

AFDELING D
BYLAE

BYLAAG 1: ProQOL-VRAELYS

ProQOL Questionnaire

As a teacher, you help many people.

Circle the answer that honestly shows how often you felt like this *in the last 30 days*.

1. I am happy a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
2. I am worried about more than one person I help. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
3. I get satisfaction from being able to help. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
4. I feel connected (joined) to others. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
5. I jump or am nervous when hearing unexpected sounds. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
6. I feel re-energized after working with those I help a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
7. I find it difficult to separate my personal life from my life as a helper a. Never / Not at all b. Not often c. Quite often d. Often e. Very often

8. I am losing sleep over experiences of people I help.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
9. I am affected by the disturbing experiences of those I help.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
10. I feel trapped by my work as a helper.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
11. Because of my helping, I feel nervous about various things.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
12. I like my work
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
13. I feel depressed as a result of my work as a helper.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
14. I feel as if I am experiencing the trauma of those I help.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
15. I have beliefs that support me.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often
16. I know how to use different helping techniques.
a. Never / Not at all
b. Not often
c. Quite often
d. Often
e. Very often

17. I am the person I always wanted to be. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
18. My work makes me feel satisfied a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
19. Because of my work, I feel exhausted. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
20. I have happy thoughts and feelings about those I help. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
21. I feel overwhelmed by the amount of work I have to deal with. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
22. I believe I can make a difference through my work. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
23. I avoid some situations because they remind me of disturbing experiences of people I've helped. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
24. I plan to be a helper for a long time. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
25. As a result of my helping, I have disturbing thoughts. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often

26. I feel frustrated by the system. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
27. I think I am a success as a helper. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
28. I can't remember important parts of when I've helped others. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
29. I am a very sensitive person. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often
30. I am happy that I chose to do this work. a. Never / Not at all b. Not often c. Quite often d. Often e. Very often

BYLAAG 2: ONVOLTOOIDE SINNE

ADDENDUM 5

Questionnaire 2: Incomplete sentences

Please complete / finish the following sentences honestly:

1. When I think of the future
2. Giving up
3. I hope that
4. When things go wrong
5. I can

BYLAAG 3: TEKENINGE WAT DEUR DIE RESPONDENTE VOLTOOI IS

3. When you think of how the pandemic has affected you, what symbol comes to mind? Draw in the space below:

A large, empty rectangular box with a thin black border, intended for the respondent to draw a symbol representing how the pandemic has affected them.

BYLAAG 4: GESTRUKTUREERDE INDIVIDUELE ONDERHOUDSKEDULE

Interview questions

These questions are to guide you – please explore participant answers to gain a deeper understanding of how the pandemic affects them and how they cope (if at all).

- 1) How has the HIV/ Aids pandemic affected you emotionally?
- 2) How has the HIV/ Aids pandemic affected you spiritually?
- 3) How has the HIV/ Aids pandemic affected you physically (e.g. do you sleep badly / has your appetite decreased; etc.)?
- 4) How has the HIV/ Aids pandemic affected you socially / how has it changed your social interaction?
- 5) How has the HIV/ Aids pandemic affected you professionally / impacted on you as an educator?
- 6) How has the HIV/ Aids pandemic changed your daily routine as an educator?
- 7) What has helped you to cope with teaching whilst the HIV/ Aids pandemic rages on?

BYLAAG 5: REFLEKSIESTAAT

Handout 3

Help to improve REds

What was the most helpful about today's module?

What was the least helpful about today's module?

What would you change about today's module before it is presented again?

BYLAAG 6: TYDSKEDULE

Resilient Educators Support Program (Reds training) **Time schedule for Teachers of Esokwazi Secondary School to attend groupsessions**

DATE	TIME	PROGRAM
JULY 2008		
23 JULY 2008	14:00	Session 3: Give and gain support / Death
30 JULY 2008	14:00	Session 4: Caring for the ill
AUGUST 2008		
6 AUGUST 2008		Session 5: Cope with stigma
13 AUGUST 2008	14:00	Session 6: Workplace policies / Discrimination / Supportive School environment
20 AUGUST 2008	14:00	Session 7: How to cope with stress
27 AUGUST 2008	14:00	Session 8: Resilience
SEPTEMBER 2008		
3 SEPTEMBER 2008	14:00	Session 9: Debriefing / Certificates
10 SEPTEMBER 2008	14:00	Session 10: Post-test: questionnaires
OCTOBER 2008		
22 OCTOBER 2008	14:00	Delayed Post-test: final follow up on Reds training

- All groupsessions is scheduled for Wednesday afternoon's.
- Groupsessions start timeously on 14:00 at Esokwazi Secondary School. Venue will be organised by Ms Caroline Ramakarane.
- Groupsessions will be a maximum of two hours.
- Please note that this program is very beneficial to you as an Educator as well as the learners.
- Please attend all sessions as scheduled, in order for you to benefit from the training.
- Manuals will be provided to the Educators.
- Listed bellow, all the Educators that was selected to take part in the Reds training.

1. MS MABUNDA	9. MS MTHEMBU
2. MRS MAFOJANE	10. MR C. PHANUEL
3. MRS M. MANANA	11. MS C. RAMAKARANE

4. MR J. MBANGENI	12. MS SEJANE
5. MR P. MOHAPI	13. MR M. SIBEKO
6. MR SMOKOENA MR T.P.	14. MS ZWANE
7. MRS N. MOKONE	15. MS Q.P. RAMOTSIDISI
8. MS A. TSODI	



LOUISE COXEN (MRS)
REGISTERED SOCIAL WORKER
 Tel: (016) 596 1140
 Fax: (016) 596 1191
 083 752 7642

BYLAAG 7: TOESTEMMING VAN DIE DEPARTEMENT VAN ONDERWYS



education
Department: Education
GAUTENG PROVINCE

Enquiries: Nomvula Ubisi (011)3550488

Date:	21 September 2011
Name of Researcher:	Louise Jacoba Coxen
Address of Researcher:	90 Vaalfontein
	Vanderbijlpark
	1900
Telephone Number:	0165961140/0837527642
Fax Number:	0165961191
Research Topic:	An Evaluation of the Effectiveness of Resilient Educators Support Program among HIV and AIDS Affected Life Orientation Educators in Gauteng
Number and type of schools:	4 Public schools
District/s/HO	Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

- 1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
- 2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
- 3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Chief Director: Information and Knowledge Management
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Nomvula Ubisi
DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	

BYLAAG 8: INGELIGTE TOESTEMMING EN VRYWARING



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Informed consent

I _____ agree to voluntarily participate in REds. I understand that the purpose of REds is to empower me as an educator who is affected by the HIV/Aids pandemic. I understand that REds consists of _____ sessions and that each session should take approximately _____ hours.

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 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.

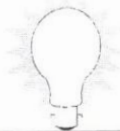
I understand that participating in REds does not mean that I can present REds to other affected educators without being trained as a REds facilitator.

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

Signature: _____

BYLAAG 9: SIMBOLIESE WERKSTUK

Handout 1 (Saretsky, 1994)

	Wheelbarrow	Will only go when pushed.
	Canoe	Has to be paddled.
	Kite	Will fly away unless someone holds tightly to the string.
	Cat	Content only when petted.
	Football	Never know which way it will bounce.
	Balloon	Full of hot air.
	Trailer	Will go wherever pulled.
	Lights	Always go on and off.
	Gold watch	Open-faced, pure as gold, dependable, self-motivated.

BYLAAG 10: GEDIG, "I WALK DOWN THE STREET"

I walk down the street.

There is a deep hole in the sidewalk.

I fall in.

I am lost . . . I am helpless.

It isn't my fault.

It takes forever to find a way out.

I walk down the same street.

There is a deep hole in the sidewalk.

I pretend I don't see it.

I fall in again.

I can't believe I am in the same place.

But, it isn't my fault.

It still takes a long time to get out.

I walk down the same street.

There is a deep hole in the sidewalk.

I see it is there.

I still fall in. It's a habit.

My eyes are open.

I know where I am.

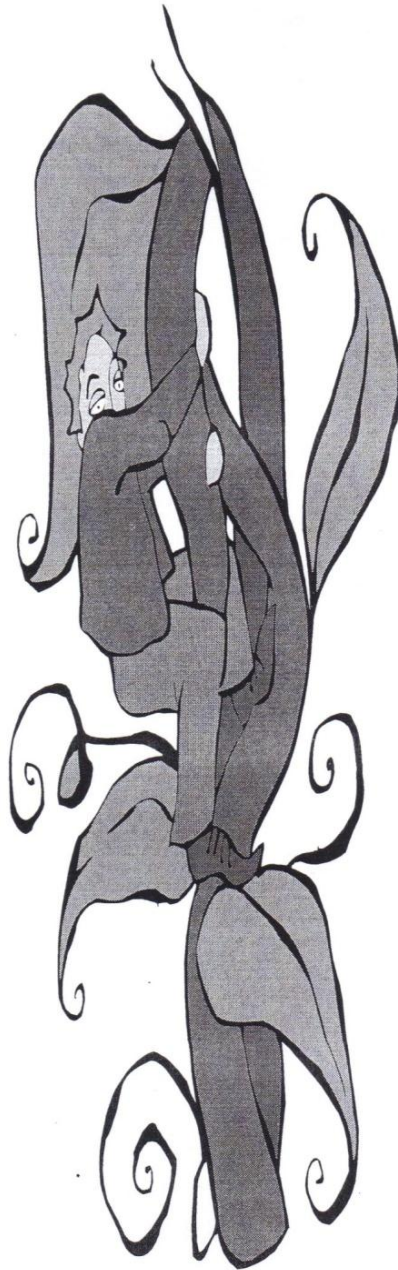
It is my fault. I get out immediately.

I walk down the same street.

There is a deep hole in the sidewalk.

I walk around it.

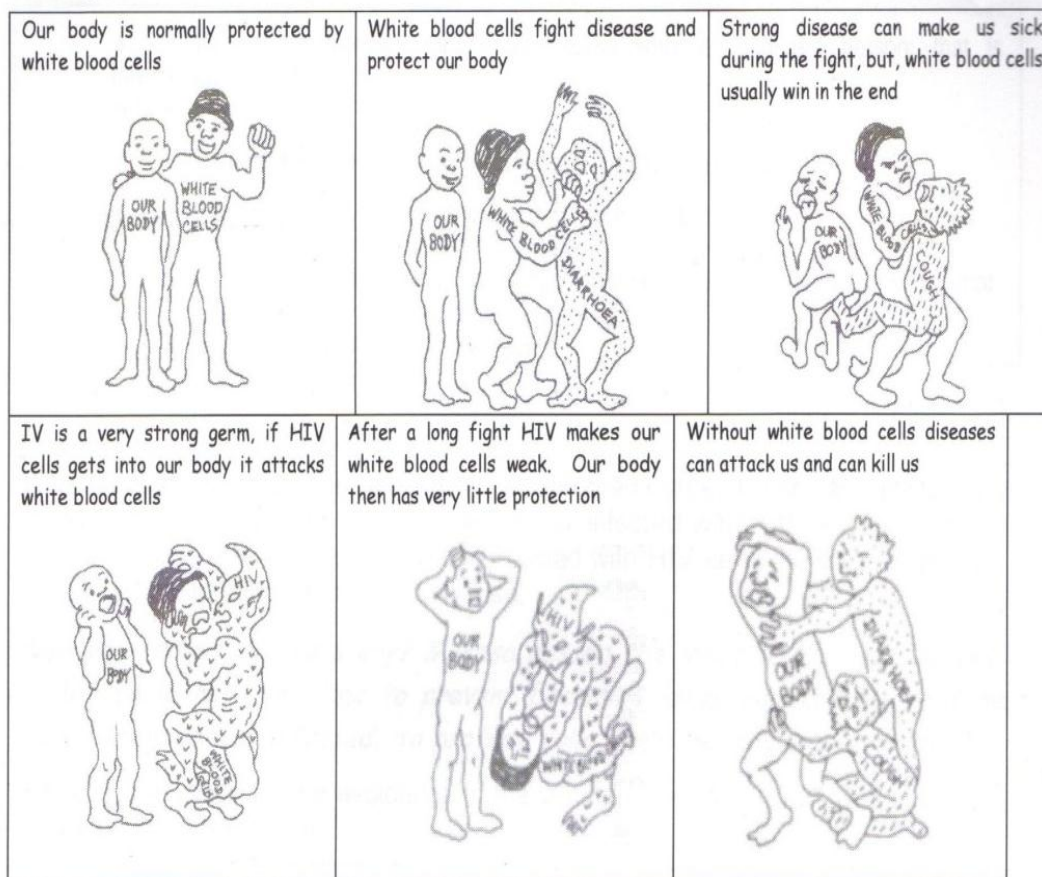
I walk down another street.



Portia Nelson
in Covey's *The 7 Habits of Highly Effective Teens* (1998: 62).

BYLAAG 11: ANIMASIE UITTREKSEL VAN UGANDA OM DIE FASES VAN MIV INFEKSIE TE VERDUIDELIK

This process is described in a cartoon from Uganda shown below.



This may take many years. Remember how much time there was between Mukasa being infected to the time he began to develop the symptoms of AIDS. And also remember that Yulia still had no symptoms when Mukasa died.

For most of the time, people infected with HIV are healthy and usually unaware that there is anything wrong with them. It is not unusual for the period of time between infection with HIV and becoming ill with AIDS to be eight or nine years, and sometimes as long as 15 years. The length of time between infection and the appearance of AIDS can vary widely in different people.

Mukasa did not know he was infected. He felt well and was happy to marry Yulia. Certainly, no one around him thought he was infected. "Not Mukasa", they would have said. So Mukasa became infected during his visit to the city and, without knowing it, was able to pass the virus to others.

HIV, the virus that causes AIDS, is passed (transmitted) between people by the ways shown in the box below.

BYLAAG 12: PAMFLET VAN KHOMANANI, "ANTI-RETROVIRAL
TREATMENT FOR LIFE!"

Soul City *It's Real*

Caring together for life
Khomanani

Anti-retroviral treatment for life!

Khomanani
Caring together for life
Brought to you by Government

Soul City
INSTITUTE
HEALTH & DEVELOPMENT
COMMUNICATION

Red Ribbon Resource Centre
011 880 0405
AIDS Helpline 0800 012 322
www.aidsinfo.co.za

BYLAAG 13: PAMFLET VAN KHOMANANI, “KEY POINTS ABOUT HIV AND AIDS”

Language Groups: Gauteng, KwaZulu-Natal, Free State 1

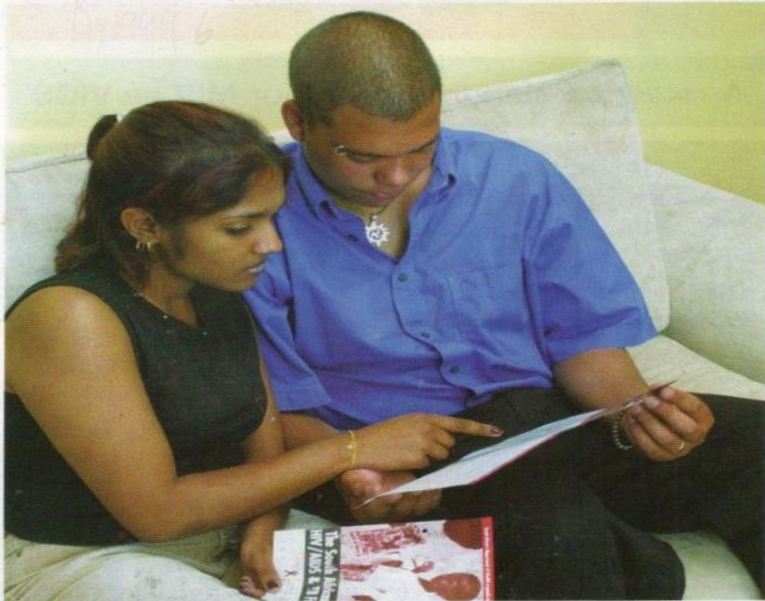
Caring together for life
Khomanani

**Key points about
HIV and AIDS**

AFRIKAANS Belangrike feite oor MIV en VIGS

isiZulu Amaphuzu Abalulekile
Ngesandulelangculazi Nengculazi

SESOTHO Dintlha tsa Bohlokwa ka
HIV le AIDS



Red Ribbon Resource Centre
(011) 880-0405
AIDS Helpline 0800 012 322
www.aidsinfo.co.za

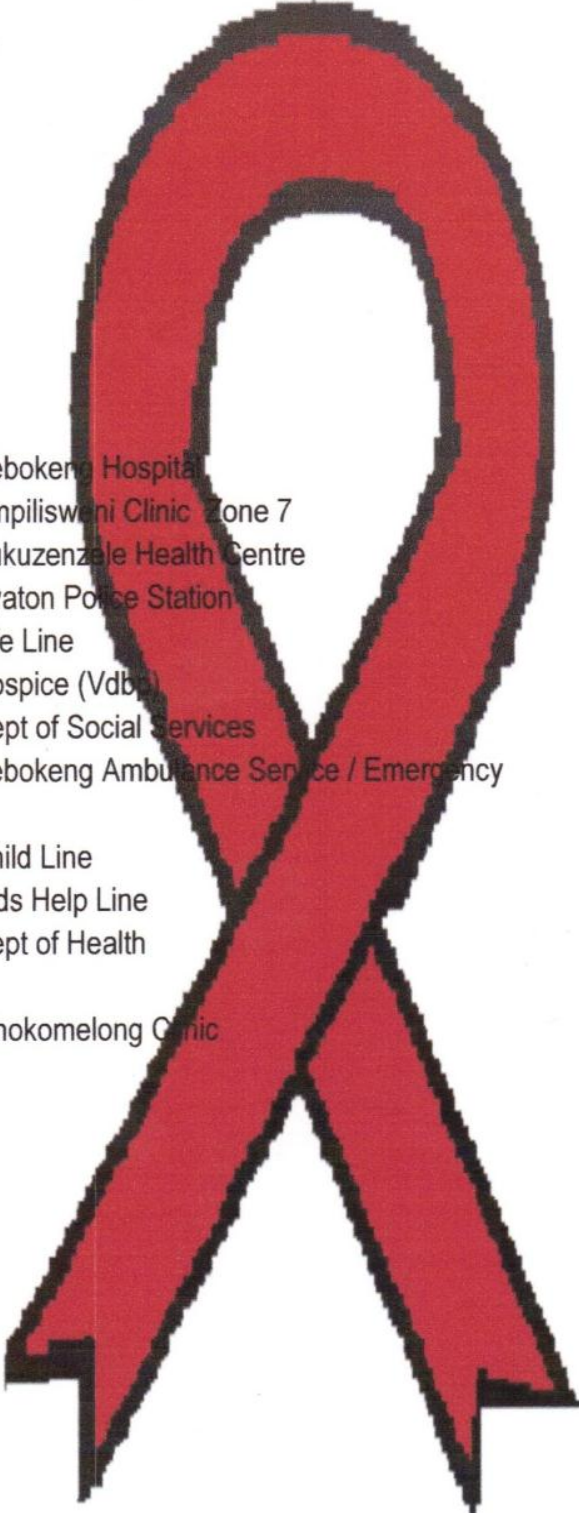
 Caring together for life
Khomanani
Brought to you by Government 

BYLAAG 14: HULPBRONNE IN DIE GEMEENSKAP

Handout 5.

In my local community, I can recommend the following resources of support: 	Telephone number / address

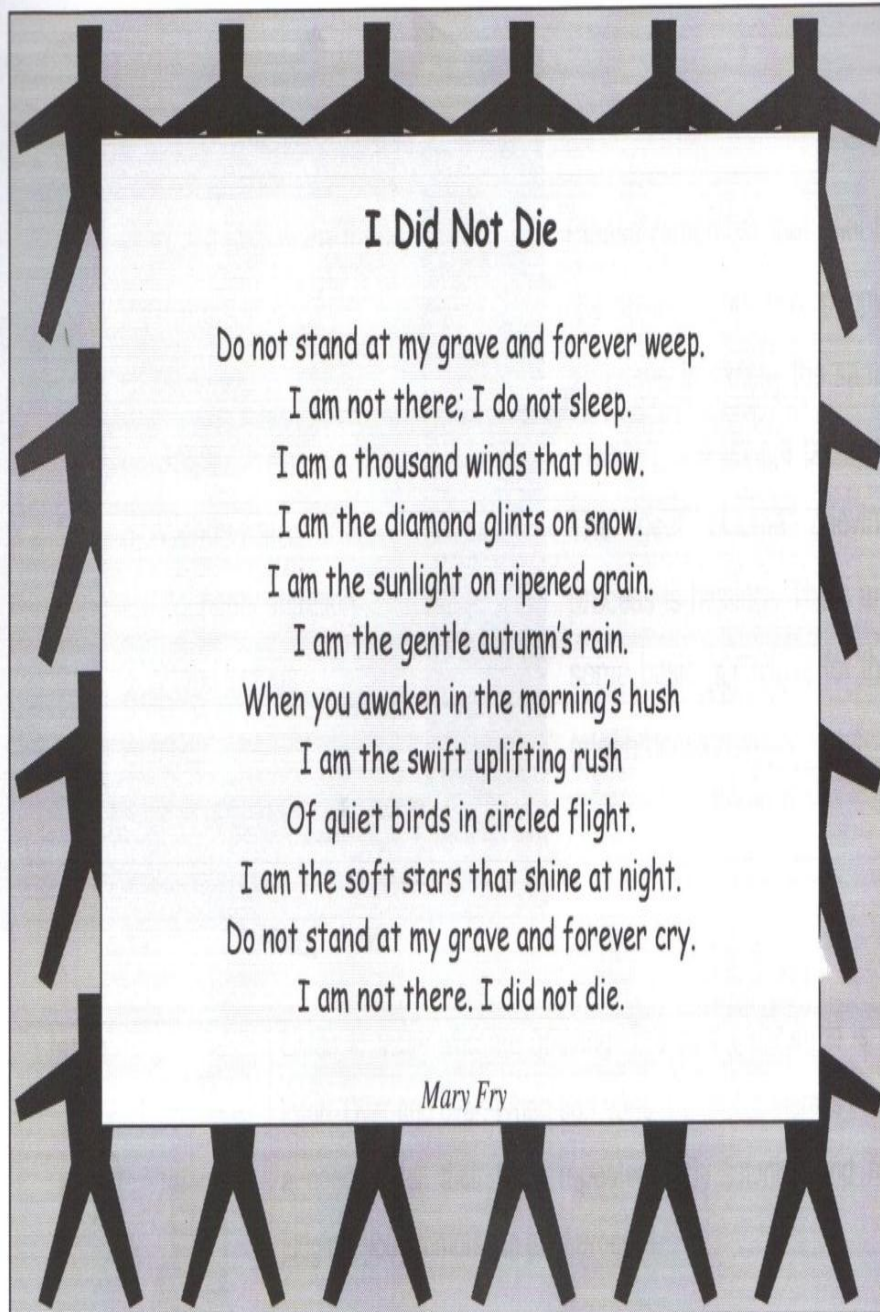
BYLAAG 15: TELEFOONLYS



Sebokeng Hospital	(016) 930 3000
Empilisweni Clinic Zone 7	(016) 593 1332
Vukuzenzele Health Centre	(016) 592 2640
Evaton Police Station	(016) 596 1141
Life Line	0861 322 322
Hospice (Vdb)	(016) 428 1410
Dept of Social Services	(016) 930 2000
Sebokeng Ambulance Service / Emergency	(016) 440 1000 / 10177
Child Line	0800 055 555
Aids Help Line	0800 012 322
Dept of Health	(012) 312 000 / (011) 355 3421
Tlhokomelong Clinic	(016) 596 3873

BYLAAG 16: GEDIG DEUR MARY FRY, "I DID NOT DIE"

How to support grieving learners / colleagues



BYLAAG 17: RIGLYNE OOR HOE OM DIE ROU PROSES TE HANTEER

Loss is accompanied by grief. When loved ones become ill, the loss starts, because they are no longer there for us as they were before.

Grief can take many forms, including:

- Sadness
- Anger
- Withdrawal
- Poor concentration
- Mood swings
- Guilt

Please remember that grief is personal – no two people grieve in exactly the same way; it is a unique process. The goal of the grieving process is healing. There are some basic guidelines for the grief process:

Listen



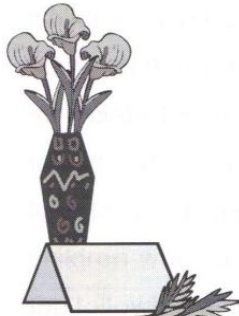
Listen to those who are grieving. The best you can do is to listen. Over and over. When someone is grieving, there is often a need to tell their story repeatedly. By listening and not judging, you promote the grief process.

Listen to yourself; to your self-talk – what are your own emotions saying about how you are coping? Respond caringly to this. (Teach those who are grieving to listen to their self-talk too.)

Accept the emotional chaos

Grieving often makes you feel like you are 'losing it'. This is normal! Give yourself permission to feel upside down and inside out. Explain this to those who grieve.

Also, give yourself permission to cry!

No time limits 	There is no time-limit to grief. People often tell us to 'pull ourselves together' after some time, but this is not fair. It can take a year – or longer – to feel okay again. Give yourself / others the time and space to heal.
No rules	There are no rules to grieving – no shoulds or shouldn'ts. Each person grieves differently and this is fine! Nobody may prescribe how somebody else should grieve.
 Coaching	People generally don't know what to say when someone dies or how to help. Coach those around you regarding what you would find helpful. Also remind others who are grieving that they need to tell people what they would find supportive.
Don'ts	Don't use clichés: it will be OK; time will heal and so on are meaningless. Try not to compare others' grief to yours – we each grieve uniquely. Don't make major changes while you are grieving.
Be brave 	When we lose someone, many places / activities can remind us of them. Be brave – although it will be hard to go to shared places or to complete activities alone, doing so helps you heal. Also be brave about anniversaries – they cause renewed hurting (anniversary reaction). Be brave – allow yourself to feel the pain associated with the anniversary without fearing that you have regressed on your path towards healing.
Keep yourself busy	If you think only about your loss, healing becomes difficult. Distract yourself by keeping busy - hobbies, sport, charity work, music, daily routine – anything which occupies time meaningfully is helpful. Do this purposefully with orphans – give them special tasks

	which will keep them busy and simultaneously make them feel important.
Take long walks 	Walking is a simple, affordable exercise which is excellent for relieving stress.
Communicate 	Often when somebody dies, we are left still wanting to say things to them. Do this anyway – write a letter to the person; talk to them as you walk or drive. Just communicating the unsaid brings relief.
Be good to yourself 	Self-care is essential. Nurture yourself: get enough rest; eat balanced meals; listen to your favourite music. By doing positive things for yourself, you balance the grieving process.

Activities for grieving learners

Children don't like to feel different – for this reason children may not like to admit that a parent has died. This is even more the case when stigma is associated with their parent's death (as in Aids-related deaths). Be sensitive to this – don't label children who have been orphaned or refer publicly to their loss (e.g. calling them an orphan in front of classmates). At the same time, children who have suffered loss frequently require support. You can try any of the following activities. If you feel uncertain about supporting children who are grieving most **Hospices** run training courses for educators (called "The grieving child") and they also have workbooks that can be used by learners.

BYLAAG 18: DIE BELANGRIKHEID VAN AANVAARDING VAN DIE DOOD

It is difficult to support people who are grieving if you are not comfortable with death.

If you have noticed today (or even before) that death or talk of death makes you uncomfortable or depressed, you may need to get additional support for yourself if you need to work closely with people who are grieving. For additional support, you could turn to a counselor, a social worker, a local psychologist, a priest, a telephone counselor (e.g. Lifeline 0861 322 322) or self-help books. If you don't pay attention to your own response to death, you may not be able to help others effectively, as illustrated in the following story:

My grandmother always cooked with an old pressure cooker. A pressure cooker is like an old fashioned microwave in that it allows food to cook faster by using heat and pressure together. A pressure cooker is basically a large pot with an airtight, locking lid. One distinctive quality of all pressure cookers is the strength and thickness of the steel used to make a pressure cooker. Steel is used because of the enormous amount of pressure that builds inside a pressure cooker and something very strong must be used to hold all of that pressure inside. Every pressure cooker has a small valve on the lid that regulates the amount of pressure inside. It does this by periodically releasing a small amount of steam in a controlled burst so that the pressure never builds too strong. What makes a pressure cooker dangerous is the fact that sometimes the valve can stick closed and never let off the required burst of pressure. When this happens, the cooker can explode. You see, it does not matter how strong or thick the pressure cooker is. When you combine heat and pressure without a regular, safe, controlled release, the pressure becomes too great and the cooker can not handle it. We are all pressure cookers. When life becomes too hot and we do not take care of ourselves by seeking help and regular venting, we explode. It does not matter how strong we think we are, eventually the pressure builds up and we crack and explode. (Robert D Smith, The Amelia Center; www.Ameliacenter.org)

BYLAAG 19: HULPMIDDEL OM STIGMA TE BESPREEK

Handout 8



Figure 1



Figure 2



Figure 3

Figure 4



Figure 5



Figure 6

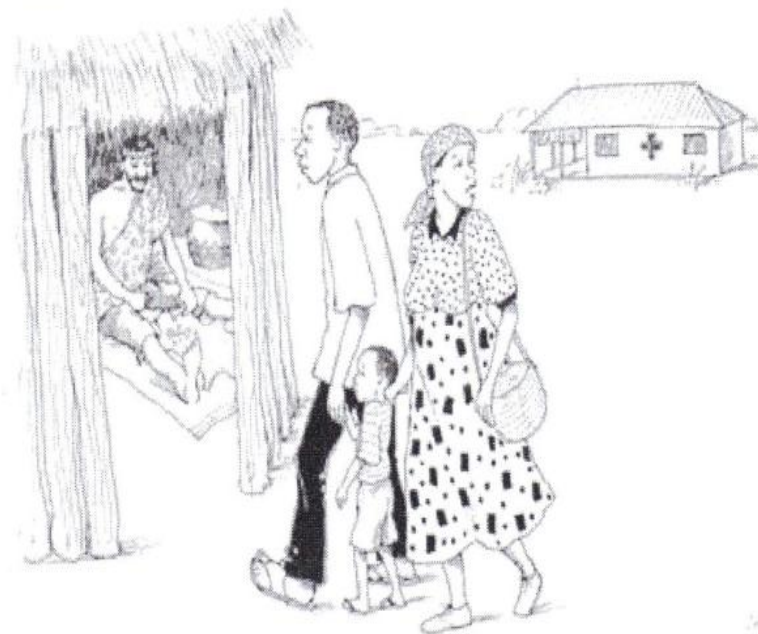


Figure 7

Handout 9

Inspiring Thoughts

✦ Anger is a condition in which ✦
the tongue works faster than the mind.



Love...and you shall be loved.



All people smile in the same language.✦



Everyone has beauty
but not everyone sees it.



The choice you make today
will usually affect tomorrow.

BYLAAG 21: DIE REGTE VAN ONDERWYSERS

Handout 11

Statement	True	False
1. LEARNERS AND EDUCATORS WITH HIV/Aids ARE PROTECTED FROM UNFAIR DISCRIMINATION.		
2. AN EDUCATOR CAN BE DENIED A POST OR FIRED BECAUSE OF HIS OR HER HIV/Aids STATUS.		
3. AN EDUCATOR CAN BE COMPELLED TO DISCLOSE HIS/HER HIV STATUS.		
4. THE SGB OR PRINCIPAL CAN FORCE AN EDUCATOR TO TAKE AN HIV TEST.		
5. A LEARNER CAN REFUSE TO BE TAUGHT BY AN EDUCATOR WITH HIV/Aids.		
6. AN EDUCATOR CAN REFUSE TO WORK WITH AN EDUCATOR WITH HIV/Aids.		

BYLAAG 22: VERDERE BESPREKING OOR DIE REGTE VAN ONDERWYSERS

Handout 12

Circle the correct answer:

Normal sick leave is 12 / 21 / 36 working days with full pay over three years.

The Head of Department can decide to give a maximum of 3 / 14 / 30 more consecutive days of leave with full pay.

An educator, who is found to be permanently unwell but can still give service, can be re-deployed / fired / retrenched.

An educator can get 0 / 3 / 12 working days leave if a spouse, partner or child is ill.

An educator can get 2 / 5 / 10 days leave if a spouse, partner or child dies.

BYLAAG 23: "PUT THE GLASS DOWN" – GEDIG

Handout 13

"PUT THE GLASS DOWN"

A lecturer was giving a lecture to his students on stress management. He raised a glass of water and asked the audience, "How heavy do you think this glass of water is?"

The students' answers ranged from 20g to 500gm.

The lecturer answered:

"The weight does not matter. It depends on how long you hold it.

If you hold it for a minute, it is Ok.

If you hold it for an hour, you will have an ache in your arm.

If you hold it for a day, you will have to call an ambulance the heavier it becomes."

If we carry our burdens all the time, sooner or later, we will not be able to carry on - the burden becomes increasingly heavier.

"What you have to do is to put the glass down, rest for a while before holding it up again."



We have to put down the burden sometimes, so that we can be refreshed and are able to carry on. So before you return home from work tonight, put the burden of.

It is the exact same weight, but the longer you hold it, work down.

Don't carry it back home. You can pick it up tomorrow.

Life is short, enjoy it!!

BYLAAG 24: “MY JOY LIST”

My joy list



R1,80 nationwide •• TUESDAY 19 AUGUST 2008

I LOVE M HIV + MAN

He's infected but I don't care, says Nolundi!

By RAMOSIDI MATEKANE
LIFE CAN be cruel - but great miracles can also happen because of love!
One man learned he was HIV positive. He was shattered and tried to end his own life...
HE TOLD HIS TERRIBLE SECRET TO THE WOMAN HE LOVED. NOW THEY'RE FIGHTING THE KILLER INSIDE HIS BODY TOGETHER, AND WINNING!
 The loving couple, Solomon and Nolundi Zimba, both aged 32, have a healthy nine-year-old son, who is HIV-negative. Nolundi is also HIV-negative.
 And she told the People's Paper: "HIV or not... we are definitely getting married!"
 This is the bitter-sweet story full of hope of a brave young family in Thembisa, Ekurhuleni, in Gauteng.
 Solomon says he used to be a security officer but now he works with HIV-positive and abandoned children.
 When he met his future wife at a gospel concert in the Eastern Cape in 1994 he did not know his status.
 "Later that year I developed sores that looked like mosquito bites. I went to the clinic to have them treated and nurses suggested I have an HIV test.
 "The results came back a week later saying I was HIV-positive. I was devastated and did not know what to do," he said.
 Solomon is originally from Duthwa, while his fiancée is from Engcobo, in the Eastern Cape. He admitted that he did not use a condom when he made love to Nolundi, even after he knew his status. He was too scared to tell her the truth!
 "But after she got

CONTINUED ON PAGE 2



BYLAAG 26: “THE A-Z OF RESILIENCE”

The A-Z of Resilience as used in session 8

A	Avoid negative sources, people, places, things and habits.	N	Never lie, cheat or steal; always strike a fair deal.
B	Believe in yourself	O	Open your eyes and see things as they really are.
C	Consider things from every angle.	P	Practice makes perfect.
D	Don't give up and don't give in.	Q	Quitters never win, and winners never quit.
E	Enjoy life today – yesterday is gone, tomorrow may never come.	R	Read, study and learn about everything important in your life.
F	Family and friends are hidden treasures, seek them and enjoy their riches.	S	Stop procrastinating.
G	Give more than you plan to.	T	Take control of your own destiny.
H	Hang on to your dreams.	U	Understand yourself to better understand others.
I	Ignore those who try to discourage you.	V	Visualize it!
J	Just do it!	W	Want it more than anything
K	Keep trying no matter how hard it seems – it will get easier.	X	Xcellerate your efforts.
L	Love yourself first and most.	Y	You are unique of all God's creations, nothing can replace you
M	Make it happen.	Z	Zero in on your target and go for it!

(Theron *et al.*, 2007:136-137)

BYLAAG 27: FINALE TERUGVOER VAN RESPONDENTE

Questionnaire 4	Please tell us what you think:
What do you think REds must include in future?	
What do you think we can leave out of REds in future?	
What did you like about the way REds was presented?	
What would you change about the way REds was presented?	
What was the most helpful/best part of REds for you?	
What was the least helpful part of REds for you?	
What would you change about the material (handouts)?	
Did REds help you personally? If yes, how?	
Did REds help you professionally? If yes, how?	
Any other comments?	

BYLAAG 28: VOORBEELD VAN SERTIFIKAAT AAN RESPONDENTE GEGEE



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

School of Educational Sciences

Honours are hereby awarded
to

MATSELISO TSOELI

for attendance of
REds

August 2008
DATE

Vaal Triangle Campus

Me LJ Coxen
PROGRAMME FACILITATOR



Prof LC Theron
PROJECT LEADER

BYLAAG 29: INHOUD EN TEGNIESE VEREISTES VAN DIE GEAKKREDITEERDE VAKTYDSKRIF MAATSKAPLIKE WERK / SOCIAL WORK

Die Tydskrif publiseer artikels, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk. Bydrae mag in Afrikaans of Engels geskryf word. Alle artikels moet vergesel wees van 'n Engelse opsomming van nie meer as 100 woorde nie. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Artikels van minder as 2,000 woorde of meer as 12,000 woorde sal normaalweg nie oorweeg word vir publikasie nie. 'n Disket met die teks, verkieslik in MS Windows, moet twee kopieë van die manuskrip vergesel. Manuskripte moet in 12 pt "Times Roman" dubbel-spasiëring slegs op een kant van 'n A4 bladsy getik word. Indien enigsins moontlik moet die manuskrip ook per e-pos versend word aan hsu@sun.ac.za. Verwysing moet volgens die Harvard-stelsel geskied. Verwysing in die teks: wanneer woordelikse sitate, feite of argumente uit ander bronne gesitater word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. "..." (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde.

The Journal publishes book reviews and commentary on articles already published from any field of social work. Contributions may be written in English or Afrikaans. All articles should include an abstract in English of not more than 100 words. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Articles of fewer than 2,000 words or more than 12,000 words are normally not considered for publication. Two copies of the manuscript as well as a diskette with the text, preferably in MS Windows should be submitted. Manuscripts should be typed in 12 pt Times Roman double-spaced on one side of A4 paper only. If possible the manuscript should be sent electronically to hsu@sun.ac.za. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "..." (Berger, 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.

TWO AUTHORS/TWEE OUTEURS: SHEAFOR, B.W. & JENKINS, L.E. 1982. Quality field instruction in social work. **Program Development and Maintenance.** New York: Longman.

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**BYLAAG 30: INHOUD EN TEGNIESE VEREISTES VAN DIE
GEAKKREDITEERDE VAKTYDSKRIF *DIE MAATSKAPLIKE WERK*
NAVORSER-PRAKTISYN / *THE SOCIAL WORK PRACTITIONER-
RESEARCHER***

NOTES FOR CONTRIBUTORS

Editorial scope

The *Social Work Practitioner-Researcher* is a refereed interdisciplinary journal for social workers and social service professionals concerned with the advancement of the theory and practice of social work and social development in Africa and in a changing global world. The purpose of the journal is to promote research and innovation in the practice of helping individuals, families, groups, organizations and communities to promote development and human well-being in society. The journal is committed to the creation of empowered, humane, just and democratic societies.

Manuscripts that would be appropriate are: (1) conceptual analyses and theoretical presentations, (2) literature reviews that provide new insights or new research questions, (3) manuscripts that report empirical work. Topics that will be considered include, but are not limited to, the following: lifespan, populations at risk, poverty, livelihoods, anti-discriminatory practice, welfare systems, development management, social security, social policy, human rights, community-based development, social development, comparative health, mental health, education, urban and rural development, civic service, voluntarism, civil society, social movements and social change.

As it is the intention of this journal to maintain a balance between theory and practice, contributors are encouraged to spell out the practical implications of their work for those involved in social work practice and the social services in the African context.

Submissions

A decision to submit an article to this journal means that you will not be able to simultaneously submit the same article to another journal in South Africa or elsewhere.

If there is more than one author, we require a letter stating that all the authors agree to submit the article. If a person has contributed to the research of the article and is not going to be included as a co-author, then that person needs to be acknowledged at the end of the article.

The reviewing process

Each manuscript is reviewed by the Editor and Assistant Editor. If it is judged suitable for this journal, it is sent to two reviewers for blind peer-review. Based on their recommendations, the editorial committee decides whether the manuscript should be accepted as is, revised or rejected. If a manuscript is published, the author or their institution will be invoiced for page fees at the rate of R100,00 per page.

Presentation

- 1. Manuscripts should be submitted as electronic attachments to the journal administrator swjournal@uj.ac.za in Word format. All authors should be shown but the authors should not be identified anywhere in the article.**
- 2. A *minimum length* of 3 500 words and a *maximum length* of 5 000 words (excluding references). No footnotes, endnotes and annexures are allowed.**

3. On a separate page, a *title* of not more than ten words should be provided. The author's full name and title, position, institutional affiliation and e-mail address should be supplied.

4. An *abstract* of 150 words plus up to six *keywords*, which encapsulate the principal topics of the paper, must be included. The abstract should summaries the key argument/s of the article and locate the article in its theoretical practice and context. Please note that abstracts are not summaries of research studies. No sub-headings should be used in the abstract.

5. *Headings* must be short, clear and not numbered. Headings should be formatted in capitals and bold, and subheadings in bold only (not underlined or italics). Refer to a copy of the journal.

6. *Figures and tables:*

- All figures (diagrams and line drawings) should be copied and pasted or saved and imported from the origination software into a blank Microsoft Word document and submitted electronically. Figures should be of clear quality, black and white, and numbered consecutively with arabic numerals. Supply succinct and clear captions for all figures.
- In the text of the paper the preferred position of all figures should be indicated by typing on a separate line the words "Place figure (No)".
- Tables must be numbered consecutively with arabic numerals and a brief title should be provided. In the text, typing on a separate line the words "Place Table (No)" should show the position of the table.
- The maximum width for diagrams, line drawings and tables, should not exceed 104mm for portrait and 164mm for landscape (with a maximum depth of 104mm).

7. *References:*

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- You should cite publications in the text: (Adams, 1997) or (Mbatha et al., 2005). At the end of the paper a reference list in alphabetical order should be supplied using the following style. Do not use indentation when formatting your references.
- If a direct quote is used in-text references should include name of author, date and page number. All other references should not include page numbers.
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- **Books:** Last name, Initials. (year). *Title of Book* Place of publication: Publisher.

Swanepoel, H. and De Beer, F. (1996). *Community Capacity Building* Johannesburg: Thomson Publishing.

- **For book chapters:** Last name, Initials. (year). "Chapter Title" in Editor's last name, Initials. (Ed.) *Title of Book* Place of publication: Publisher, Edition, pages.

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Mda, C.J. (2004). "Population ageing and survival challenges in rural Ghana" *Journal of Social Development in Africa* 19(2):90-112.

- **For electronic sources:** If available online the full URL should be supplied at the end of the reference.

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8. Content:

- **Manuscripts should contribute to knowledge development in social work, social welfare or related professions and the practice implications of the research should be spelled out. Sufficient and appropriate recent literature should be cited. Where the study is based on empirical research, the research design and methodology, results, discussion and conclusion should be addressed. All manuscripts should locate the issue within its social context and the conceptual and theoretical framework informing the study should be clearly outlined.**

The journal will consider articles based on research studies but we will not publish articles which are merely a summary of a research report. The article should have a clear focus that contributes to knowledge building or informs policy and/or practice

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