



# **The Roles of Educators in Mitigating the Impact of the HIV/AIDS Pandemic on the Education System in South Africa**

November 2009

**Published by:** Higher Education South Africa  
February 2008

**Address:** Sunnyside Campus  
University of South Africa  
Cnr Rissik and Mears Streets  
Sunnyside  
Pretoria

**Telephone:** +27 (0)12 484 1134

**ISBN:**

This document cannot be reproduced in any form for commercial purposes. However it may be reproduced and/or translated for educational use provided that Higher Education South Africa (HESA) is acknowledged as the original publisher and is sent a copy.

The Higher Education HIV/AIDS Programme is an initiative of the Department of Higher Education and Training undertaken by Higher Education South Africa. It is funded by the European Union under the European Programme for Reconstruction and Development in terms of a partnership agreement with the Department.

The content of this publication is the sole responsibility of HESA and HEAIDS and can in no way be taken to reflect the views of the European Union.



**education**  
Department:  
Education  
REPUBLIC OF SOUTH AFRICA



Funded under the European Programme  
for Reconstruction and Development

## ACKNOWLEDGMENTS

We would like to thank the following colleagues for making this research possible:

- The HEAIDS Programme Coordinating Unit: Dr Shaidah Asmall (former Programme Director), Dr Gail Andrews, Ms Managa Pillay and Ms Helen Williams
- The Programme Working Group: Prof Chrissie Boughey (Rhodes University), Dr Helen Dunbar-Krige (University of Johannesburg), Mr Chief Mabizela (Department of Higher Education and Training) and Prof Thabisile Buthelezi (University of KwaZulu Natal)
- The Project Team: Mr Paul Musker, Prof Robert Pattman and Ms Maryla Bialobrzaska
- The researchers who assisted in the fieldwork and data analysis
- The contracted consortium, led by the Centre for Education Policy Development and including the South African Institute for Distance Education and the Community Agency for Social Enquiry
- All respondents in the three subsectors investigated
- Stakeholders who commented on the research as it progressed

## APPENDICES

### Appendix 1: Higher Education Survey Questionnaire

#### 1. Biographical data

1.1 What is your age group?

20-29	1
30-39	2
40-49	3
50-59	4
60-69	5
70 or more	6

1.2 What is your gender?

Male	1
Female	2

1.3 How do you classify yourself in terms of race?

Black African	1
Coloured	2
Indian	3
White	4
Other (specify	5

1.4 Where is your university located?

Urban area	1
Peri-urban area	2
Rural area	3

1.5 How many years' experience do you have in universities?

0-4	1
5-9	2
10-14	3
15-19	4
20-24	5
25 or more	6

1.6 How many years have you been working at your current university?

0-4	1
5-9	2
10-14	3
15-19	4
20-24	5
25 or more	6

1.7 What is your position in the university?

Professor	1
Associate Professor	2
Senior Lecturer	3
Lecturer	4
Junior Lecturer	5
Other (specify)	6

1.8 What is your discipline?

Agricultural Sciences	1
Arts	2
Commerce	3
Economics/Management	4
Education	5
Engineering	6
Health Sciences/Medicine	7
Humanities	8
Law	9
Life Sciences	10
Mathematical Sciences	11
Physical Sciences	12
Social Sciences	13
Theology	14
Other (specify)	15

1.9 Do you have formally assigned HIV/AIDS responsibilities?

Yes	1
No	2

## 2. Information about your institution

2.1 There is open discussion of the HIV/AIDS pandemic at my university.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

2.2 There is **formal** support provided by my university for those affected by the HIV/AIDS pandemic in my university (such as university support for attendance at funerals of persons whose death is AIDS-related).

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Don't know
1	2	3	4	5	6

- 2.3 There is **informal** support provided by staff and/or students at my university for those affected by the HIV/AIDS pandemic in my university (such as attendance at funerals of persons whose death is AIDS-related).

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Don't know
1	2	3	4	5	6

- 2.4 Senior managers at my university support interventions to mitigate the impact of the HIV/AIDS pandemic on the university

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Don't know
1	2	3	4	5	6

### 3. Personal and professional responses to the HIV/AIDS pandemic

- 3.1 Tick **one or more** of the following statements if they characterise the role(s) that you currently play in mitigating the impact of the HIV/AIDS pandemic on your university. **IF YOU TICK STATEMENT A, SKIP TO QUESTION 3.4.**

**OTHERWISE** indicate whether you believe that you have **sufficient time, adequate support, resources available and training available** to facilitate your playing each role that you tick.

	Statement	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5
		Current role	Sufficient time	Adequate support	Resources available	Training available
<b>A</b>	I do not play a role in mitigating the impact of the HIV/AIDS pandemic on my university	1	1	1	1	1
<b>B</b>	I give my students advice and support that is related to the HIV/AIDS pandemic	2	2	2	2	2
<b>C</b>	I play a specialised role (e.g. counselling) in mitigating the impact of the HIV/AIDS pandemic	3	3	3	3	3
<b>D</b>	I teach HIV/AIDS-related courses	4	4	4	4	4
<b>E</b>	I refer to HIV/AIDS-related issues in the teaching of my discipline	5	5	5	5	5
<b>F</b>	I conduct research into issues that are relevant to the HIV/AIDS pandemic	6	6	6	6	6
<b>G</b>	I participate in community development initiatives that are relevant to the HIV/AIDS pandemic	7	7	7	7	7
<b>H</b>	I play a role in mitigating the impact of the HIV/AIDS pandemic that is not listed in B to G above	8	8	8	8	8

**3.2** Rate the quality of **training** that you have received for the role(s) that you currently play in mitigating the impact of the HIV/AIDS pandemic on your university.

	<b>Training</b>	<b>Very poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Not available</b>	<b>Available, but not received</b>
<b>A</b>	Training that imparts knowledge about the HIV/AIDS pandemic	1	2	3	4	5	6	7
<b>B</b>	Training in teaching HIV/AIDS-related curricula	1	2	3	4	5	6	7
<b>C</b>	Training in the identification of HIV/AIDS-related problems	1	2	3	4	5	6	7
<b>D</b>	Training in listening skills	1	2	3	4	5	6	7
<b>E</b>	Training in how to deal with emotional issues	1	2	3	4	5	6	7
<b>F</b>	Training in counselling HIV-positive people	1	2	3	4	5	6	7
<b>G</b>	Training in issues related to gender	1	2	3	4	5	6	7
<b>H</b>	Training in issues related to sexuality	1	2	3	4	5	6	7
<b>I</b>	Training in issues related to race	1	2	3	4	5	6	7

**3.3** Rate the quality of the **resources and support** that you have at your disposal for the role(s) that you currently play in mitigating the impact of the HIV/AIDS pandemic on your university.

	<b>Resource/support</b>	<b>Very poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Not available</b>	<b>Don't know if available</b>
<b>A</b>	Information, e.g. brochures, posters	1	2	3	4	5	6	7
<b>B</b>	Teaching and learning material	1	2	3	4	5	6	7
<b>C</b>	Research studies related to the HIV/AIDS pandemic	1	2	3	4	5	6	7
<b>D</b>	Infrastructure, e.g. clinics, counselling and testing unit	1	2	3	4	5	6	7
<b>E</b>	Counselling services	1	2	3	4	5	6	7
<b>F</b>	HIV testing service	1	2	3	4	5	6	7
<b>G</b>	Peer educator programme for staff	1	2	3	4	5	6	7
<b>H</b>	Peer educator programme for students	1	2	3	4	5	6	7

I	Assistance and/or inputs from external experts with experience and/or knowledge related to the HIV/AIDS pandemic	1	2	3	4	5	6	7
J	Events, such as 'Wellness Week', memorial services or guest lectures, that help to mitigate the impact of the HIV/AIDS pandemic	1	2	3	4	5	6	7

**3.4** Rate the following statements according to their accompanying scales.

**3.4.1** My main concern is my academic discipline, not the health of my colleagues or students.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.2** I am concerned about the impact of the pandemic on my university.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.3** I limit my discussions with students to issues related to the courses that I am responsible for. **IF YOU ARE RESPONSIBLE FOR AN HIV/AIDS RELATED COURSE, TICK NOT APPLICABLE**

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Not applicable
1	2	3	4	5	6

**3.4.4** I attend events (such as guest lectures) related to mitigation of the impact of the HIV/AIDS pandemic.

Never	Seldom	Sometimes	Often	Very often
1	2	3	4	5

**3.4.5** I participate in interventions that are designed to mitigate the impact of the HIV/AIDS pandemic on the university.

Never	Seldom	Sometimes	Often	Very often
1	2	3	4	5



**3.4.6** I listen to my students when they share their personal problems with me.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**IF YOU RESPOND *STRONGLY DISAGREE, DISAGREE OR UNDECIDED*, SKIP TO QUESTION 3.4.8**

**3.4.7** I am happy to listen to my students when they share their personal problems with me.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.8** All teaching staff at my university should be playing a role in mitigating the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.9** I know who to refer a student to if I know or suspect that she or he has a problem related to the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.10** I feel confident that I can play a role in mitigating the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.11** I believe that the promotion of abstinence from sexual activity is an important component of any message that is intended to combat HIV transmission (e.g. communicated via television or by your university using any medium).

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.12** I believe that the promotion of faithful relationships is an important component of any message that is intended to combat HIV transmission (e.g. communicated via television or by your university using any medium).

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.13** I believe that the promotion of condom use is an important component of any message that is intended to combat HIV transmission (e.g. communicated via television or by your university using any medium).

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.14** Performance assessment for all academic staff at my university should include assessment of their contribution to mitigating the impact of the HIV/AIDS pandemic should be incorporated into.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.15** Assessment of my performance as a staff member should include assessment of my contribution to mitigating the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.16** Performance assessment for managers in my university should include assessment of their contribution to mitigating the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.4.17** I believe that my university has an ethical responsibility to help mitigate the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

**3.1.18** I believe that I have an ethical responsibility to help mitigate the impact of the HIV/AIDS pandemic.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

## 4. Future role

- 4.1 Which of the following statements best characterises the role, if any, that you would like to play in the future in mitigating the impact of the HIV/AIDS pandemic on your university?

**TICK ALL STATEMENTS THAT APPLY.**

<b>A</b>	I do not wish to play a role in mitigating the impact of the HIV/AIDS pandemic on my university.	1
<b>B</b>	I would like to give/continue to give my students advice and support.	2
<b>C</b>	I would like to play a specialised role (such as counselling).	3
<b>D</b>	I would like to teach HIV/AIDS-related courses.	4
<b>E</b>	I would like to refer to HIV-AIDS-related issues in the teaching of my discipline.	5
<b>F</b>	I would like to conduct research into issues of relevance to the HIV/AIDS pandemic	6
<b>G</b>	I would like to participate in community development initiatives that are relevant to the HIV/AIDS pandemic.	7
<b>H</b>	I would like to play a role in mitigating the impact of the HIV-AIDS pandemic that is not listed in <b>B</b> to <b>G</b> above.	8

**IF YOU TICK STATEMENT A, SKIP TO QUESTION 5.1**

- 4.2 What kinds of training would you need for the future role that you envisage for yourself in mitigating the impact of the HIV/AIDS pandemic on your university? Rank the following in order of importance, where **1 = most important** and **9 = least important**.

	<b>Training</b>	<b>Rank</b>
<b>A</b>	Training that imparts knowledge about the HIV/AIDS pandemic	
<b>B</b>	Training in teaching HIV/AIDS-related curricula	
<b>C</b>	Training in the identification of HIV/AIDS-related problems	
<b>D</b>	Training in listening skills	
<b>E</b>	Training in how to deal with emotional issues	
<b>F</b>	Training in counselling HIV-positive people	
<b>G</b>	Training in issues related to gender	
<b>H</b>	Training in issues related to sexuality	
<b>I</b>	Training in issues related to race	

- 4.3 What kinds of resources and support would you need for the future role that you envisage for yourself in mitigating the impact of the HIV/AIDS pandemic on your university? Rank the following in order of importance, where **1 = most important** and **10 = least important**.

	Resource/support	Rank
A	Information, e.g. brochures, posters	
B	Teaching and learning material	
C	Research studies related to the HIV/AIDS pandemic	
D	Infrastructure, e.g. clinics, counselling and testing unit	
E	Counselling services	
F	HIV testing service	
G	Peer educator programme for staff	
H	Peer educator programme for students	
I	Assistance and/or inputs from external experts with experience and/or knowledge related to the HIV/AIDS pandemic	
J	Events, such as 'Wellness Week', memorial services or guest lectures, that help to mitigate the impact of the HIV/AIDS pandemic	

## 5. Research and curriculum in relation to the HIV/AIDS pandemic

- 5.1 Indicate to what extent you agree or disagree with each of the following statements.

	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not applicable
A	Issues related to the HIV/AIDS pandemic <b>are integrated</b> into the curriculum/a that I am responsible for.	1	2	3	4	5	6
B	Issues related to the HIV/AIDS pandemic <b>should be integrated</b> into the curriculum/a that I am responsible for.	1	2	3	4	5	6
C	Issues related to sexuality <b>are integrated</b> into the curriculum/a that I am responsible for.	1	2	3	4	5	6
D	Issues related to sexuality <b>should be integrated</b> into the curriculum/a that I am responsible for.	1	2	3	4	5	6
E	HIV/AIDS education should be a compulsory stand-alone module for students at my university.	1	2	3	4	5	6

<b>F</b>	HIV/AIDS education should be an elective stand-alone module for students at my university.	1	2	3	4	5	6
<b>G</b>	HIV/AIDS education should be integrated into the curriculum of the programmes that I am responsible for as an educator.	1	2	3	4	5	6
<b>H</b>	HIV/AIDS education should be integrated into the curriculum of all students at my university.	1	2	3	4	5	6
<b>I</b>	It is important for my students to acquire knowledge that is relevant to mitigating the impact of the HIV/AIDS pandemic.	1	2	3	4	5	6
<b>J</b>	It is important for my students to acquire skills that are relevant to mitigating the impact of the HIV/AIDS pandemic.	1	2	3	4	5	6
<b>K</b>	It is important for my students to develop values that are relevant to mitigating the impact of the HIV/AIDS pandemic.	1	2	3	4	5	6
<b>L</b>	The definition of academic excellence should include social consciousness and social relevance.	1	2	3	4	5	6

**THANK YOU FOR YOUR CO-OPERATION**



**Funded under the European Programme  
for Reconstruction and Development**