in medical emergencies on their premises and the supply of First Aid Kits. According to International Financial Corporation World Bank Group (2002) the work environment should be healthy and safe and adapted to the state of health and capabilities of workers. In promoting a safe workplace, according to Employment Equity Act, Code of good practice on key aspects of HIV and AIDS and Employment, the risk of HIV transmission in the workplace is minimal. However occupational accidents involving bodily fluids may occur and every workplace should comply with provision of Occupational Health and Safety Act, including the regulation on Hazardous Biological Agents, and Mine Health and Safety Act. According to Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria, a health environment tries to accommodate all workers in consideration of their physical and mental and thereby mitigate the impact of AIDS on workers and the enterprise.

#### 5. Social dialogue

The successful implementation of an HIV/AIDS policy and programme requires cooperation and trust between employers, workers and their representatives and government, where appropriate, with the active involvement of workers infected and affected by HIV/AIDS. The education sector promotes social dialogue by establishing corporate outreach activities to educate all employees about their rights and responsibilities concerning HIV and AIDS.

6. Screening for purposes of exclusion from employment or work processes

HIV/AIDS screening should not be required of job applicants or persons in employment and according to International Financial Corporation World Bank Group (2002) HIV/AIDS screening should not be required of job applicants or persons in employment and testing for HIV and AIDS should not be carried out at the workplace except as specified in the code. The education sector in the final policy affirms that HIV screening for the purpose of employment is an act of discrimination, uphold that medical examinations do not include HIV and AIDS and all employees should be informed about the type and purpose of all medical procedures and tests being conducted. The whole idea of HIV screening is supported by Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria when commented that HIV tests are snapshots of individual's infection status and it is also important to remember that people with HIV are often healthy and are able to be productive workers for many years.

7. Confidentiality

There is no justification for asking job applicants or workers to disclose HIV-related personal information. Nor should co-workers be obliged to reveal such personal information about fellow workers. Access to personal data relating to a worker's HIV status should be bound by the rules of confidentiality consistent with the ILO's code of practice on the protection of workers' personal data, (1997). The education sector in support of confidentiality will apply sanctions against an employee or manager who breaches the principle of confidentiality and personal privacy by disclosing the HIV and AIDS status of a member of staff and to indicate that breach of confidentiality is a serious offense and the voluntary disclosure is encouraged. In support of this statement,

Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria stated that violating employee confidentiality will erode trust, employee morale and productivity as well as encourage possible legal action. According to Employment Equity Act, Code of good practice on key aspects of HIV and AIDS and Employment, stated that all persons with HIV and AIDS have the legal right to privacy. An employee is therefore not legally required to disclose his or her HIV status to their employer or to other employees. It further stated that where employee chooses voluntary to disclose, his or her status to the employer or to other employees this information may not be disclosed to others without the employee's express written consent.

#### 8. Continuation of employment relationship

HIV infection is not a cause for termination of employment. As with many other conditions, persons with HIV-related illnesses should be able to work for as long as medically fit in available, appropriate work. Education sector emphasize it will not terminate employee on the basis of HIV status. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria correct the mind-set of workers by providing the fact that being HIV positive is not the same as having AIDS and related opportunistic infections. It further encourage reasonable accommodation to help people continue working such as inclusion of flexible working hours, special equipment, opportunities for rest breaks, time off for work and return to work arrangements.

#### 9. Prevention

Prevention of all means of transmission can be achieved through a variety of strategies which are appropriately targeted to national conditions and which are culturally sensitive. Prevention can be furthered through changes in behaviour, knowledge, treatment and the creation of a non-discriminatory environment. Education sector on the other hand as part of its wellness programme promote the adoption of healthy lifestyle practiced among employees. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria provide the means of preventing the transmission of HIV by stating that, that can be achieved through a combination of strategies; information materials, participatory education classes including personal risk assessment and life skills,

practical support for behavioural change such as condom distribution and encourage family living situation among employees and treatment for other sexually transmitted infections.

#### 10. Care and support

Solidarity, care and support should guide the response to HIV/AIDS in the world of work. All workers, including workers with HIV, are entitled to affordable health services. There should be no discrimination against them and their dependents in access to and receipt of benefits from statutory social security programmes and occupational schemes. Education sector also advocate for the expansion of affordable health and life insurance benefit not currently available for employees with HIV and AIDS among other illness. Global Business Coalition on HIV/AIDS, Tuberculosis and Malaria encourage care and support by indicating that care and support include voluntary testing and counselling, treatment for opportunistic infections, especially tuberculosis and antiretroviral therapy where affordable; workplace accommodation, employee and family assistance programs and access to benefits from health insurance and occupational schemes.

#### **2.7. Summary**

In trying to understand the key elements of developing HIV/AIDS policy, the literature the researcher consulted used the International Labour Office, 2001, ILO Code of Practice on HIV/AIDS and the world of Work as the base of managing HIV/AIDS. It is clear that if all our workplace policies are in line with ILO Code of Practice, HIV/AIDS can be managed. It imperative to the researcher to establish the knowledge of school managers in terms of the Code of Practice on HIV/AIDS. In the next chapter the researcher describes the research methodology used establish what school managers know about the key element of developing workplace HIV/AIDS policy.

## **Chapter 3: Research methods**

### **3.1. Introduction**

The chapter establishes the research methodology which is suitable for the data to collect and analyse. According to Larry B C Christensen et al. (2011) stated that the various approaches to conducting psychological research traditionally have been categorized as experimental or descriptive. In this chapter the researcher will choose to investigate the phenomena in terms of numerical data or non-numerical data. If the researcher chose to collect numerical data to answer a given research question then the method of study is quantitative research study but if he/she chose to collect non-numerical data to a given research question then the researcher is conducting qualitative research study. The researcher in this study chose to be descriptive than experimental.

### **3.2. Research design**

In this study Qualitative Research methodologies were used to study the phenomena HIV and AIDS. All qualitative studies have two things in common; firstly they focus on phenomena that occur in natural settings that are in the real world and secondly they involve studying those phenomena in all their complexity (Leedy and Ormrod, 2005:133). Larry B Christensen et al. (2011:29) define qualitative research study as a study that collects some type of non-numerical data to answer a research question. Further indicated that non-numerical data consist of data such as the statement made by person during an interview, written records, pictures, and clothing or observe behaviour. The focus was on the knowledge of school managers about key elements to formulate HIV and AIDS policy and how they implement this knowledge. The school managers were interviewed, their statements recorded and copy of School HIV/AIDS were used for content analysis.

### 3.3. Data collection

Questionnaire, content analysis and interviews used to collect data. Semi structured interviews used to collect data as well as document analysis of existing school HIV and AIDS policies of ten schools and the following questions were used to collect data:

1. Why is it important for the schools to have HIV/AIDS policy?
2. When was your school HIV/AIDS policy developed?
3. How often to you review your school HIV/AIDS policy?
4. How does your school HIV/AIDS address the need of role players?
5. Why do you think your school HIV/AIDS policy is relevant to your workplace?
6. The following are ten key principles that provide sound foundation for school HIV/AIDS policy.

(The researcher indicate by ticking if respondent has knowledge about and/or applicable to the existing School HIV/AIDS policy)

<b>Key principle</b>	<b>Knowledge</b>	<b>Applicable</b>
	✓	✓
Recognition of HIV/AIDS as a workplace issue		
Non - discrimination		
Gender equality		
Healthy work environment		
Social dialogue		
Screening for the purpose of exclusion from employment or work processes		
confidentiality		
Continuation of employment relationship		
prevention		
Care and support		

The questionnaires were also used to collect data from managers of sampled schools. Interview scheduled has been conducted to establish what school managers know about the ten key elements. The school managers were asked to agree or disagree to the questions asked then states how they apply the key element in their workplace HIV/AIDS policy.

### **3.4. Sampling method**

Maree (2010: 175) states that stratified sampling is the method of sampling that divide into number of homogeneous, non-overlapping groups called strata. School management has three strata that are Principals, Deputy Principals and HODs. In this case Stratified Random sampling was used. The circuit has 20 schools in which 13 are primary schools and 7 are high schools. 12 schools were sampled to conduct my study whereby 2 were high schools and 4 were primaries in ratio of 1:2. 12 subjects participated in the study in which two school managers were sampled from each school whereby principals of the sampled schools were interviewed, deputy principals or HOD of the sampled schools were the second school managers.

### **3.5. Ethical considerations**

The focus of the researcher's investigation was based on human being as such he/she considered the ethical implication when conducting my study. In my ethical consideration the following categories of ethics were looked into:

**Protection from harm:** The researcher did not expose my school managers to physical or psychological harm in one way or another. Since he/she investigated the phenomena of HIV and AIDS there was likelihood where my school managers especially infected or affected may be subjected to stress, embarrassment or loss of esteem. In this circumstance the researcher informed the school managers ahead of time what they might go through so that they may choose to continue or discontinue in the study.

**Informed consent:** The researcher explained the nature of my study to the school managers and informed them that they have a choice participates or not to participate

as well as to discontinue at any time in the process of the investigation. The informed consent forms were available to be given to all my school managers to sign.

According to Henning (2004:73) stated that ethical consideration indicate that consent letter needs to be accompanied by letter in which organization also consent to the use of their sites and name. The researcher got permission from the Department of Education to conduct this study.

**Right to privacy:** The researcher did not report orally or written in such a way that others become aware of how my school managers have responded. He/she will at all times respect the privacy of the school managers.

**Honesty with professional colleagues:** The researcher reported his/her findings in a complete and honest way and not misrepresenting what they've done or intentionally misleading others about the nature of their findings.

### **3.6. Summary**

The chapter distinguishes the difference between qualitative research study and quantitative research study and the reasons why one can be chose over the other in a sense that the collection of is non-numerical data and numerical data respectively. As the study collect non-numerical data qualitative was described, data collection was also discussed, the sampling of participants and ethical consideration were outlined. In the next chapter presentation of raw data will be discussed.

## **Chapter 4: Results and findings**

### **4.1. Introduction**

In this chapter data which was collected in chapter 4 through interviews, questionnaire and content analysis is presented. The purpose of this research tool in this chapter is to give the readers the state of Shatale circuit in terms of findings, result as well as recommendations regarding the knowledge of school managers about the key elements that recommended by ILO code of practice in HIV/AIDS. Thirteen school managers were interviewed in this study. Out of 7 secondary schools, two secondary schools participated in the study and four participants were interviewed. Out of 13 primary schools, five schools participant in the study of which nine participants were interviewed as in one school the principal volunteer to participate.

### **4.2. Data Analysis**

#### **4.2.1. Knowledge about Recognition of HIV/AIDS as a workplace issue**

There is knowledge from most school managers that HIV/AIDS is a workplace issue as nine of the school managers indicated that they agree that HIV/AIDS is workplace issue. Amongst other things they indicated further that their HIV/AIDS workplace policy addresses the principle of recognition of HIV/AIDS as a workplace issue by organizing AIDS awareness campaign within the school. Other aspect that shows knowledge of this element is when the schools develop HIV/AIDS workplace policy as well as teaching of fellow staff members that HIV/AIDS is just like any other diseases and victimization of employees on their HIV/AIDS is prohibited. HIV/AIDS policy is accessible to all employees and by preaching free and fair treatment of workers within the school community is the performance indicator that HIV/AIDS is workplace issue. Two school managers who also are from same school shows lack of knowledge as they don't agree that HIV/AIDS is a workplace issue and the other two school managers are not sure if the HIV/AIDS is a workplace issue or not.

#### **4.2.2. Knowledge about Non discrimination**

Out of thirteen school managers, only one school managers showed lack of knowledge by disagree that non-discrimination against HIV/AIDS is wrong as mentioned that if the discrimination is fair then it sit well with him/her. Twelve of the school managers have knowledge that it is wrong to discriminate the person on the basis of HIV/AIDS status. Amongst other things their workplace HIV/AIDS policy addresses non-discrimination through reminding the stakeholders about the principle of non-discrimination. In other school HIV/AIDS policy, supporting people living with HIV/AIDS physically and emotionally are the creation of non-discrimination environment as well as accommodating all workers irrespective of their HIV/AIDS status. Other school managers stated that their school HIV/AIDS creates trust amongst workers by ensuring effective communication and recruiting workers based on qualifications as well as the creation of equal opportunities and privileges for all workers.

#### **4.2.3. Knowledge about Gender inequality**

Two out of thirteen school managers know that HIV/AIDS impact men and women differently as indicated that women are more vulnerable and susceptible to HIV/AIDS than men through power that men posses, physiological nature of women, domestic violence, poverty and cultural conformities. Eleven of the school managers disagrees that HIV/AIDS impact women and men differently and this element is not known to the school managers and it clear that women at our workplace are still vulnerable and protection against HIV/AIDS transmission is inadequate. One of the two managers who has knowledge about this element stated that their existing HIV/AIDS policy is silent about gender equality but all people are treated equally irrespective of gender.

#### **4.2.4. Knowledge on Healthy work environment**

Eleven school managers know that schools should be healthy work environment for all employees in terms of protecting each other against the spread of HIV/AIDS. In order to ensure safe environment the school managers commented that their school HIV/AIDS policy is the product of collaboration with stakeholders to promote health of workers, educating each other about how HIV/AIDS spread and preventative measures, implementation of life skill program in schools such as peer education, inviting health

workers to educate employees about HIV/AIDS, the availability of first aid kits in each school to help when an employee is injured, development of safety policy in schools as a weapon against HIV/AIDS transmission, compulsory use of latex gloves as precaution measure when dealing with blood. Two of the school managers do not know that school should be a healthy work environment as they disagree that schools should be safe place for all workers.

#### **4.2.5. Knowledge about Social dialogue**

This element is known to all the school managers as thirteen of them agree that social dialogue is essential in fight against HIV/AIDS. In addressing this element, the school managers indicated that amongst other thing they celebrate world AIDS day to spread message of testing and disclosing HIV status as such creation of healthy environment will make prevention of HIV/AIDS spread easier, in developing the HIV/AIDS policy all relevant stakeholders were consulted and the implementation of the workplace policy is realized as it is based on transparency and openness.

#### **4.2.6. Knowledge about Screening for the purpose of exclusion from employment or work process**

One school manager did not decide on this element and the other two school managers disagree but the other ten school managers had knowledge of this element as they agreed that screening should not be required for job application or employment. School managers who know that screening should not be required for job application amongst other things stated that their workplace HIV/AIDS policy prohibit screening by incorporating legal framework in their HIV/AIDS policy, the prerequisite of employment is determined in terms of experience and qualification rather than screening, school HIV/AIDS policy consider the principle of Constitution of South Africa, school HIV/AIDS policy is used to promote inclusivity in the school as the opportunities are equal even to the people living with HIV/AIDS.

#### **4.2.7. Knowledge about Confidentiality**

The element of confidentiality is known to all thirteen school managers as they all agreed that HIV status of any employee should not be disclosed to anyone. In ensuring the confidentiality in the workplace, school HIV/AIDS policy amongst other things employ the legal implication to any person who discloses someone status without consent of PLWHA, the policy on the other hand encourage the workers to recognize the right to privacy as fundamental right, the policies further urge workers to sign confidentiality form as the binding tool and it also indicates that PLWHA has no obligation to inform anybody about his/her HIV/AIDS status.

#### **4.2.8. Knowledge about Continuation of employment relationship**

All the thirteen school managers show knowledge of this element as they agree that people living with HIV/AIDS should continue working as long as they are medically fit. The school managers amongst other things commented that to be HIV/AIDS positive does not necessary mean that one is unable to perform certain functions as such be encourage to work as long as they can. Their workplace HIV/AIDS policy further encourage workers and employers to treat HIV/AIDS like any other diseases as long as PLWHA adhere to treatment and medically fit. In some school HIV/AIDS policy promote continuation of employment relationship by creating support system through which moral of PLWHA is uplifted. Other school policy indicates that no employees will be dismissed because of his/her HIV/AIDS status and they are entitling to the same sick leaves as employees suffering from any other illness. Some school HIV/AIDS policy is based on section 27 of the constitution that stated that everyone has the right to health care services as long as the PLWHA is fit and receiving treatment. Other school HIV/AIDS policies stated that as long as PLWHA is not yet declared by medical unfit by the doctor he/she must continue working.

#### **4.2.9. Knowledge about prevention**

All the thirteen school managers know ways in which HIV/AIDS transmission can be prevented as they all agree that HIV/AIDS can be prevented through variety of strategies. Seven School HIV/AIDS policies state that prevention of HIV/AIDS

transmission is through Abstain, Be faithful and condomise as the strategies. One school HIV/AIDS policy in addition to ABC mention the availability of first aid kit such as the use of latex gloves enhances the prevention strategy. Two HIV/AIDS school policies in addition to ABC strategy they mention that education about how HIV/AIDS spread will prevent HIV/AIDS transmission in the workplace.

#### **4.2.10. Knowledge about care and support**

The knowledge of this element is evident as the entire school managers agree that people living with HIV/AIDS should be cared and supported with health services in the world of work. The school HIV/AIDS policy encourage PLWHA within the school take their treatment on regular basis to avoid drug resistance and the policy further contain the contact detail of home based care around them as well medical centers and practitioners. Further the schools' HIV/AIDS policy allow health practitioners to visit schools for assistance, PLWHA are always encourage to participate in HIV/AIDS support groups and the school's HIV/AIDS policy allow school managers to reduce the workload of infected employees.

#### **4.3. Discussion of the results**

- Most of the school HIV/AIDS policy lack legal framework to force employees to attend disciplinary hearing if they fail to observe the school policy.
- In a school where school managers disagree or not sure that HIV/AIDS is a workplace issue, it is clear that HIV/AIDS policy in that institution is practiced ineffectively. The legal framework of this element is enshrined in the constitution section 39(1)(b)(c) that stipulate that when interpreting the Bill of rights, a court, tribunal or forum must consider international law, and may consider foreign law

The recognition of HIV and AIDS as workplace issue will help in developing codes of good practice and workplace policy which will enforced by section 39 of the constitution.

- ❖ Workplace should be the non-discrimination place and there is no discrimination on PLWHA that can be justifying being fair. None of the school managers mention non-discrimination in terms of constitution as the fundamental right. The workforces within the school suppose to be equal before the law. Section 9(3) of the constitution state

clearly that unfair discrimination directly or indirectly on the grounds such as race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth is prohibited. In terms of section 9(1) of the constitution of equal protection, HIV is regarded as analogous or comparable with the conditions in subsection 3 of the section 9 of the constitution.

- ❖ All the school policies are silent about screening for the purpose of exclusion from employment and confidentiality in term of legislation. Even if known that prevention, testing and other support decrease the epidemic, voluntary testing is encouraged. Medical testing for exclusion from employment is prohibited in terms of section 7(1) of Employment Equity Act. The employer on the other hand may force medical testing in terms of section 7(2) of Employment Equity Act by following proper procedure of labour court and it will be granted if it comply with section 50 of Employment Equity Act. In situation where by the employee discloses his or her HIV status, the state of confidentiality should be the norm. Section 14(d) of the Constitution bear testimony that if that clause is infringed, legal action may be taken against such act.
- ❖ Gender equality, susceptibility and the vulnerability of women towards HIV/AIDS is unknown to school managers.
- ❖ Some school managers confuse HIV/AIDS policy with School safety policy as they also mention the aspect of prohibiting the entrance of weapons in the school premises as one of the item that their HIV/AIDS address. In terms of the legislation healthy environment of the employees is protected by section 8(1) of the occupational Health and safety Act no 85 of 1993 whereby an employer is oblige to provide as far as reasonably practicable a safe workplace and this include the risk of occupational exposure to HIV which is not indicated in the schools HIV/AIDS policies
- ❖ Though all school managers agree that they know social dialogue, but they don't know how their HIV/AIDS policy should promote it. In some instance the school manager agreed that social dialogue be promoted but fail to outline how their schools HIV/AIDS policy promote it.
- ❖ In terms of prevention, care and support as the key elements in developing school HIV/AIDS policy, school policies are silent about how to protect workers against any

person who infringe those benefits. Section 24(2) (e) of the Medical Scheme Act No 131 of 1998 as medical aid scheme may not unfairly discriminated against its member, PLWHA should be expose to this information and the School HIV/AIDS policy should guide as to how to encourage infected workers to apply for the medical aid scheme to help in financing their condition but all the school policies are silent about this act. Prevention strategies such as PMTCT and male circumcision were not mentioned in all school HIV/AIDS policies.

➤ Although the School managers know most of the key elements that should be in their school HIV/AIDS policy, other key elements are not applicable in their school HIV/AIDS policy. Key elements that are applicable in most of the school HIV/AIDS policy are as follows:

- Recognition of HIV/AIDS as a workplace issue
- Non Discrimination
- Healthy work environment
- Screening for the purpose of exclusion from employment
- Confidentiality

Key elements not applicable in most school HIV/AIDS policy

- Gender equality
- Social dialogue
- Continuation of employment relationship
- Prevention, Care and Support

➤ Mpumalanga Department of Education developed a Compact Disc of various School Policies called policy pro format. HIV/AIDS policy is also one of the policies prepared in that disc. All the school that developed their HIV/AIDS policy from that policy pro forma, have most content which is similar and few additions from their school. The school policies that are developed from that preformat are the ones that have all the key element of developing HIV/AIDS policy. On page 9 of the policy pro format, 5.1 protecting the rights of PLWHA, there is blank spaces for the school to indicate measures to take if any person transgress PLWHA rights, instead of the schools to

indicate the act and legislation to enforce that, they wrote statement that cannot be used  
press charges.

## **Chapter 5: RECOMMENDATIONS AND CONCLUSION**

### **5.1. Recommendations**

The researcher recommends that the Departmental pro format policy on HIV/AIDS make known to all school managers through workshop and step by step school managers be helped to complete the information correctly and relevantly as most of the policies from that disc are not relevantly completed.

He further recommends that education on the impact of HIV/AIDS on women and children be emphasized because is one area that school managers show lack of knowledge.

There is lack of laws and legislation that can make Shatale HIV/AIDS policy working document as such the researcher recommends that the school managers make them aware of those laws and legislations.

Workshops and training on the Key elements ILO Code of practice on HIV/AIDS be organized to help School managers in implementing their School HIV/AIDS policy effectively with understanding and knowledge.

### **5.2. Conclusion**

In conclusion HIV/AIDS policy is the only tool that can manage the HIV/AIDS in schools. For the school HIV/AIDS policy to be effective, the school managers need to have through knowledge of how to develop the working policy. What the school managers know about the key elements of ILO Code of practice in HIV/AIDS is not well presented in their school HIV/AIDS policy except the school that used Department pro format disc. The Departmental pro format policy on HIV/AIDS can be the good tool for school managers to fill in the information that has been omitted to suit the need of the individual school.

HIV/AIDS policies of Shatale circuit are more general than specific in terms of measure to be taken if somebody acts against their School HIV/AIDS policy.

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Appendix A

**Questionnaire**

**Title: The knowledge of school managers using key elements of an HIV and AIDS workplace policy at Shatale Circuit**

**1. Circle your current position.**

- A. Principal
- B. Deputy Principal
- C. HOD

**2. Years of experience in that position**

- A. 0 to 5 years
- B. 6 to 10 years
- C. 11 to 15 years
- D. 16 years and above

**3. Circle one response for each of the following items and answer the next question if you selected Agree or Strongly Agree.**

<i>Items</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
I recognize HIV/AIDS as a workplace issue	1	2	3	4
If you selected Agree and Strongly Agree how do you use your existing school HIV/AIDS policy to recognize HIV/AIDS as a workplace issue? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that there should be no				

discrimination against workers on the basis of HIV/ AIDS status	1	2	3	4
<p>If you selected Agree and Strongly Agree, how does your existing school HIV/AIDS policy ensure non – discrimination in the school?</p> <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that HIV/AIDS impact men and women differently	1	2	3	4
<p>If you selected Agree and Strongly Agree, what are measures in place to address gender equality in your existing school HIV/AIDS policy?</p> <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that school should be a healthy work environment for all employees to prevent transmission of HIV	1	2	3	4
<p>If you selected Agree or Strongly Agree how does your existing school HIV/AIDS policy create healthy work environment to prevent HIV transmission?</p> <hr/> <hr/>				

<hr/> <hr/> <hr/> <hr/>				
I know that in fight against HIV/AIDS there must be cooperation and trust between stakeholders	1	2	3	4
If you selected Agree or Strongly Agree, how does your existing school HIV/AIDS policy promote social dialogue? (Cooperation and trust between stakeholders). <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that HIV/AIDS screening should not be required for job application or employment	1	2	3	4
If you selected Agree or Strongly Agree, how does your existing school HIV and AIDS policy prohibit screening for the purpose of exclusion from employment? <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that I should not disclose the				

HIV status of member of staff to anyone	1	2	3	4
If you selected Agree or Strongly Agree how does your school HIV/AIDS policy ensure confidentiality? <hr/> <hr/> <hr/> <hr/> <hr/>				
People Living With HIV/AIDS (PLWHA) should continue working	1	2	3	4
If you selected Agree or Strongly Agree how does your school HIV and AIDS policy encourage (PLWHA) working as long as medically fit? <hr/> <hr/> <hr/> <hr/> <hr/>				
I know that HIV transmission can be prevented through variety of strategies	1	2	3	4
If you selected Agree or Strongly Agree, what are the strategies that your school HIV/AIDS policy has to prevent HIV transmission? <hr/> <hr/> <hr/> <hr/>				

<hr/> <hr/>				
.I know that People Living With HIV/AIDS (PLWHA) should be cared and supported with health services in the world of work	1	2	3	4
If you selected Agree or Strongly Agree, how does your school HIV/AIDS policy ensure care and support of health services to PLWHA?				
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				

Appendix B

**Interview schedule for selected school managers**

**Opening**

After content analysis of existing school HIV/AIDS policy, I shall arrange to interview Principals, either Deputy Principals or Head of Department of selected school. During the interview I would like to ask some questions about the reasons for having HIV/AIDS policy, key principle of HIV/AIDS policy, monitoring and evaluation of HIV/AIDS policy.

The interview should take 30 to 45 minutes.

The interview will be semi-structured, guided by the following kinds of questions:

**A. The importance of HIV/AIDS workplace policy**

1. Why is it important for the schools to have HIV/AIDS policy?

**B. Knowledge of key element of HIV/AIDS policy**

1. When was your school HIV/AIDS policy developed?
2. The following are ten key principles that provide sound foundation for school HIV/AIDS policy.

(Tick the ones respondent has knowledge about and/or applicable to the existing School HIV/AIDS policy)

<b>Key principle</b>	<b>Knowledge</b> ✓	<b>Applicable</b> ✓
. Recognition of HIV/AIDS as a workplace issue		
. Non - discrimination		
. Gender equality		
. Healthy work environment		
. Social dialogue		
. Screening for the purpose of exclusion from employment or work processes		
. confidentiality		
. Continuation of employment relationship		
. prevention		

.Care and support		
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**C. Monitoring and evaluation**

1. How often to you review your school HIV/AIDS policy?
2. How does your school HIV/AIDS address the need of role players?
3. Why do you think your school HIV/AIDS policy is relevant to your workplace?

Appendix C



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jou kennisvenoot • your knowledge partner

**STELLENBOSCH UNIVERSITY  
CONSENT TO PARTICIPATE IN RESEARCH**

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**Title: The knowledge of school managers using key elements of an HIV and AIDS workplace policy at Shatale Circuit**

You are asked to participate in a research study conducted by Tjale Nkgatla Michael Ludwick student from the Africa Centre for HIV and AIDS and Management Science Faculty at Stellenbosch University. The results of the study will anonymously be processed into the study report on the knowledge of school managers using key elements of an HIV/AIDS workplace policy at Shatale circuit. You were selected as a possible participant in this study because you are the school manager of the school that has been selected to participate in this study.

**1. PURPOSE OF THE STUDY**

The purpose of the research is to establish whether the school managers have knowledge of using key elements in their workplace HIV/AIDS policies at Shatale Circuit.

**2. PROCEDURES**

If you volunteer to participate in this study, we would ask you to do the following things:

### **2.1. Questionnaire**

Complete a questionnaire about your knowledge on how to use the ten key elements of workplace HIV and AIDS policy and to establish whether they are used in the existing school HIV/AIDS policy. This will take approximately 30 minutes.

### **2.2. Interview**

A short interview with the researcher will be conducted with principals, deputy principals and HOD within the school to understand how key elements have been used in the existing HIV and AIDS policy. The interview will take approximately 45 minutes.

### **2.3. Content analysis**

The copy of your school HIV/AIDS policy will be requested to establish how the key principles have been used in the policy.

## **3. POTENTIAL RISKS AND DISCOMFORTS**

Information required by the interviewer will require the knowledge of the participants regarding the key principle which may create doubt. The intention of the study is enhance the knowledge of school managers in understanding their school HIV/AIDS policy

## **4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

The research can assist the school managers in protecting the rights of employees who are HIV positive, ensure non discrimination work environment, care and support each other in times HIV/AIDS at school and within the community.

## **5. PAYMENT FOR PARTICIPATION**

There will be no payment for participation. This is voluntary exercise that is contingent on your participation.

## **6. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of documenting information into personal computer that is password protected and not accessible to the public.

The information might also be inspected by the University of Stellenbosch, Human Research Ethics Committee. The records will only be utilized by them in carrying out their obligations relating to the study.

## **7. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

## **8. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact Tjale Nkgatla Michael Ludwick at work Telephone: 013 7775 750 (day), Cell: 071 4933 270, email: [nkgatlatjale@vodamail.co.za](mailto:nkgatlatjale@vodamail.co.za) or Prof Andre' Roux (Study Leader) on 021 9184 145 or [Andre@ifr.sun.ac.za](mailto:Andre@ifr.sun.ac.za)

## **9. RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your

participation in this research study. If you have questions regarding your rights as a research subject, contact Ms. Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

**SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE**

The information above was described to \_\_\_\_\_ by  
Tjale Nkgatla Michael Ludwick in English. A  
translator \_\_\_\_\_ was asked to explain in my own  
language sections that I could not understand. I am in command of this language  
\_\_\_\_\_ or it was satisfactorily translated to me. I  
\_\_\_\_\_ was given the opportunity to ask questions and  
these questions were answered to my satisfaction. I am aware that the results of the  
study will anonymously be processed into a study report and that the results of the  
study will and that at any stage I can withdraw my consent and participation in the  
study. I hereby consent voluntarily to participate in this study. I have been given a copy  
of this form.

\_\_\_\_\_  
Name of Subject/Participant

\_\_\_\_\_  
Date

**SIGNATURE OF INVESTIGATOR**

I declare that I explained the information given in this document to  
\_\_\_\_\_ and He/she was encouraged and given ample time to  
ask me any questions. This conversation was conducted in \_\_\_\_\_  
and no translator was used/this conversation was translated into  
\_\_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Signature of Investigator

## Appendix D