

APPENDIX 4

Parental Consent Form for Participation in Research

I give my consent _____ to participate in the research titled:
EXPLORATION OF EFFECTIVE MANAGEMENT OF HEALTHY SCHOOL
ENVIRONMENTS IN THE GERT SIBANDE DISTRICT which is being conducted by Mr.
PM MOKOENA (20339674) under the supervision of Dr SJ Kwatubana. Mr. Mokoena is
an MEd student of the North-West University (Vaal Campus).

I understand that this participation is entirely voluntary; I can withdraw consent at any
time without penalty and have the results of the participation, to the extent that it can be
identified as mine, returned to me, removed from the research records, or destroyed.

1. The reason for the research is to understand how the SMTs manage healthy school
environments
2. The benefits for this study are to further strengthen the effectiveness of
management of health promotion at schools in the Gert Sibande District.
3. The procedures are as follows: The research project will take place over a period of
six months. During that time, the researcher will be collecting data using interviews
(I) and audio visual data collection instrument (O).

I understand that the researcher might be asking me to participate using a combination
of these data collection instruments and techniques.

4. No discomforts or stresses are foreseen.
5. No risks are foreseen.
6. The results of this participation will be confidential.

The interviews will be taped (audio and video). The tape will be stored in a secure area
(e.g., locked filing cabinet) and the tapes will be destroyed five years after the
completion of the study. The tapes will be transcribed, a pseudonym will be used to
ensure that I cannot be identified in any way.

Signature of Researcher:

Signature of Parent/Guardian:

APPENDIX 5 INTERVIEW SCHEDULE

HEALTH MATTERS AND HEALTH EDUCATION

- Does the school have a health advisory committee or any committee that deals with health related issues?
- How is the committee structured or constituted?
- Do community health workers form part of the committee?
- What is the main mandate of the committee, what does it seek to achieve?
- Does the committee have a policy, guideline or constitution to direct its operations/activities?
- What are other related duties of the committee?
- How frequent does the committee meets? does it have the schedule or programme of meetings?
- Are the committee meetings irregular, meeting only when the need arises?
- What is the term of office for the members of the committee?
- How long are the current members been in the committee?
- Is there anything you can tell me that they have done or achieved up to so far?
- How functional is the committee relating to the duties it is expected to perform? Or do you think the committee does the duties it is expected to perform effectively?
- If not what could be the reasons?
- What are the challenges that makes it difficult for the committee to achieve satisfactorily
- What is the role of the SMT in ensuring that the committee performs to expected levels?
- How does the committee report its activities to either the SMT or SGB?
- Does the committee have anything to do with HIV/Aids related cases, and how does it address them?

POLICIES AND POLICY IMPLEMENTATION

- Does the school have a health policy?
- How was the policy developed?, which processes were followed in developing the policy?

Roles of different stakeholders in the development of the health policy

- What was the role of Life Orientation teachers in the development of the policy
- What was the role of the SMT in the development of the policy?

- What was the role of parents or their representative body in the development of the policy?
- When was the policy developed? Has it been updated in the past year?
- Which main areas of focus are covered in the policy?
- How does the policy address the issue of HIV/Aids?
- How does the policy address the issue of healthy nutrition?
- How does the policy address the issue of physical activity?
- How does the availability of the committee impact/assist in the development of a healthy school environment?
- Do you think the health policy is implemented effectively at your school?
- If not, what are the challenges that hinder effective implementation of the policy?
- Who's role it is to oversee the implementation of the policy?
What role does the SMT play in the implementation of the policy?

NUTRITION

- Does the school have a nutrition policy?
- Does the school have a committee that deals with nutrition?
- How was the committee structured or formulated?
- Is this committee effective?
- If not, what could be the reasons?
- What are the main duties of the committee?
- How does the committee identify learners who should be beneficiaries of the feeding scheme?
- Is the school able to include all vulnerable children in the feeding scheme?
- Do you think the process of identification is fair?
- If not what are the reasons?
- How many meals are served per day?
- How is the requisition of grocery, utensils and related materials done?
- In the case where the grocery is not available or not enough to cater for identified learners, how does the committee intervene?
- Does the committee follow a particular menu?
- Who decides the menu and what informs the decision?
- Does the menu stipulates anything relating the usage of salt, sugar or fat??

- Are there any specific directions or recommendations for learners living with HIV/Aids relating to their meals?
- Any guidelines followed in relation to where utensils and groceries are kept (cleanliness)?
- How are learners catered for during school holidays?
- Are any guidelines given to parents/learners on the kind of food to eat at home?
- Does the school have a vegetable garden? How is the practice of vegetable garden carried on to learners/parents to do it at their homes
- What role does the SMT play in ensuring that the policy is implemented?
- What role does the SMT play in ensuring that vulnerable children are catered for?
- Does the committee report to the SMT or SGB?

PHYSICAL ACTIVITY

- Does the school have any policy or guideline relating physical activity?
- What are the main duties captured in such a committee?
- Who is responsible for the implementation of this policy at school?
- How does the Sport Committee relate to this committee if they are two different committees?
- How often do children do physical activity according to the policy per week?
- Who monitors educators to ensure that learners do physical activity?
- What is the role of the SMT in the implementation of policy on physical activity at school?
- What problems do you encounter in ensuring that learners do physical activity?
- What is the role of the SMT in ensuring that physical activity takes place?

APPENDIX 6

The interview done at School A

11 March 2011

Participant 1: THE CHAIRPERSON OF THE ENVIRONMENT COMMITTEE

Researcher: Do you have a policy that you are implementing or even a guideline?

Participant: Yes, we have a policy that was developed in 2008.

Researcher: Are you still using the same policy that you developed in 2008?

Participant: Yes.

Researcher: Is it possible for you to give us a copy?

Participant: You see our problem is, our portfolio is not with us now, we don't have it right now, everything is in that portfolio.

Researcher: What happened to the portfolio?

Participant: It's not here at school; I don't know where it is. Every year we develop a new one, for last year 2010 it is still with SASOL they have not yet returned it to us, so it has all the details.

Researcher: After you have developed it you take it to SASOL?

Participant: Yes, because at times there are some monetary incentives.

Researcher: And then now, how do you work, if you don't have any documents with you?

Participant: We normally follow the guidelines from the copies we made so we know; we normally know what to do because there are manuals, the guide, so we know, in the blood we know.

Researcher: What exactly do you do?

Participant: We see to it that the environment at school is clean, we've joined this Polymers SASOL project, they are recycling papers, we've got what we call Green cage, we recycle papers there, the surroundings at school are lean, the toilet, everything concerning the environment we see to it that the environment is clean, even taking care of our water.

Researcher: How do you take care of your water?

Participant: We've got buckets at school here, we put our water in buckets, we take those to classes, they don't drink often from the tap.

Researcher: So they don't drink water from the taps, only from the buckets?

Participant: No, no, what I'm saying, we don't allow kids to go to taps often, they take water in the buckets to the classes, there's a bucket in each class and the mugs, we are trying to control waste of water.

Researcher: I understand right now, but how safe is this water because now it has been there the whole day sometimes?

Participant: They change the water after break sometimes it's hot and they change the water, the purpose is to save water, to reuse and recycle this water.

Researcher: I'm thinking now of the grade R and the grade 1 classes, where they have to wash their hands continuously maybe after they've gone to the loo and stuff.

Participant: We also have basins in classes, separate basins, every now and then they are told how to wash their hands, after food and even when they are sweating they just wash their hands every time.

Researcher: And what problems do you encounter as the committee in making sure that the water is clean and the environment is healthy, do you encounter any problems?

Participant: No, not really, no much, in our committee we normally delegate people, and keeping the surroundings we delegate members, we normally have meetings to address problems.

Researcher: What problems do you normally address in your meetings?

Participant: We address issues, maybe sometimes cleanliness; maybe the surroundings are no longer clean.

Researcher: What makes the surroundings not to be clean, especially if you have people who are responsible for this?

Participant: You see our kids more especially during breaks, during breaks after eating kids just litter around and stuff like that, so we see to it that we pick up papers, we do that and we delegate our people, we also have people who are selling down there, the grannies are selling down there, stuff like that, and we even put some dust bins all over the yard so that we see to it that after break we monitor, we monitor our kids.

Researcher: Is that the only program that you have?

Participant: No, not really, we also have a garden down there for vegetables. We planted vegetables for learners who have problems at home, needy children. The problem that we have there, our garden is not up to standard that we want it to be, because of time, because of time, because we still even thinking of engaging parents, because teachers are engaged in classes, there is no time even to supervise so that we develop our garden to the standard we want it to be. The garden is there but it's not well looked after.

Researcher: But now what vegetables do you usually have there that you give to learners?

Participant: We've got spinach, we've got cabbage, we've got beetroot, that's all.

Researcher: Do you supply per term, or is it a once off thing?

Participant: We look at the season which one, like spinach is normally throughout the year.

Researcher: Do you usually have enough vegetables for all learners that are needy?

Participant: No, it's just that they are not so much. We take the critical areas, those needy, needy, needy.

Researcher: If you say needy, needy, needy, but we know in the township there is also this one who is needy, but will also need something.

Participant: The problem is the size of the garden, it's not that huge, that is why we are picking those critical areas, but we are still thinking of expanding it.

Researcher: So at the moment you cannot cater for all the learners?

Participant: Yes, yes, taking into account that the RDP is at least doing something there, the kitchen, this government food is doing something for them because sometimes when we have leftovers we now engage others because there is plenty sometimes we cater for them but maybe once per term when we close.

Researcher: How do you choose learners that are going to be part of nutrition, I'm not sure if I'm asking the relevant person, you said you are dealing with environment, is this nutrition part of environment?

Participant: No, I was just trying to speak to you about what we do in environment. I was just trying to address some of the things, you see environment is very broad, because the other one leads to the other, you will end up addressing the other, because they are interrelated, the picture is too big.

Researcher: So ok, you mention the garden, that you don't have time as educators to attend to it, then now how do you intend to involve parents?

Participant: Normally we want to invite them when we have parents meetings to come. So, and that those who are volunteering, because our parents, most of our population comes from places like Lesotho, they plant, maybe they can come, normally, it normally happened in the previous years they normally come and help us, even the parents who cannot pay school fees, it's a matter of renewing every year sometimes, like last year we did not have them, we tried to reach out but no parent came forward.

Researcher: Hm, cleaning material for toilets?

Participant: Yes, we do have, we normally buy.

Researcher: You don't have a problem with that, sometimes it doesn't run out maybe during the year and then towards the end of the year you no longer have material.

Participant: We sometimes experience that, we sometimes experience that, our funds, we are affected in sense that you know, sometimes our funds are taken by electricity, because our electricity is high, so most of the money what ever is there is channeled to paying municipality. So, sometimes we are dry, sometimes we work hard to raise funds, but for now we have plenty it's the beginning of the year, we do sometimes pick up problems, although sometimes we do fundraising but it is not enough we end up washing toilets by detergent soap which is not the right material.

Researcher: That is about all you do as the environment committee.

Participant: This committee is broad, very broad it addresses every thing.

Researcher: When you say everything I just want you to mention exactly what you address so that we see when we invite somebody to come in we know exactly what to ask that person.

Participant: When I say everything it speaks of, it takes care of nutrition, garden, it takes care of, takes care of going recycling papers, identify plants that were not supposed to be planted in the school. Like alien trees, we realized as a school we planted, sometimes we are given those trees from SASOL, and outside agency, little did we have knowledge about that, only to find that as time goes on, they pose danger, because their roots are now affecting our building, and stuff like that. There's a lot of chaos that is caused and ultimately we had to chop them.

Researcher: Now, how did you know that these trees are dangerous, were you trained?

Participant: Not really, we attend this workshop, they teach us.

Researcher: Did you have the trees recently that are alien, that are dangerous?

Participant: Yes, yes. We cut them, some of them we cut them, even this one, and others were somewhere there, they even affected the pipes and you have a lot of water wasted, and we also have, yes, if our portfolio was there, I would be going through it with you, through our portfolio.

Researcher: Ok, showing me, now tell me, I'm interested in this thing now. Alright, it caused danger to the building, was it also a danger to people because sometimes some of these alien plants, they affect health, are you aware?

Participant: Yes, we are aware, yes, we are, we are, even the smell affects other people, people become asthmatic, so many things, we are aware, these ones we realized that they affect the buildings and the water pipes underneath. We used to replace pipes, and it consumes money because we must call in plumbers to replace, much water is wasted you see.

Researcher: Ok, you do not maybe by any chance have names of these trees so that we can check them in the internet to see if they are of any danger to health?

Participant: Yes, that one I will ask the lady next to me because the people who are in charge insisted that we must know the names but we did not go deeper into that, but she gave us the task to investigate.

Researcher: We will like to investigate for you, and we will bring you everything we collected. When can we have the names?

Participant: I will ask Mrs. Khanye, she is the one who was dealing with names.

Researcher: How long have you been having the trees?

Participant: It's a long time.

Researcher: And when did you join the project?

Participant: In 2009, and they made us aware of many things in our school, that we can identify problems and solve them.

Researcher: Right any other, other problems maybe that you are encountering in trying to address environmental issues?

Participant: Not really not much, except sometimes we normally having lack of commitment from staff members, they get tired of being too much involved in classes and again taking care of the environment, sometimes we work hard in trying to bring them on board, and to conscientize them and it's no easy, the commitment of staff, is sometimes not easy. Those are the challenges we normally have.

Researcher: Do you have this training once or twice a year?

Participant: We had it once, but every year we continue and we have some workshop, this from the beginning we should have had it last month, but we haven't had anything from them, so we don't know they said till further notice.

Researcher: Are you the only school in the area supported by SASOL with this project?

Participant: No, most schools are part of the project, and then at first before these people came we were involved with environmental issues with Delta, no not Delta, but DALA, Department of Agriculture and Land Affairs, but now they changed their name, we were busy with them, and there were some competitions they were running, we were dealing with them and have just combined them, its one thing.

Researcher: I hear you talking mostly about educators as if you are experiencing problems in terms of their participation..

Participant: Not severe ones, you see people don't like loads, some don't have passion of environmental thing, so you struggle the passion is not there, you struggle you see, it's not that serious because sometimes we normally win them by our influence.

Researcher: How are learners involved?

Participant: Learners are involved because they participate. They are engaged in that anything that we order them to do they just participate, we take photos, we take activities, anything that is happening. If we had our portfolio, I could be showing the photos, and that would show how learners are involved.

Researcher: But now when can we get the portfolio?

Participant: As soon as the people are through with it. But will be for 2010, for last year, but it's the same.

Researcher: It's not a problem.

Participant: As soon as it is available we will call Mr. Mokoena. Even if you can take it and go with it and assess it, we don't have a problem, and even if we can get the 2009 one. It has photos, and everything, if we have it, you just look at it, it talks with you. Each and every year we address themes. In 2009 it was Resource use, in 2010 it was Healthy Living, and 2011 Local and Global Issues. We also address them in classes. Every year there's a theme, we don't throw themes away, we continue with them, it's a built up. Next year in 2012, it will be Nature and Biodiversity, and the last one will be Community and Heritage.

Researcher: So the one we are going to get, the one for 2010, addresses Healthy Living?

Participant: Yes.

Researcher: We will be glad to have it. Thank you very much.

Participant 2: THE MEMBER OF THE SMT

Researcher: How do you address the issues of healthy school environment, as a member of the SMT what are your responsibilities?

Participant: We take care of sick learners. We are having a garden that side, more especially the sick learners, we are giving them sometimes a bunch of spinach, we identify we identify from different classes more especially those who absent themselves regularly, then we identify them we try to make a follow up to check their backgrounds more especially the families, how many are they in the family, some of them you find that they are orphans, their parents passed away because of this pandemic HIV/AIDS, then we look after them, we check them and we give them spinach just to keep them healthy.

Researcher: How many such learners do you have?

Participant: They are not so many; the lists are with Mrs. Dlamini.

Researcher: I would like to know the actual numbers. Now how many learners are you able to give vegetables?

Participant: Last time they were less than ten.

Researcher: When you say last time, when was it?

Participant: It was last month. I do have a photo of them, I can show you some photos, because we capture. After identifying them when we are going to give them spinach we take a photo of them, we put them inside a file, we are having a file, then we put those photos inside as an evidence.

Researcher: Last month it was February. And then, but now, this is good now, how did you come up with ten learners; it means you have fewer numbers of orphans in the school?

Participant: There are few learners, few orphans, they are very few, but those who are sick are less than ten.

Researcher: Or, those are sick learners?

Participant: Yes. Those that are sick are less than ten.

Researcher: Ok. These are the ones now you give vegetables?

Participant: Yes, we give them vegetables and beetroot, but there are those who get milk and rice, those are part of the nutrition program.

Researcher: Ok. Lets talk about those you give vegetables, you give them once a month?

Participant: Yes, once a month, because after giving them once a month, now actually next month we are going to give them cabbage, because last time we gave them spinach and beetroot.

Researcher: Last month they were given spinach and beetroot.

Participant: Yes, and green pepper, there was green pepper there in the garden, now we are left with cabbage, we can give them end of this term.

Researcher: Now, in trying to address issues of poverty and you know, as you say, you have to get the background, you know exactly what is happening in their homes. Now, if they are given these things once a month, do you think it is enough?

Participant: Actually we give the sick ones spinach and beetroot, but at the end of the term, we give them the things that are left in the kitchen, we give them package, package, package each, and every one of them will get something maybe two tins of fish, soya..

Researcher: So that over the holidays at least they have something.

Participant: Yes, at least they have something because during the cause of the week days, in our teaching days, at least they eat each and everyday.

Researcher: But now, as SMT you are not directly involved with these things, you just supervise?

Participant: I'm a member again of the nutrition committee.

Researcher: I always have a problem now with the selection of learners that are going to be part of the nutrition. I don't know I always have a problem with that because for instance, I was an educator myself, we turned to just check that and ok, this one does not have uniform, she always comes to school with some torn clothes, then she should be part of school nutrition program, neglecting this one who is clean, and yet this one who is clean, the parent is also now struggling. I want us to that because you said you are a member of the , come now, how do you differentiate between the two in your selection, you said that you checking those who absent themselves frequently and you also maybe check the ones that don't have school uniform now how is this done, what's the criteria that you use?

Participant: Ok. Sometimes we pick at this problem when parents owe school fund, we use to call them to school those who are owing school fund then they will come at the principal's office and explain their problem, some of them will say we are not working, I'm left with two orphans maybe their sisters' orphans or brothers' orphans they are looking after them, then we will get those learners, we put them under a list of those who are orphans, then at the office we exempt them not to pay school fees, they won't pay school fund. Then we take it from, there from the office.

Researcher: And then what about these schools that are no fee schools?

Participant: We are not part of that; at our school they pay school fees.

Researcher: Ok. Alright.

Participant: Then from there, there are teachers. Some parents do not come to the office to explain their problems; they go straight to the teachers. When we want school fund then they will come to you as a class teacher to say, mam, you know that I can't afford because I'm having these kids, I'm struggling to buy shoes or uniform for this learner, then we take the name of that learner and put under, on the list of those that are needy.

Researcher: What is your roll in the school, how many learners do you have?

Participant: I think now we are having six hundred and something.

Researcher: Ok. How many do you have in the school nutrition program?

Participant: All of them now are eating because the menu changed, they are now eating fish and rice, all of them, they are all interested, maybe less than ten are not eating but most of them are now eating because of the menu that has changes.

Researcher: But now how do you do this because at first, I mean it in the district that I come from, you have to have a certain number of learners that are part of school nutrition program, and you supply all of them, I was wondering how do you cater for seven hundred learners?

Participant: The number was six hundred and something, we were catering those others who were not part of the nutrition, but after the menu that has changed they are now interested, they all go to the kitchen, the number increased.

Researcher: But do you have enough for all?

Participant: Yes, we are having enough for the whole school now, but we are also taking care of the sick ones, we treat them special.

Researcher: You give them special attention, but now I'm worried about the sick ones, because the sick ones some of them they won't tell you, sometimes it is very difficult for parents to come and disclose that they are on ARVs, and I think those students should be given breakfast.

Participant: But class teachers will also tell us that this one is also having a problem, and we treat them special by giving them vegetables.

Researcher: I was referring in the morning.

Participant: No, they don't have anything in the morning; they don't get anything in the morning.

Researcher: Ok, you just give them lunch?

Participant: Only lunch, yes.

Researcher: Right, but now the special treatment you are talking about is been given these?

Participant: Even the uniform at some time. There are people from outside that donate ties, shoes, we identify them, we check them if they are having, they are still having the right uniform, then we give if you see I'm still having a pair of shoes that is still ok, and this one is not having the right shoes, then I give to that child.

Researcher: Ok, in the case of sick learners, you do not know which of those learners are on ARVs?

Participant: No we do not know mam, we do not know, actually we are scared to go there as teachers, unless the parents disclose.

Researcher: No, you cannot ask those questions, unless if parents come and disclose. Now, what problems do you encounter as SMT in trying to deal with these issues, and ensuring that you maintain a healthy school environment?

Participant: Sometimes we don't get support from parents.

Researcher: What kind of support do you need?

Participant: Actually we want more food for these learners more especially the sick ones, like that one of breakfast, I think it will be proper if these learners can get breakfast before they can go to class and wait for lunch.

Researcher: But have you ever discussed this in the SMT meeting or with the nutrition committee that maybe you should be given the breakfast?

Participant: No, we haven't discussed that yet, but I think we need to consider it next time, I will try to talk about it in our SMT meeting, because last time..

Researcher: You mean you realize it now?

Participant: Yes I realize now, but it's just that we don't get support from parents, parents don't donate , I think two years back we spoke to parents about donating maybe two cans of beans, a grocer actually, a grocer to school to feed them, but that didn't happen, yes. So, I think if we can discuss it and talk to parents about it, it can happen, I think it can happen, because we want to give them breakfast more especially if they can get oats or soft porridge, something like that before they can go to class, I think it will be proper in that way.

Researcher: Because now if they come to school in empty stomach then its quiet difficult, alright. Why is your focus on them, and yet you have SASOL which is more than willing, I mean you've got that advantage and some areas don't have such companies that are willing to donate?

Participant: Ah, I didn't think about that, I did think about SASOL because SASOL did help us with energy room, it did donate, it did something.

Researcher: What?

Participant: Energy room, we are having an energy room here at our school, SASOL helped us with it.

Researcher: What is an energy room?

Participant: You get everything like the resources that are working with electricity.

Researcher: Alright. So your main problem is that you don't get support from parents with donations?

Participant: Yes.

Researcher: Alright, what other problems do you encounter?

Participant: No, I think it's only those, because all we need I think the donation problems, to help those learners, we need only their support, the donations, only if they can give clothes or they can give us food for the orphans, there are only two things I am thinking of.

Researcher: As SMT members how do you monitor all these committees that are working to ensure that the school has healthy environment?

Participant: All the committees?

Researcher: All the committees including the nutrition committee now, the eco committee, the care committee, how do you monitor all these committees?

Participant: We are having a plan; each committee is having a year plan so we check the year plan.

Researcher: How frequent do you check the plan?

Participant: Once a term.

Researcher: When checking the itinerary, what are you checking, are you checking that they are actually doing what they have planned to do?

Participant: Yes, what they have planned, at this month we will be doing this and at this month we will be doing this.

Researcher: I understand that, my question, is sometimes people do, but the quality of what they do, but the quality of what they do I'm coming to that because I think now its not only just to take this glass and put it there ne, it has to have quality. Are you checking quality of sense of what has been provided?

Participant: Sometimes we check the results, what have you done in your committee then they will say this is what we have done for the month or the term, and these are the results after doing this, these are the results that we have received, then we end up there.

Researcher: Is it possible for us to get copies of itinerary for each committee?

Participant: I will try to check from the chairpersons of those committees.

Researcher: As we said we are not going to write the school's name, we are not interested in that we are only interested in data, what is happening in schools, so don't worry if I say give us copies of one, two, three, we are not going to say this is what is happening in the school, and you are going to be penalized for that, no, we are not circuit managers. When you are checking the itinerary for each committee let's say at the end of March first term, do you usually encounter problems, where some of the committees had not done what they indicated that they will do?

Participant: No sometimes they don't indicate we just call them and ask them, guys next time you need to work hard because you haven't done this and this, you failed to do this and this as promised, so next time I think this will be done properly according to the itinerary, they will say, next time we will try to pull up our socks because we haven't done this and this, that's only that.

Researcher: Then this committee has to pull up their socks, but what happens if in the next term something happens and they slip up?

Participant: We haven't done anything about that, we just spoke and spoke, yes, we don't do anything about that, we keep on reminding them one and the same thing.

Researcher: But do you have committees that are not working effectively?

Participant: Some of them we delete them, there is a list of committees at the end of the year, actually every year early January after reopening we sit down as the SMT committee, we check the committees that didn't do well some of them we delete them, some of them we take them out, we just delete that committee, let me make a practical example, like now I'm a member of eco, maybe we did not do well this year next year we no longer have it.

Researcher: You just delete it?

Participant: Yes.

Researcher: Even if it's a very important committee?

Participant: If it's not working then we just delete that committee, that's what we have done with volleyball, we just removed it, and distribute it's members to other committees because they were not working.

Researcher: Do you maybe encourage parents to have these gardens at their homes, and also maybe to check the kind of menu they give to their sick children in particular?

Participant: You know last time at the SGB meeting I suggested that we need to involve parents come and help us with our garden here at school not in their homes we haven't talked anything about that.

Researcher: So you don't encourage them to continue with this good work you have started here at school?

Participant: We haven't done that yes, we just encourage them to come and help us with our garden here at school, because sometime we struggle with so many things, so we want them to become part and parcel of our garden just to have ownership of the garden.

Researcher: Thank you very much I think it's enough for now. Sometime when you transcribe if we realize that there are gaps, if people allow us to come back again then we come. Thanks very much.

Participant 3: THE MEMBER OF THE HIV/AIDS COMMITTEE

Researcher: What are your duties as a committee, what do you do?

Participant: In our committee, HIV/AIDS committee, we make the learners to be aware of the virus and the community, then parents we call them to school sometimes when we

make HIV wellness then we call them, we make topics, the drama, we dramatize to make them aware that there is such a thing.

Researcher: How often do you do your awareness campaigns?

Participant: Because we have many things at school, twice a year.

Researcher: When is twice a year?

Participant: Yes, twice is like, now we intend to do it in September, we were supposed to do it now the first term, but now because of time we didn't.

Researcher: Then your second one will be in September?

Participant: Yes.

Researcher: So, sometimes if you are too busy you don't do these campaigns?

Participant: But we make sure that every year whereby we call the circuit manager, the parents, all the stakeholders, even the NGOs.

Researcher: Right, you mentioned awareness campaign, what else do you do in the committee?

Participant: We call them to the school; we ask the date from the department of education for that day.

Researcher: That's awareness campaign, I call that awareness campaign, besides that, besides making people aware, that is parents and community members, learners, what else, what is your focus, what is the focus of the committee?

Participant: In the committee we are lucky, because they are free to disclose the status of the learners, so we know the learners who are affected.

Researcher: I don't want to call yourself lucky, it only happens when the SMT or the school is making it possible, the climate is conducive for them to disclose, so you've worked to see that they disclose, it's not something that can just happen, there's something you have done that makes them to trust you, so it's not luck.

Participant: Ok. I thought that was luck, because people don't want to disclose.

Researcher: Yes, I know in most school parents don't disclose, parents don't disclose it because of what they do in the school.

Participant: So, we know them, we take the food from the RDP (Reconstruction and Development Program – Nutrition Scheme), we've got about two families now, twice a month they come to school we give food parcels, the fruits sometimes we give them vegetable.

Researcher: How many such learners do you have?

Participant: Six for now.

Researcher: Is it the parents that are positive or the children?

Participant: The parents are positive, they were not aware by the time they were pregnant, so four learners are affected, and then this parent the daughter also infected, she got the child, the child is also affected, and then the other one I don't know what about the other one because the parents also died. And these orphans we discovered that they are also infected by the virus.

Researcher: How many orphans are you talking about?

Participant: Six that we know.

Researcher: These six orphans that you know, are they positive, are they not on ARVs?

Participant: They are, three are, the other three are not.

Researcher: Now you don't know when they take their medication?

Participant: They take it at six o'clock, the other one is at six o'clock in the morning and at night, two times a day.

Researcher: Now you are aware that they have to take medication after they have eaten?

Participant: Yes.

Researcher: What about breakfast?

Participant: Yes, the parents because they are aware, so they give those learners breakfast, before they each, they can take their medication. The other one, the Mokoena one, she was attending counseling at the clinic, so she knows what is happening about the HIV, then we took those children to the clinic for counseling, so they know that they must take the medication, but for what they don't know, they don't know, but they know at six o'clock they must take medication before they come to school, and at the evening at six o'clock.

Researcher: You assist these parents by giving the food parcels?

Participant: Food parcels, sometimes money.

Researcher: Where do you get money from?

Participant: From our pockets, from our pockets, because sometimes we give them food but there is no paraffin or something to cook.

Researcher: Ok, food that you give to these parents, do you have enough food to feed the learners within the school, and at the same time have surplus for these families that you are helping out?

Participant: Its not enough, but we have the garden. In the garden we have cabbage, spinach and the other stuff, its not enough but we are trying just a little bit.

Researcher: Let's talk about the policy now; do you have a policy, HIV/AIDS policy?

Participant: Yes.

Researcher: Are you using the national policy or you developed the school's policy?

Participant: We developed our policy, but in line with the national policy.

Researcher: When did you develop this policy?

Participant: I have the one which was signed by the circuit manager, and I think it's in 2003, I'm not sure.

Researcher: You are still using the same policy.

Participant: Yes.

Researcher: How many members do you have in the HIV/AIDS committee?

Participant: Six.

Researcher: Is every member aware of the contents of the policy?

Participant: Yes, even the staff, the SGB, we developed the policy together.

Researcher: Now, if you developed the policy together, in the national policy there's something about the advisory committee.

Participant: Advisory committee?

Researcher: Yes. Do you remember something about that?

Participant: Yes.

Researcher: Now do you have an advisory committee, or are you, you just have an HIV/AIDS committee, do you have an advisory committee? According to the national policy, the members of the advisory committee should be, maybe two educators, medical practitioner that is working in the community, the pastor, traditional healer and staff. Do you have such a committee?

Participant: We got.

Researcher: If you have, that's the health advisory committee according to me. I don't know what you call it. Do you have such a committee?

Participant: Yes, we have such a committee. Our committee includes Dr. Khumalo, Pastor Mahlangu.

Researcher: It is an advisory committee then, that way it's not just a school committee.

Participant: Alright. I was not aware that it's an advisory committee.

Researcher: Right, you have a doctor..

Participant: Doctor Khumalo, Pastot Mahlangu and inspector Matsane from the police, and a business man (they are part of the committee and they support us).

Researcher: Then when do you meet these people?

Participant: When it's necessary.

Researcher: Ok. You meet them when it's necessary?

Participant: I mean for those outsiders, when it's necessary, maybe there is something, a crisis then we meet.

Researcher: Ok. I understand, but was it necessary for you to meet last year?

Participant: Not.

Researcher: When last did you meet with all these members?

Participant: In 2009.

Researcher: And these members of the committee do they know what was happening last year, and they don't know what is happening this year?

Participant: No, last year it was world cup, our time was so short.

, and just on paper you see now, they are not able to contribute to what is happening and yet you've got people who are willing to assist, you have them on paper but they are just there.

Participant: No, they are not just there because..

Researcher: If you say when necessary it can be 2012 or 2014.

Participant: When I say when necessary it can be weekly or monthly.

Researcher: But it is not weekly now because it was world cup last year and you met in 2009, you have not met now you see, that's what I'm saying.

Participant: But we've got a meeting in April, for all the members of the committee.

Researcher: How do these people assist you, these members, the doctor, the pastor, the inspector?

Participant: Pastor Mahlangu helps us with spiritual counseling to pray with those parents.

Researcher: How often?

Participant: When there's a need. Like doctor Khumalo, one day other learner was having a sore, you take that child to the clinic, but doesn't become alright then we take him to Doctor Khumalo to check. He helps us.

Researcher: Then he can do it for free at times.

Participant: Yes.

Researcher: As I said, you've got people who are willing to help, but if you keep them at a distance they will not be able to help.

Participant: If we need something we go, we don't wait for a meeting but we contact them to help us.

Researcher: Now, what problems do you encounter in this?

Participant: The problem that we have, if we can maybe have more people that can donate with food it can be a good thing to help these learners, because except for those who are infected, we've got a lot of orphans so they are struggling with the food, so the thing we have discovered, we need funds. We need people who can help us really, because we have a lot of orphans, they are staying with the grannies with the little money for the pension so our learners are struggling a lot.

Researcher: Other problems.

Participant: The other problem is our parents, they cannot afford, they don't have medical aid because they are not working, so the medication, they rely on the medication they got at the clinic.

Researcher: That's the other problem, it's medication?

Participant: Yes, but, if you have medical aid you attend the best hospital, I don't know.

Researcher: If our local clinic can have enough medication you don't have to pay those exorbitant fees to get the best, really. Not unless you are saying that most of the time the clinics run out of medication.

Participant: But I'm talking about these learners who are not on ARVs, they are sick, and the parents cannot take them to the doctor because they don't have money.

Researcher: But there are doctors in the clinics, but rather what we should be doing as educators is to motivate them to take their children to the clinic, we have doctors who are specialists. Yes, that is just that.

Participant: Ok.

Researcher: How many times do you meet per year, as a committee, now within the school without those other people?

Participant: Monthly, we meet monthly.

Researcher: Do you have your itinerary, we want to see what you are intending to do for the year?

Participant: No, I was having the duty list for the RDP for nutrition. This is the duty list.

Researcher: What are these now?

Participant: These are monitors, they are the educators.

Researcher: What are they monitoring?

Participant: When learners make a queue for eating. It's one educator per phase per week.

Researcher: These educators help in the kitchen?

Participant: To monitor the ladies also in the kitchen, that learners get food equally, not others more and others less.

Researcher: You said you feed the whole school?

Participant: Yes.

Researcher: Who monitors those ladies who are cooking?

Participant: Me and Mrs. Mofokeng.

Researcher: What exactly do you check?

Participant: In the morning we make sure that they have enough food for the learners to cook, everything like neatness, everything like the food. We have the store room here at the office, in the morning I open, then take food for the day.

Researcher: Do you have a menu?

Participant: Yes, we have a menu; they give us from the department.

Researcher: Is it possible for these people to stick to the menu?

Participant: Not always, sometimes we run out of gas, so we cook the menu that is easy to prepare. But we stick to it, but it's not always possible.

Researcher: Then you have to check whether they've got enough, you check beforehand whether they've got enough to cook?

Participant: Yes, in the morning.

Researcher: What happens now if you run out of food, or maybe I should ask you about the supply, when are you supplied with food?

Participant: They supply us with food every month, at the beginning of the month.

Researcher: The food that is enough for the whole month?

Participant: Yes.

Researcher: Now, does it happen that maybe before the end of the term you run out of food?

Participant: No, it doesn't happen. Sometimes at the end of the term we have surplus. Then we give those learners who are needy.

Researcher: You have enough until the end of the term?

Participant: Yes.

Researcher: If in each month the whole of last year you never encountered that problem of running out of the surplus then why keep it instead of giving out immediately after receiving the supply for the month?

Participant: Ok.

Researcher: The reason why I'm asking that question, because you have things that are going to expire.

Participant: Yes, we check those items that expire, but we don't have a short date for those things. If we give learners at the end of the term we want to give maybe mostly we give all learners who like I say most of our learners are orphans, so we give them but those who are needy, whom we identified we give them.

Researcher: I understand, I understand that now, if the person is needy, I'm going to use the phrase needy, needy, needy, you see now, then I wait for the whole term to be given, you see now, then I wait for the whole term to be given something that I'm going to make use of at home you see, that is just my question, that how about giving them the surplus at the end of the month, immediately after you have received, but immediately after you have received, then why don't you give out so that these people will know that every month at least we have something?

Participant: No, those needy, needy, needy we give them, but I cannot say every month, but we give them like we got spinach they may be after two to three weeks we give them cabbage whatever we got at the garden. Then, sometimes maize meal.

Researcher: It means the garden is big.

Participant: Not now.

Researcher: But you are talking about...

Participant: No, I'm talking about six learners.

Researcher: Oh you are talking about the six learners? Alright, is because now you've got fewer learners, in other schools it's far more. That is why I said the most vulnerable are about thirty or forty in each class.

Participant: Oh, but now I talk about six learners, and these are sick learners, the vulnerable are many, they are many, maybe more than four hundred, even the surplus that we got cannot make any difference, because they are many, it is very hard to keep them.

Researcher: Even giving them breakfast as well, because they can't learn on an empty stomach.

Participant: Yes they can't, because even now it's a struggle, they are coming and if you can check them, you can see they don't have anything at home to eat, they are coming because they want to eat here at school. When the bell rings they pushing, if you don't move out they can push you because they want to get the food first. So, it is a problem really, it's a problem.

Researcher: No, thank you mam, thank you.

Participant 4: THE LIFE ORIENTATION EDUCATOR

Researcher: I just want to find out, which grade do you teach?

Participant: Grade 5.

Researcher: Right now, physical education, when do you do that, how do you do it?

Participant: Physical education?

Researcher: Yes.

Participant: There are times when I take certain periods and we go out with children, then we will exercise certain movements.

Researcher: When you say there are times, in a term how many times?

Participant: I only go twice.

Researcher: Twice?

Participant: Yes, because LO (Life Orientation) periods are not that much, most of the time I spend in teaching, but also there are an investigation and stuff so I also need to put that in place, like now when we do LO (Learning Outcome) 1, health promotion we do this, protecting the quality of food, they ask the learner about drying food about bottling food and stuff like that, so I need to give them exercises so that they can ask at

home and investigate by themselves how are these things done, I don't want to just tell them everything because the time the learner finds something for himself or herself he will know it better unlike telling him.

Researcher: So most of the time they do research?

Participant: No, not always, there are case studies, there are investigations, there are different kinds of assessing them.

Researcher: But how, specifically regarding physical education, you say they do it two times a term?

Participant: I want to be honest with you, I have never been that serious with physical education, because I'm taking written work seriously, because it is the one that is wanted, the written work and other things, so physical education I haven't taken it that much seriously, I do it because there is a column that needs physical education, so I'm doing it for the sake of giving learners marks.

Researcher: Do you think that's the situation with all other LO educators within the school?

Participant: No it's not like that, because another teacher who is in grade 4, she likes exercises, she does athletics here at school, I can see she likes this part, unlike me, it's not my part, sport is not my part.

Researcher: You say you just do it for the sake of giving them marks?

Participant: Yes.

Researcher: Right. And then now, the one who is into sport, this educator who is into sport, in which grade is she?

Participant: In grade 4.

Researcher: And you are in grade 5.

Participant: Yes.

Researcher: So meaning, at least in grade 4 they do physical activity more often?

Participant: I think they do, because most of the time I can see her outside with the learners. Which is what I do only twice, I can't tell lies.

Researcher: Then your focus now, the learning outcomes of LO is mostly on health, you mentioned health.

Participant: It's the first term, on the first term I'm doing health promotion yes. We were busy with the quality of food, also the quality of water, and after that we will be doing the diseases, I'm little behind as I'm checking the schedule, we will be busy with the diseases because this second part where a learner must go and investigate health problem, I'm doing it on the third term, why because I want the learners to go and

investigate on a serious note, we usually make an outing, we go outside looking for dumping sites you see, so then this one links to the diseases, if there is a lot of pollution outside here it means there are going to be diseases, after investigating that local problem usually I talk to people from municipality, from that day it was municipality and the clinic, the local clinic, I involved them in that, because I wanted these children by themselves to tell their parents to stop dumping, to stop making illegal dumpings, because they are the ones that causes diseases, they cause pollution and after pollution there are diseases you see.

Researcher: And now within the school now, where's your dumping site?

Participant: Dumping site?

Researcher: Yes.

Participant: An illegal one or legal one?

Researcher: The legal one.

Participant: Somewhere on this side.

Researcher: You also got an illegal one?

Participant: Yes.

Researcher: What do you do about that dumping site?

Participant: We've done nothing this far, because last year it was my first year doing LO, I was in the foundation phase, so they told me they are having a shortage in the intermediate phase, so I had to fill in the space because it wasn't my first time in the intermediate, so I had to go, it was my first year.

Researcher: How long have you been having the illegal dumping site?

Participant: It's a long time.

Researcher: It's a long time?

Participant: Yes.

Researcher: What is the SMT doing about that illegal dumping site?

Participant: Usually there are people from DEDET (Department of Economic Development, Environment and Tourism), yes.

Researcher: People from?

Participant: DEDET, they call it DEDET now, but they were calling themselves DALA, Department of Agriculture and Land Administration. When they say DEDET I don't know what it means, because it's not a long time they have changed their name, yes they are here at Osizweni.

Researcher: They do come to schools?

Participant: Yes, there are times when they come, when they come here to schools they wanted to get rid of this littering and make people aware, and so they would come to schools, arrange with the teachers, take maybe grade 6 learners, maybe they would give them T-shirts that gives a message to the community, then we will go outside.

Researcher: How far is the illegal dumping site from the school?

Participant: No it's not that near. There was another one this way.

Researcher: What do you do with your rubbish?

Participant: Ok. There is recycling at the school, we do recycling, recycling of papers, yes. There is recycling of papers, people from SASOL take papers, used papers.

Researcher: That's the only rubbish you have, papers?

Participant: That's the only rubbish we did something with and that at least we make money from. The other rubbish I used to take it to do compost, but it is not that effective, because we don't do gardening all year round, we only do it with seasons.

Researcher: Now, which seasons are you focusing on to do your gardening?

Participant: Somewhere in August September.

Researcher: Oh, now, there is nothing in the garden?

Participant: There is something, that was planted somewhere I think in October November.

Researcher: And then, when you saying that learners that are needy are benefiting from the garden, then you mean that they benefit in that season, September October?

Participant: If you plant somewhere in October November, there are certain crops that they will get, then in January February March they will get something, but after that they will get nothing because there are no plants now. I'm trying to be realistic, we cannot have a garden all year long, at least if maybe we get people from Prima culture who can train us and tell us how we can do it all year long, I think in that way it could be effective.

Researcher: At the moment its not?

Participant: Right now there are still crops there, there are still plants but I don't know what is left. Learners were not given something, but not all learners. We as people we also know that there are times when the plants, something like vegetables are expensive because its not their season.

Researcher: But do you think generally speaking, most of the educators are not serious about physical education, do you see their learners running out the class going to do physical education?

Participant: Some of them are like myself.

Researcher: Can you say maybe half of the LO educators they take their learners out for physical education and maybe half of them don't?

Participant: Maybe it could be like that, mh, maybe it could be like that, but I don't know because I'm only here two years in the intermediate phase, so I won't talk too much.

Researcher: But what was happening in the foundation phase, were you taking your children out for exercise?

Participant: We do have those periods, but I don't know exactly, but in the foundation phase something that is specified we follow it. Here maybe you can say, I was supposed to do PT (Physical Training) but I'm left behind with this, so let me cover up. You don't have much time with kids, it's not like in foundation, in foundation you have your children everyday, what is left behind you can cover it with other periods. In the intermediate and senior phase it's a different story, somebody will come and say I want to teach my children you are wasting my time.

Researcher: That's all, thank you.

Participant 5: MEMBER OF THE SPORTS COMMITTEE

Researcher: When are your sports days?

Participant: Wednesdays, but we also do sports after school between Tuesdays, but our sports day is actually Wednesday.

Researcher: Sporting codes.

Participant: We have volleyball, soccer, netball, and athletics also, but seasonal, that one is seasonal.

Researcher: So you expect all learners to take part.

Participant: Yes we do.

Researcher: Which learners are involved with these sporting codes, from which grades?

Participant: Well, I will say from intermediate and senior phase, from grade four to six

Researcher: Do you include grade four?

Participant: We do, we have ladies soccer that starts from grade four.

Researcher: How many teams do you have in each of these codes?

Participant: A lot. Volleyball is only one team that is mixed, boys and girls, because we just started volleyball. But with soccer or maybe you want specifically for volleyball.

Researcher: In volleyball how many teams?

Participant: It's only one team; it's a mixed team, boys and girls

Researcher: How many members in the team?

Participant: Twelve members, six boys and six girls.

Researcher: And then soccer?

Participant: In soccer we have under 10s, under 11s, under 12s and under 13s.

Researcher: And then in netball how many teams?

Participant: We've got 12, 13 and open.

Researcher: But now let's talk about the problems you encounter.

Participant: With all the codes?

Researcher: Yes, with all the codes.

Participant: Initially it was the question of equipments, but we were fortunate I think because in 2007, whereby lotto (SA Lottery) supported us with a lot of equipment. So we got a lot of equipment for every code, cricket, everything.

Researcher: And the attire also?

Participant: We do everything, they supplied everything, everything, athletics, soccer, everything, equipments included.

Researcher: Now you don't have problems regarding any equipment?

Participant: Absolutely nothing, as far as equipment is concerned, absolutely nothing.

Researcher: First aid kit?

Participant: We also have that.

Researcher: Fully equipped?

Participant: Fully equipped.

Researcher: Checked occasionally?

Participant: What we do is for example for now, when there was this athletics thing going on, so we supply them with our kit.

Researcher: You supply with...

Participant: With the kit, and all they have to do is just to buy the equipments.

Researcher: Who buys?

Participant: The athletics people. What happens is if volleyball has a trip for example to Secunda to go and play volleyball, we make sure; they'll have to make sure that the first aid kit is fully equipped.

Researcher: And then the next team that goes out also checks and buys?

Participant: Yes, does the same if all the teams will be involved then we all participate in making sure that the kit is fully equipped.

Researcher: And then now, where do you store the kits?

Participant: You mean the kit?

Researcher: Yes, oh it's just one kit?

Participant: No we don't have many kits; it's just one big kit.

Researcher: Alright, where do you store the kit?

Participant: We have a sports equipment room, it's stored there.

Researcher: Is this kit also used if now it's break time and learners are playing outside and one is injured?

Participant: Yes we do that.

Researcher: Who is responsible for that?

Participant: Mam Moletsane.

Researcher: Then learners have to run to mam Moletsane, they know?

Participant: They know.

Researcher: What happens now if mam Moletsane is not at school?

Participant: I think she got an assistant, she's got somebody she works with, I think it's Miss. Mokoena. I think they work together.

Researcher: It doesn't happen that both of them are not at school?

Participant: No it doesn't happen. If that happens then as a sports organizer I take charge, they'll be coming to me.

Researcher: Are you aware of what should be in the kit?

Participant: They are aware, they are fully aware, when we buy stuff; they actually went for first aid training something like that.

Researcher: All of them?

Participant: Specifically mam Moletsane.

Researcher: They got training on that, so they know what should be in the kit?

Participant: Yes, yes, they know.

Researcher: In the first aid kit, the box itself now, do you have a list of contents?

Participant: Like what?

Researcher: That you've got bandages, you've got panado, plasters and stuff..

Participant: What we do we follow what she says when she wants, when she tells us we have to have plasters and stuff like that we just put together everything she feels is important to have in the kit, so we don't have the specific list of things that have to be in the kit.

Researcher: In that way you rely entirely on this person. As you say I'm quoting you directly what she feels is important.

Participant: Yes. Basically that's the person we 100% rely on, simply because as I said she went for training in that.

Researcher: According to one of the policies that we usually use, that stipulates that if a person has been trained she should also train others in the school, and then also train maybe some of the learners, so that if something happens she has got assistance, let's talk about an accident on the way when getting to another school to play, so you need people who are going to assist you, can't be the only one.

Participant: No she hasn't really you know, like taught anybody as to how to go about, I think what she does is just to show us basics when the child is injured, but we have never been you know, like going through the whole thing.

Researcher: When were these people trained?

Participant: When did this lady start here...? I think she started here around mid 2005 or 2006.

Researcher: It's a long time ago.

Participant: Yes it's a long time ago.

Researcher: No one has been trained except these?

Participant: No, no, no.

Researcher: Who trained these ladies?

Participant: You know what I can't even remember like I said it's some time, maybe if I call her, if I can call her maybe, then she will remind me. I really cannot remember, I think they were going for; there was this safety, because she's also involved in safety, so there was a process when they were teaching them about first aid and stuff. That is why we appointed her to be responsible for the kit. But I can call her.

Researcher: Ok. Is it possible for us to see your first aid kit?

Participant: I will organize it.

Researcher: Thank you.

Researcher: How often do you go out to play?

Participant: Our soccer season starts in April, just after reopening, that will go on until the end of August, that is the season for soccer, so going out once in two weeks, it depends, when we go out we don't go that far maybe we go out to next school.

Researcher: And sometimes when you go to neighboring schools you don't take your kit along?

Participant: We do, we do.

Researcher: Now Mr. Mokoena, when you go out with the kits you are the only one who knows what's happening?

Participant: I have somebody who helps me, that's the two of us.

Researcher: What do you deal with?

Participant: Bruises, just getting rid of knocks that we can deal with, not serious injuries.

Participant 21: Educator responsible for first aid kit.

Researcher: This expired in January 2009, what happened?

Participant: The content has not expired, because we had a problem where the bottle was broken then we had to use another bottle, so the content is not expired.

Researcher: How many times a year do you check the kit for expiry dates?

Participant: Usually is once a year, especially in January when we start with our athletic season.

Researcher: Were you trained to handle the kit?

Participant: Yes I was trained.

Researcher: When was it, which year?

Participant: It was in 2004, before I was appointed at the school; the training was done by the NGO.

Researcher: So since you arrived at the school you were never trained?

Participant: Yes.

Researcher: How do you dispose of the used materials?

Participant: I just throw them into the dustbin.

Researcher: Do you have a register where you record accidents that happen at school?

Participant: No we don't, we do not write anywhere; we don't see any need because we deal with minor scratches and cuts.

Researcher: I think that's all, thank you.

APPENDIX 6

The Interview done at School C.

Participant 12: SPORTS COMMITTEE

Researcher: Could you just assist me here, you are the chairperson of the sports committee?

Participant: Yes.

Researcher: How is your committee structured, how many members do you have and portfolios that you have in the committee?

Participant: In the committee we are having 8 members and we divided ourselves according to our sporting codes that we are having in the school, at the moment we are having 6 sporting codes, there are relevant people who are specifically for each sporting code. It's myself and the other members who are assisting me and the deputy then we are just checking whether the sports is doing accordingly to the program that we are having. Because we are having a program that we are running with, it was a sort of tournament that is been played amongst the schools at the moment it is netball and football we call it Back to School Tournament it started in February at the moment we are focusing in these two sporting codes.

Researcher: Which sporting codes are these that you are focusing on right now?

Participant: Right now it's netball and football, because we are done with athletics, and after athletics we went to netball and football, right now we are busy with that one.

Researcher: Which sporting codes do you have, I understand you are having 6 sporting codes, which codes are those?

Participant: We have netball, we have soccer, we have athletics, we have rugby, we have cricket and we have volleyball, but especially with cricket it is giving us a challenge but this time our program is going to take us to the community centre to train for cricket, because there are facilities there.

Researcher: But relating these other sporting codes like rugby and volleyball do you have facilities?

Participant: What I can say is we share it if today we are not busy with netball, volleyball is using the space for netball, even rugby share it with soccer, but in terms of poles it's killing us, but we just try to get them training around the school but in terms of getting the real rugby field it's difficult, because the netball field is not the same with the field of rugby and volleyball field.

Researcher: So the main challenge is equipment and also the facilities.

Participant: Yes.

Researcher: Under these conditions you are still trying your best.

Participant: Yes.

Researcher: What about soccer and netball everything is in order there, the equipment the facilities everything that you are using even the attire?

Participant: In netball we are using the old attire, last time we got the attire from DCSR (Department of Culture, Sport and Recreation), for netball, soccer and athletics, so at the moment we are still using these, but because we have divisions, if we are saying for instance we are going to play in three divisions it's a challenge, then we can't say we do have full equipments, if we have two balls we have to share them, so equipment is a serious challenge.

Researcher: Do you have a constitution or a policy that you are following or sort of a guide line that you are implementing?

Participant: We managed to draft our own guideline as a school and as a sport committee that at least each and every term we must see kids participating in sport, that is why we have different competitions that run through out the year, as I've mentioned that the first one is Back to School Tournament that started in February, then we are still having another competition for when we come back from the Easter.

Researcher: Are those things captured in the guideline, and can I have a copy of the guideline if you have it. What are the main things that you address, what are the main aims that you want to achieve?

Participant: Yes, they are captured. By making sure that kids are participating so that we develop them mentally and physically, if they exercise, that will impact positively on their performance in class, because a healthy body will be housing a healthy mind, we

keep them fit and we keep them away from outside doing the wrong things. Because our aim is that if we were able to have a tuck shop inside the school during breaks we will be participating around the school but because we don't have those things it's difficult, because we want to keep them inside the yards until school out. If we were having feeding scheme we will be able to keep them inside the yard.

Researcher: You currently don't have a feeding scheme?

Participant: Yes, currently we don't have a feeding scheme, some kids have to go home during breaks and get something to eat, but our aim is to keep them inside the school, up to until two o'clock, normally teachers go out at around quarter to three or three o'clock, so that they must grow up knowing that sports is important and that can help them.

Researcher: I see that you have a number of sporting codes, in this case are you able to keep them all participating, I mean all the learners, is it possible?

Participant: Not exactly to be honest, not exactly, right now we can say cricket at the moment has not yet started training. But we have those individuals who are training outside then we encourage those who are not to join them but we are not sure because sometimes I'm here they are outside.

Researcher: If you can make an estimation of your learner participation in all these sporting codes at what percentage can you put them those who are part of either one or that of the sporting codes, at what percentage if you take the whole school?

Participant: I can say 30%, because I can start with athletics, and then netball all the divisions, and the 14, 16, 18 they are training, then soccer we have two teams, which is boys and then one team for females, then we can say at least 30% or more.

Researcher: Basically they are interested they participate, those who are participating.

Participant: Yes, they are interested and you can see they are willing to learn, it's just that even when we go to the playing field the challenges of sport equipments we don't have much, some of them will have to share.

Researcher: Your sports day is only on Wednesday?

Participant: Yes, normally but in terms of training we train from Monday to Friday.

Researcher: All the sporting codes?

Participant: The two, soccer and netball at the moment, everyday. Right now the tournament for netball is done we are busy with soccer, normally during the breaks they play against other classes.

Researcher: As the sports committee you have not maybe thought around the issue of having for an example PT period for each and every class so that at least at all of them at some stage or at some time they have time to exercise so that ultimately you include even those that are not part of the sporting codes?

Participant: I must say I have thought about that once but as one school it is difficult to implement as that you understand these principals are sometimes difficult they will tell you that learners must be in class. But if you can say that sports is a subject even the passing rate will be high because of exercise, right now I was busy trying to recruit others how to play chess as I've said the issue of equipment is still a challenge but if you can give them time to think and focus, I've mentioned it even last year to the principal and sports committee but it didn't go well.

Researcher: Could I just find out do you have a first aid kit at the school because obviously isn't it that at times when these learners are playing at times they get injured so do you have that?

Participant: We have a first aid kit, I say it that the first aid is only filled if it's the athletic season or when we are hosting another school.

Researcher: Who is responsible for it?

Participant: It's the administrator but once we go to sport there is some one who is responsible TT Nkosi, it's the ladies soccer coach.

Researcher: Was she trained to handle the first aid kit?

Participant: No, she was never trained I don't think so, but I have done the first aid workshop, I attended it.

Researcher: But what usually happens even in the situation whereby during the course of break or any time one learner gets injured in class, they fight they do that what happens in that situation?

Participant: Normally we have a sick room but if I'm around things go accordingly, I don't know when I'm not around, because you will only find a report that someone was injured etc.

Researcher: Who usually attends those learners?

Participant: We don't have specific people.

Researcher: Any one who is around attends them.

Participant: Yes, I think I can put it like that, that any one who is around, attends to the injured learners.

Researcher : What kind of stuff do you have in the first aid kit?

Participant: (No response)

Researcher: Who usually checks it, no one checks it?

Participant: Yes.

Researcher: No one checks it, basically it is not correctly managed?

Participant: Yes, because we only go to it when you need something.

Researcher: Any one goes to it?

Participant: Yes, that's why I say there is no specific person who is responsible for it.

Researcher: What challenges do you usually experience especially in the implementation of your policy, because you said you have a guideline, what kinds of challenges do you usually experience in the implementation of that policy or as the chairperson of the sports committee what kinds of challenges do you usually experience or all these other people who are delegated to deal with particular codes, what kind of challenges do you experience?

Participant: The biggest challenge is that you know, when things are starting every one will be part of it will be involved, but as time goes on people start to withdraw maybe end up running the sporting code alone in terms of training. The other is the facilities because we have an open space where we wanted to build a volleyball court or netball court but it is a challenge in terms of finance and helping with facilities, but one that is the biggest now is the support from my colleagues people are withdrawing, they will tell you this and that, but at the end kids must participate.

Researcher: But in the side of kids there is no challenge they always in time they participate they are interested what is their situation?

Participant: In the side of kids they are co-operating they listen.

Researcher: Now, how do you report to the SMT as the committee because some of these things you can then report them to the SMT and check as to how they intervene, what is your relationship with the SMT and how do you report?

Participant: Normally we sit down with the SMT but people will always come up with excuses and say they are busy with something else. They just come twice a week and tell me I'll be attending something and leave me with kids, and it doesn't help, because at the end the problem one raised is not attended to.

Researcher: Do you have meetings, maybe monthly meetings or quarterly meetings, whereby you sit with the SMT and report, where do you report or do they delegate somebody from SMT at times to come and sit in your meetings, like that I just want to find out that relationship, how and when do you report?

Participant: Right now we are electing some interim committee, temporally that will be reporting to them so that they will take it to the SMT including myself then will deal with that but we haven't sit down yet because we started during February then they said end of March because I think we will be sitting down on Tuesday because the schools are closing on Tuesday its when we will be reporting.

Researcher: Is that your normal reporting schedule if I should say you report once a quarter or is it going to be starting now?

Participant: Yes, it will be starting now because we realized we should have such things long time ago, so it will be starting now, so we will be discussing all things including any complains, but it will only be starting on Tuesday.

Researcher: I think that's all any other thing you want to raise that I did not maybe touch on any specific thing that you might want to indicate to me.

Participant: It's something we have spoken about if we can get a sport period so that all the learners are engaged it will assist.

Researcher: I think you have raised a very important point of saying if they exercise that will impact positively on their class performance that's, correct why do you say that?

Participant: You can understand that these kids some of them they do nothing at home but once we have that period some of them are not gifted in books they can be some where sports, so that's why we must look into it in that way.

Researcher: And also obviously a healthy body will be housing a healthy mind, so they will be able even to perform in class. Thanks. Mr Nkosi thank you very much, I think the information will assist me a lot.

Participant 13: LO EDUCATOR

Researcher: I understand you are teaching LO in which grade?

Participant: Grade 12.

Researcher: I'm doing research around healthy school environment are you aware that there are some LOs that relate to healthy school environment which LOs are that?

Participant: Personal well being as well as Sports and Recreation.

Researcher: What do you do especially in personal well being what is your focus there?

Participant: We focus on the living a healthy life style and that learners should have a healthy balanced diet. Making sure they eat nutritious food and they drink lots of water, and interact with sports and recreation, we also encourage them to exercise at least twice a week. They also have a logbook whereby they record their activities.

Researcher: This is what you do.

Participant: Yes.

Researcher: Now is it a matter of content that you teach in school or is it also to say this is a kind of life style you must live even at home?

Participant: Yes, we teach them content because they write tests and they are given tasks and also encourage them to live this kind of life style even at home.

Researcher: Usually I'm aware that when teachers teach it's just a matter of being in school there is no context to say even when you are at home this is what you must also carry through.

Participant: That is why we came up with the logbooks, we give them exercise books divide it they write dates to say in such a date I went for a gym, then maybe I exercised, I played soccer, went for a dance, and then whoever was responsible signs as to make sure to encourage them to continue.

Researcher: It's just that you don't have nutrition in the school I would also want to check if is that also what you encourage in nutrition if you have feeding scheme but you don't have it.

Participant: We don't have it.

Researcher: Do you have parents who are selling something to learners around here, you don't have them?

Participant: We do have them, but it never came to us that we must check what they sell to learners.

Researcher: In exercise what is it that you do at school, is there anything that you do at school?

Participant: We have 4 periods in a grade per cycle per class one of those periods in a cycle we take learners to the field.

Researcher: What is your cycle here how many days per cycle?

Participant: It's an 8 day cycle, that's why we have 4 periods so one of those periods we utilize one of them for physical educational training we take them to the field sometimes they do none ball game according to the assessment program, we are being directed by the assessment program, if the assessment program says that it requires the non ball game then that's what we must do, so they will go there to do gymnastics, push ups and what ever.

Researcher: Do you have those equipments?

Participant: We improvise most of the time because we have only one soccer ball, one netball ball, and one skipping rope for the whole school so most of the time we improvise.

Researcher: So, how many classes do you have in grade 12?

Participant: Its only 1.

Researcher: Are you saying now to me you have 4 periods per cycle and in those 4 periods per cycle each and every cycle you have 1 period for PT each and every cycle they go out, its suppose to be like that, is it like that?

Participant: (Educator laughs). Its suppose to be like that but sometimes like this year at the beginning of the year the field grass was not cut but fortunately the assessment program required us to do dance all sorts of dances so they asked the learners to go practice at their own time and they were suppose to come and do that dance in my presence I use the logbook I check what's been required in that logbook but the log books are given to them from the beginning of the year so they know how to use them they need to exercise twice a week at least for 30 minutes or an hour a day at home.

Researcher: Who checks the logbook?

Participant: It's supposed to be us, we check it.

Researcher: When you check are you satisfied about focus, are they exercising?

Participant: Yes, because it's signed so we believe that they are exercising even though sometimes most of them they will cheat, they just write the record.

Researcher: But it's not for assessment purposes, or even for progression purposes or even for marks, it's just for their personal training, am I correct?

Participant: No, it's just a way to encourage them, to live this kind of life even at home.

Researcher: I'm interested in this one here, going out each and every week having a period to just go out and exercise they do it like that I'm very much interested.

Participant: Its suppose to be like that even though sometimes it doesn't work because they need to practice an activity lets say a program says it requires you to do an activity lets say they are supposed to play rugby for an example or cricket so they are going to start with the rules and then from there these other cycles they are going to practice maybe four time, one period per cycle maybe five times or six times then we asses them once we see that they are perfect now.

Researcher: You have different kinds of activities that you are expected to do when you take them out, it's not only just to play soccer for example to play volleyball or to do skipping rope its different kinds of activities is it?

Participant: Its different kind of activities as I've said its in the assessment program, its written in the assessment program that they have to write maybe a task to do research, or a resource based task, or investigation out 75, and then say under PET (Physical Education and Training) they are supposed to play a none ball game so we are given options of the none ball games, then you chose one that is suitable.

Researcher: Don't you have a challenge of paying at times you don't know a particular exercise or activity that you must do. Do you know them all, were you trained?

Participant: No we were not trained.

Researcher: What do you do in that kind of a situation?

Participant: We were not trained. Even if we were not trained you will simply go through them then you will understand that maybe this one is a bit easier for me to teach the

learners or whatever, but its only this year whereby we were called to a workshop whereby we were trained in all the activities, all these years we were given just to say this is a none ball game you are doing this and they will expect you to do this but we were not guided, it all depends on a teacher.

Researcher: How do you address the issue of physically challenged learners?

Participant: For those who are sick who claim to be sick and we are not convinced we ask them to bring the doctor's note and the doctor must specify if the learner is not physically fit we exclude them from the activities, but going to participate somehow the learner must write a theory make a presentation in class or else if there is an activity that require time keeper whatever, he will do that, so that he has a role to play in the activity.

Researcher: Could I just ask you, what you are saying now especially in terms of exercises, does it happen even in the other classes or its only happening in your class?

Participant: It's supposed to be like that, it's supposed to be like that, that's what we are told in our workshops by CIs (Curriculum Implementers – Subject Advisors), even the HOD emphasized that.

Researcher: Is it happening?

Participant: Even though I can't talk on behalf of others, this is what is expected, everyone knows, that this is the procedure.

Researcher: Because in most of the schools it's honestly not happening.

Participant: Yes, as I've said, I cannot talk on behalf of the others.

Researcher: Maybe the focus might be, you are doing it because you are in grade 12, up until grade number 8, what's happening there, sometimes in lower grades especially in GET, they don't take these things seriously, it's not even happening if one can check on them, what can you say?

Participant: I'm not aware, I think the only person who can say that is the HOD for LO who is monitoring everything, controlling and monitoring, so but in my experience I taught grade 10 for 3 years like the question that you asked earlier to say if your assessment required a ball game you find that in that book there's nothing you understand I remember in 2007 in grade 10 I had a boy, I told the learners that we are expected to play a ball game, but I don't want soccer I want to explore something new and then the boy offered himself that he is going to teach us the basics of cricket and then he provided us with the ball and sticks whatever and then together with him we sat and compiled the rules and then we warmed up and then showed us the practical part of it.

Researcher: Was it successful?

Participant: It was successful we practiced for several days.

Researcher: But you cannot say that for sure it's happening in lower grades?

Participant: I cannot say because I'm not the HOD, but most of them sometimes you can see sometimes when you go to the storeroom you want a soccer ball its not there it's taken by a grade 8 teacher maybe something like that.

Researcher: Now, in all these, especially the exercise one, what are the challenges that you experience?

Participant: The shortage of equipment to be used, our sports field, why, because LO from grade 8 to 12, we have only one sports field, sometimes you find that there are more than 3 teachers in the field, also the learners, sometimes the learners if they are instructed to go to the field some of them just disappear into thin air, they go out to the field, but we have a recording instrument whereby you have to take the register that they were there for participation, or they were absent, then you calculate that and convert into marks, some of them they do disappear, that's the challenge, they'll come up with excuses that I was sick I couldn't go there, or this happened, they always come with excuses, and some of the learners, others are reluctant to participate because they don't take it seriously, some of them won't, they will just say, give a zero, and blatantly tell you that it's hot outside, I won't go, just give me a zero. Those are the challenges.

Researcher: As you can see LO educators are actually assets to schools because they deal with practical things as you have indicated, now I want to find out, except being an LO educator where do you use this information, do you have any specific committee that you have been co-opted into because of this information that you have so that you can then assist that committee, or you are just an LO teacher?

Participant: I'm a life skill teacher whereby we workshop learners on certain aspects, life skill, promoting abstinence, which they need to abstain from drugs, alcohol as well as sex and then we give them the consequences, things like that.

Researcher: You are not in a specific committee like the Wellness committee, you are not part of that?

Participant: I am, I am, but I specialize in this, as a result in that committee it's like a body that branches like this, as a results sometimes we organize some body from the Police station, like last, during this time to come and talk to them about rights, awareness something like that, and then sometimes we also organize maybe a doctor or pastor to come address some issues, per grade.

Researcher: Is there any issue that you might want to raise that I did not ask you about which is very relevant to keeping a healthy school environment?

Participant: No.

Researcher: You don't have anything? These challenges you have indicated how does the management or the SMT assist you or where do you report because when you are experiencing these kinds of challenges there must be somewhere where you report to say these are the challenges and how is the intervention there, where do you report first?

Participant: We report to the HOD, Life Orientation HOD, and every year during our first meeting, the beginning of the year, we are asked as to what we will need for the coming year as educators, resources that we need in LO, we always write them down.

Researcher: How frequent do you meet to raise those issues, is it only once a year?

Participant: It's once per quarter.

Researcher: Have you already met for this quarter?

Participant: Yes we already met at the begging of this year, we will meet again the second quarter when we reopen.

Researcher: Do you have a program of those meetings?

Participant: Yes, we do have a program.

Researcher: You have a program to say this is LO program meetings first term this is the date second term, but are these issues that you have raised as challenges are they being correctly addressed or they are in the process of being addressed?

Participant: They are in process to be addressed, even though sometimes, every year we keep on writing, then we will be promised for the whole year without anything tangible happening.

Researcher: Some they are not correctly attended to?

Participant: Yes.

Researcher: Thanks very much I, think the information you have shared will assist me a lot. Thanks.

Participant 14: SOCIAL WELFARE COMMITTEE

Researcher: I understand you are a chairperson of the wellness social welfare committee?

Participant: Yes.

Researcher: What is it that you deal with there?

Participant: We deal with learners from the disadvantaged background those needy learners, some of them they are heading the families, they don't have parents, some they do have parents, but there's no one who is working, so we deal with those learners we offer them something to eat just for the day. We also check their uniform, like in 2009 we had the privilege the SASA (South African Security Agency) gave us the uniform, so we were able to distribute to them, so that is what we are dealing with, disadvantaged learners.

Researcher: Do you have a policy constitution or a guideline that you follow, as you do that?

Participant: No, we don't have a policy, we just do without a constitution; it was a committee that was just formed to address these issues, there is nothing.

Researcher: Could I just find out, how do you identify those kinds of learners?

Participant: We usually ask the educators from especially grade 8 the new learners, then we ask them to identify talk to them then give them to us then we have them the next grade next year, then we also do it for grade 9, but some of them are shy, they don't want to be part, but as time goes on they come, then we accommodate them. During breaks we have this Manna for TEKS Area, is an organization from Secunda they provide us with bread, they give us 47 bread for the whole week, and they give us butter and jam, so and we give them everyday during the week, they eat that bread, sometimes we have juice, so when they see others eating they also come.

Researcher: I'm interested in the criteria that you use to identify them specifically to say this one can be part of the group or not?

Participant: We interview them even though the interview is not that formal, we just talk to them, educators identify them they give them to us, then we just talk to them to find out what is happening at home, then if we are convinced that this learner is really needy we write them down.

Researcher: Do you have a list of those learners, how many are they?

Participant: Round about 150.

Researcher: From grade 8 up until grade12?

Participant: Yes, but mostly is grade 8, because they use to eat in the primary, but the higher they go they withdraw.

Researcher: You speak here of needy learners, is it only needy learners or sickly learners or even those who are HIV positive?

Participant: No, we only focus on needy learners.

Researcher: You don't have any kids who are sick?

Participant: We do have.

Researcher: But not covered by the program?

Participant: No. If a learner is sick they take the learner from the classrooms to the sick room and then they call the parent.

Researcher: So you don't have a list to say these are the HIV positive learners so that they also can be accommodated because some of them are taking ARV's obviously they

can't take them on an empty stomach so how do you deal with that or you don't have any disclosures in terms of HIV?

Participant: No, we just focus on the social welfare we never thought about the sickly or those with HIV/Aids.

Researcher: What I will suggest you will have to have a policy to guide your activities because if you just act out of emotions, it might be difficult, your intentions are good but they might be distracted in one way or another, but if you have a specific guide line to say this is a guide line that we are implementing it will assist you and also to say a direct criteria of identifying these learners is this, because you can't identify learners because he or she does not have a uniform because he or she might not be having a uniform but coming from a good family so you need to have that. I think interviewing them is a second stage according to me, because the first stage is how do you identify them how do you say this one I interviewed I think you need to check on that. I want to find out do you have a kitchen here?

Participant: Yes.

Researcher: So these learners eat on a daily basis?

Participant: Yes.

Researcher: They only eat what, lunch?

Participant: They just eat bread, at 11 o'clock.

Researcher: During break time?

Participant: Yes.

Researcher: How do you get sponsors I heard you speaking about, Mana what?

Participant: Mana for TEKS Area.

Researcher: I want to get that TEKS how do you spell it?

Participant: TEKS Trichardt, Evander, Kinross and Secunda, they call it TEKS Area.

Researcher: What kind of an organization is this, is it church based or what?

Participant: Yes, it's church based.

Researcher: They also have sponsors themselves, or is from somewhere?

Participant: Yes, I think so, yes.

Researcher: Do they keep up with for example the number of learners that you have?

Participant: We tell them that we have this number of learners, if we tell them they do it.

Researcher: So, they provide for the whole year?

Participant: Yes, the whole year until December.

Researcher: They provide what in particular, what kind of menu?

Participant: Just bread, butter and jam only.

Researcher: Drink?

Participant: We sometimes as teacher contribute, sometimes not always.

Researcher: How does the school play a role or even the parents?

Participant: None (school or parents not playing any role).

Researcher: Now who works in the kitchen?

Participant: The two ladies who are general workers help us.

Researcher: Now you have identified these learners to be needy learners it obviously means that their background is not good at times they come to school without having food or having anything to take, now what happens during the course of holidays?

Participant: Nothing, we once had a program where, I think 2004, we organized them, we collected the money then bought them some food parcels but it was once, then during school holidays there is nothing we are more concerned on school days.

Researcher: Then what happens with the uniforms how do you provide uniform and also how do you identify those who don't have uniforms?

Participant: We usually ask those who are doing grade 12, when it's December time they are writing exams, we ask them that in January they should kindly donate their uniform they usually do it and we keep it if a teacher identifies a learner then we come and check a jersey or something, but for now it's finished already.

Researcher: Do you have many learners who usually come and donate their uniform?

Participant: It depends on how we motivate them, like this year we never had a good turn over, but the other year it was good, because we also had a large number of grade 12.

Researcher: I also heard you talk about the department of social services they also provide?

Participant: They did in 2009, they came and asked a list of learners and we gave them, then they came with uniform.

Researcher: Have you ever maybe discussed with the Mana for TEKS Area to look at the possibility of doing something for these learners during the course of holidays providing something for them, did you think of it?

Participant: No.

Researcher: Are they in any case running that kind of a program, because at times if it's a church based you might find that even themselves there are learners or people who are needy in the community that they are providing for and that might be through out the whole year whether school are opened whether they are closed. Have you maybe checked with them?

Participant: No, we never had any meeting with them.

Researcher: You don't have a meeting with them, you don't discuss with them they just come provide and go? They just come in for numbers, you give them numbers then they go?

Participant: Yes, then we are thankful for whatever they do for us.

Researcher: So you don't discuss with them? Just to check even their program to be aware as to what is that they are doing even after hours, because as I'm saying you might find that they are also providing even for families after hours even during holidays they are still providing, so that maybe these learners can then be part of that program?

Participant: I think we have to look on that one.

Researcher: Then what are the challenges that you experience in all this, what are the main challenges?

Participant: The number of kids keeps on growing, like the lady was telling me today she can't handle them, they keep on growing then we have less number of bread so that's the main challenge.

Researcher: Is that the only thing, what about the utensils that they might want to use especially during the time also when you want to give them drink, or any utensils that they might want to use in the kitchen?

Participant: No, we don't.

Researcher: You don't have challenges with that, you have enough utensils?

Participant: No we don't have enough.

Researcher: You have plates?

Participant: No we use plastic plates, they provide us.

Researcher: They provide the bread in the morning?

Participant: They give it once a week on Tuesday then we put it in the fridge for the whole week, that's another challenge, the whole weekend for Monday and Tuesday.

Researcher: Usually when do they provide Monday?

Participant: Tuesday.

Researcher: Then it will remain up until next Tuesday?

Participant: Until Monday, so on Monday the bread is not fresh any more.

Researcher: You don't find a situation where the learners say no?

Participant: No they do come.

Researcher: But then the healthy situation there, I mean the environment where you keep this kind of stuff should also be taken care of, it should be cleaned it should be attended to how is that?

Participant: Yes, that's another challenge we have our kitchen here at school its not clean at all we provide this bread in the main kitchen so the ladies they are not cleaning, and sometimes the kitchen is used as a class room it's a class, because we have the split, like Zulu, Xhosa, then we take other learners to the kitchen we teach them there, it's a classroom at the same time it's a kitchen, our kitchen is not clean at all.

Researcher: Could I just find out, maybe the last question, where do you report and how frequent do you report to management, how is your interaction with the management?

Participant: They don't ask anything, they don't expect any report, nothing, we are just working, we are working for the Lord. But I heard that in April the government is also going to sponsor us for feeding scheme, maybe from there they can start, but currently we are just working.

Researcher: For how long have you been in the committee?

Participant: Maybe 5 to 6 years.

Researcher: You don't usually change committees on a yearly basis, it does not happen?

Participant: No, they say just continue. People run away from responsibilities, especially this one, people sometime want to benefit, if they don't benefit they run away.

Researcher: Then how were you elected what happened?

Participant: I actually started this committee, I came with my own bread for the learners, and I asked the ladies to help, and fortunately after two weeks I've started this Mana for TEKS came in, they were God send.

Researcher: I think you have seen in our discussion that there are some issues that you'll have to attend to, are you aware, a number of issues, that is how research assists also at times because it indicates some loopholes, the issue of policy you have to attend to and the issue of your reporting you have to attend to because if you don't have anywhere to report then the challenges that you have are not attended to, they will end up being your own challenges and stress you at home, not at school but at home, and

also the criteria to identify is also crucial as to how do you identify these learners, and the issue of cleanliness because if the kitchen and the utensils that are being used are not clean then the whole process is not assisting in keeping the healthy school environment because ultimately those learners will be sick, and that can also affect you as educators, the issue of interaction with these people the Mana for TEKS Area, because you have in some way to interact with them so that to check as to their program is also running in the community so that maybe they could also accommodate these learners because even if it might not be all of them but you might find that some of them their cases of being needy is serious that they also need to be followed up even outside school premises, I think those are the issues.

Participant: So what do you suggest on this one, how can we fit in this one the wellness like HIV positive learners.

Researcher: It will also depend on, once you have started you will also have to identify the sick learners, because those who are sick as I was saying you might find out they are also taking ARV's, and when they are taking them they need to be thoroughly assisted that before you take them you must first eat and also the time of drinking them because some of them have specific times, if they drink at 10 o'clock then it must be 10 o'clock always, the educators can then assist them, then your interaction will then depend because other parents depending on the effectiveness of your committee they can then come up openly and disclose that this learner is not just sick but is HIV positive. In that way then you will then assist them, and you can also follow them up to see how they do.

Thanks very much your information has assisted me a lot, I also hope that you have gained something in the process.

Participant 15: SMT MEMBER

Researcher: Are you a member of SMT?

Participant: Yes.

Researcher: Responsible for which field?

Participant: I'm HOD for Life Orientation?

Researcher: I basically want to find out, isn't it that at school you have different committees, how do you as SMT relate to these committees, how do they report to you?

Participant: The sports committee has to draft the program and present it to the SMT, and then the SMT will have to approve it, and then the Well Fare committee they come for help if they need some bread they come to the principal or the deputy principal, but we have got few learners that we are helping out, it's not like a big group.

Researcher: Does the SMT maybe delegate some members to sit in the specific committee maybe so that they check their activities, because what I like to find out, is their relationship, how does the SMT relate to the committees and also check their activities and also maybe to assist if there are challenges?

Participant: Ok, sometimes there is somebody who is the head of the committee there , the chairperson is the one who is supposed to organize everything and report to the SMT if they need help actually, so they report back say if they have done something they report to the principal and the deputies.

Researcher: Or, it's not to say you are allocated specific committees to babysit?

Participant: No, it's not like that, and even the deputies sometimes they don't make follow ups on issues reported to them, it's only when the chairpersons have got hiccups that they go to the deputies or the principal, other than that there's no interaction.

Researcher: So, you don't have a program per se, that says these committees are expected to give reports maybe once a month or once a term you don't have this in your year plan?

Participant: No we don't have it, it is not like formal.

Researcher: So you don't have a year plan to monitor the work of these committees?

Participant: No we don't have it.

Researcher: I think that's what I have already found out after interviewing the educators. Then how do you deal with the challenges that the committees are raising, because obviously you will know as a member of the SMT that some of the committees are seriously experiencing challenges, how does the SMT address those challenges?

Participant: Like I'm saying it doesn't come directly to me, if it's a challenge it goes maybe to the principal, then the principal will say what it is that he will do, so since I'm not allocated any committee so they cannot report to me they report to the principal, if only they have challenges, so the principal deals with challenges.

Researcher: Honestly the principal cannot do everything alone. Now in terms of your responsibilities if I should check, as HOD for Life Orientation, your duty is only to deal with Life Orientation, you don't have any additional responsibility to say, on top of Life Orientation this is what you also do?

Participant: We do have other responsibilities like checking if teachers are going to classes, not specific committees but like the smooth running of the school, so if there is something maybe the principal need me to do like there are learners that have problems, he can refer to me, like I have a specific grade, I have grade 12, I'm head of grade 12, so if there is a challenge in grade 12 concerning the learners who don't come to school I have to see to it, if there's a challenge maybe he has got the problem he doesn't submit, I have to call the parent, so all of us we have got grades it's something like that it's not Life Orientation only.

Researcher: So it's mainly curriculum related responsibilities, and no or minimal extra curricular responsibilities? In your case do you have a program of meetings?

Participant: Yes we do. We have the meetings once a quarter, but if the need arises more than that. The formal one will be first in a quarter when we re-open, and then the

other one will be maybe we are going to a cluster meeting, when we come back we have the report back for the new developments, so you can call the meeting anytime depending on the need, but the policy says at least we must meet once a term.

Researcher: You mean you scheduled meetings at least once per term, but over and above that the number of meetings is determined by urgent issues that come up during the term?

Participant: Yes.

Researcher: You also teach LO?

Participant: Yes, in grade 12.

Researcher: There is this issue of exercises; I understand you have 4 periods per cycle. Do your learners go out at least once in a week to do exercises?

Participant: It is suppose to be like that but because we have too much work, the syllabus that we are supposed to cover, so sometimes if we go for every week it won't be possible for us to cover the syllabus because we have a work schedule that we are following per term, and at the end of the term we have to write a common examinations, so now if we go every week it won't be possible for us to finish, so what we usually do we usually say at least we go 6 times in a quarter, because we encourage learners to have extra mural activities outside, there is this logbook that the coach signs that shows that they are participating so we rely mostly on their extra activities at home.

Researcher: What you are saying does it also apply to the lower grades, in the GET, because at times what you are saying in terms of going out even though you don't go out as frequent, but when we check in the lower grades in the GET particularly, you find that they are not going out at all?

Participant: Like I'm saying the policy say we should go, but it is not applicable or practical even in the GET they are supposed to do the same, we have 4 periods last year we got only 3 periods it was worse, but at least this year we have 4, even in lower grades they are supposed to go out groups that we are handling, sometimes in a class you will have 60 learners, and they all do LO and we have few educators. So is the challenge the number of learners we have and the syllabus we have to cover.

Researcher: Because, my understanding was that if you have 4 periods per cycle the fourth one should just be indicated PT on the timetable even if these other ones are indicated LO, LO, LO, but the other one should be PT, that will clearly indicate that almost every week you should go out?

Participant: In our case we are not indicating it like that, it is just LO, and it depends on individual educator when to go out.

Researcher: That is not according to the policy if you do that?

Participant: You know what, the policy is very nice but when it comes to practical it's a challenge, because if it was like that it would be much fun even to the learners, but because as I'm saying we have to cover the syllabus.

Researcher: Exercise should be part of syllabus also, because it is in the policy?

Participant: Yes, but time does not allow, that is why we end up making short cuts.

Researcher: Do you have any other committee that you are a member of?

Participant: Yes, I'm a member of the sports committee.

Researcher: Who is responsible for the first aid kit?

Participant: Is the gentleman called Walter, we do have a first aid kit but sometimes it's empty (Laughing), but Walter is responsible for it. Sometimes is not working, we only refill it when we go for athletics, but most of the time it's empty, basically it is not working, because even I don't know whether he received a first aid training or not, our first aid kit is just rubbing stuff something like that, yes (Laughing).

Researcher: That's all basically I wanted to ask you about SMT situation managing in general and dealing about reports, but now you have answered me very well, thanks.

Participant 16: THE ENVIRONMENT COMMITTEE

Researcher: How is your committee structured how many members are in the committee?

Participant: We are 3 members in the committee.

Researcher: Which portfolios in particular do you have?

Participant: Is the chairperson, the deputy and the secretary only.

Researcher: You don't have other members like the treasurer, additional members and so on?

Participant: Sometimes we involve learners especially when we come to the issue of the cleaning campaign, that is when we involve the learners, and which means we involve the student council and then they involve the class reps which means all the learners will be involved.

Researcher: What is it specifically you do in the committee, what is your mandate?

Participant: Our main aim is to teach the learners that the environment they are in at school they should look after the environment, and as learners it is advisable that they should learn in a healthy environment, we are teaching the learners that they should look after the environment, they should not destroy the environment.

Researcher: Are there any specific campaigns that you engage yourselves in as you do that?

Participant: Yes we do, sometimes we call a cleaning campaign where we sometimes check the cleanest class room, the last time what we did we painted all our classrooms the learners were actively involved in painting the classrooms themselves. Sometimes what we do we sometimes have a cleaning campaign where we clean the school apart from painting the classroom we can also have a cleaning campaign picking up the papers making a point that our environment is clean, so which means every one is actively involved in that.

Researcher: Are you succeeding in doing that, according to your assessments?

Participant: Somehow we do succeed; we succeed if let's say we are cleaning the classrooms because all learners were involved and the educators, the thing is the process at some stage it doesn't unfold, somewhere it doesn't continue as it supposed to be.

Researcher: Do you have a policy, constitution or a guideline?

Participant: No we don't have a policy, we don't have a guideline, we don't have a constitution the only thing the other time we just attended a meeting where they were talking about cleaning week, so I had to implement it at school level, at the workshop they told us that this will be implemented at school and that all educators must be involved, in the issue of environment, unfortunately since nothing happened so far.

Researcher: Who convened the workshop?

Participant: I was a lady from Nelspruit from the department of education in part of the environment but there was no feedback from schools, not all schools attended I'm sure only two or three schools attended, the attendance was very poor.

Researcher: So how frequent does your committee meet?

Participant: We are supposed to meet once a month.

Researcher: You are supposed to, you are not meeting?

Participant: It's a problem lately because the committee is not much functional as it used to be, because the person I was working with is no longer interested to be part of the committee any more, so it becomes a problem if I'm the only one who is interested I can't work alone I'm supposed to work with other people, so it becomes a problem if I'm supposed to work alone.

Researcher: So, do you annually elect people into the committee, what happens?

Participant: I've since been the chairperson over 5 to 6 years even if I don't want to continue the principal insists that I should be there, but as I say my problem is I don't mind being there but if I request people to assist then it becomes a problem, as I said this year it has not been functional at all, we have not started.

Researcher: Now when you say you have been there for the past 6 years almost, what has been happening, were you just been re-elected into the committee?

Participant: They'll just say because I'm doing a good job I stay there, they always been saying that, no election is even done.

Researcher: Basically it's clean the good job that you have being doing?

Participant: Yes, even here in the offices, people can look at the tiles I'm the one who said we should have tiles, as I said we have tried to paint classrooms, we have tried the planting of the trees and flowers, and just trying to make our school look nice. Like now we are having a problem we don't have the bins, we have tried to talk to the Municipality to come and open holes for us so that we can throw papers and rubbish there, so most unfortunately that has not happened, the Municipality said they won't be able, so we are stuck, so the principal apparently talked to, we have been adopted by the one of the coal mines, so they said they will help us with that, so we are still waiting for them as I said we are also still in need of dust bins so that we can throw papers inside so that it can become easier for us, we make competition where learners would paint these drums, saying also to the learners please don't throw papers anywhere throw them in a dustbin.

Researcher: So you have just being doing it all alone basically?

Participant: As I've said we were about 3 but the other one pulled out now we are left with two, even the other one is also no more interested, I have just tried to talk to the other LO teachers to try and help me, so at least there is something that we are doing.

Researcher: In terms of the trees that you are planting and the flowers, do you buy them or they are given by the Municipality or what?

Participant: Yes we buy them, at first the Municipality used to give us so but now we are buying, and the mine that adopted us usually give us the trees, and we plant them, but with the flowers we buy them.

Researcher: Some of the trees that schools usually plant are alien trees, are you aware of it, means they are not friendly to either the learners or the buildings did you maybe at some stage had that kind of a problem, where trees were unfriendly to the environment?

Participant: No not really, because the other reasons we planted the trees is at summer time the students could sit under the trees.

Researcher: Some of them they just crack the buildings with their roots brake the water pipes underground etc?

Participant: Yes, we only have one around here but others are far from buildings.

Researcher: So they don't cost anything because others even in terms of drainage they get affected and all that so you don't have any kind of expertise in terms of that, when you buy, you just buy, or do you get some advises from somewhere to say no not this because when it grows up it causes this or that?

Participant: No, not really, because as I've said, especially with trees we don't buy them, the people who adopted us usually give us, we don't usually buy trees for planting, no we do not.

Researcher: Are you not involved in any kind of a project because I understand in some of the schools around here as for I mean SASOL is busy with some schools?

Participant: Yes we are, we are part of the SASOL project.

Researcher: Which project in particular?

Participant: As a school you need to decide what you need to do as I said last year we painted the toilets so this year I'm going to come up with a project for 2011 that we are going to do.

Researcher: So how is SASOL involved?

Participant: SASOL comes and takes some of the papers for recycling and at the end of the year they give us something for that, and we used the money last year to clean the toilets, the other time we used the money to put steel doors in all the classrooms, so I must do something that is going to benefit the learners at end of the day.

Researcher: How do you deal with the toilets, is it your responsibility also?

Participant: It is a problem because we have the people who are working here, 2 ladies and 2 gents, it is a problem because we are over crowded and the toilets need to be cleaned, it's a serious problem, it is a serious problem.

Researcher: Is it the problem in terms of people or even utensils or materials that you need to use?

Participant: We try but the general workers are not cooperating, sometimes they clean we have to tell them time and again, the toilets are not clean, clean them, clean them, but their response is always not positive.

Researcher: So they don't have a program to say you clean twice or thrice a week?

Participant: We tell them every time to work by the program and at some stage we need to come in again and tell them, when the toilets are not clean we tell them, but still they don't respond they are not cooperating.

Researcher: So in that case it might happen that they even run for let's say two to three weeks without cleaning the toilets?

Participant: Not really, not really, they do clean that, but sometimes they clean once a week when it supposed to be twice a week or thrice a week, it supposed to be thrice a week, sometimes they clean once a week, they don't do it regularly that is thrice every week.

Researcher: Then what happens with the material do you have enough material?

Participant: We do buy the cleaning material, for toilets.

Researcher: For the whole year?

Participant: We buy it quarterly.

Researcher: You don't have a situation where you run out of material?

Participant: If it runs out we buy.

Researcher: It is budgeted for basically you don't have a challenge in terms of the material?

Participant: No we don't at the moment.

Researcher: The only challenge you have is that..

Participant: The other challenge is maybe I should say, the learners that we have, this school is small for the number of learners that we have our learners are at 1400.

Researcher: How are they accommodated in classes?

Participant: 60 there is a class in grade 10 where they are 85, it's a class of it's own, other classes are ok, but others are abnormal.

Researcher: It means that the toilets are over used in that case?

Participant: Yes, that is why maybe even if we complain, but the learners are just too much, the number of learners we have here compared to the toilets, they are not in proportion.

Researcher: But when you say the toilets are not clean what kind of challenges you have there, if you say they are not clean, they are not clean in which manner?

Participant: Even if they are being cleaned, I think the issue is because many learners are using the toilets, so even if they clean them they remain smelly, like this man I was complaining to that the toilets are not in good condition, but indicated that they were cleaned, but because as I'm saying maybe the number of learners is too much.

Researcher: The problems you might be facing here at the secondary school in terms of your management of the toilets might not be the same like in primary schools where you have grade R learners, whereas here you have adults almost, so I don't understand why you are not winning the battle of keeping them clean?

Participant: They are almost adults but their behaviour in toilets is not like that.

Researcher: Did you at some stage have a campaign maybe to address the issue of toilets with these learners, or even at some times right instructions in the toilets as to how to use the toilets?

Participant: No.

Researcher: I suggest you must consider that, because if that's the area of concern it means you must come up with specific ways to address it. Any challenges that you experience in terms of what you are doing?

Participant: As I said, the challenges are the environment, the toilets, and the littering around because we don't have the dust bins, also the support from the educators.

Researcher: Could I find out ausi Bridget where do you report and how frequent do you report?

Participant: I'm not sure because SASOL used to come and check the progress, but lately I think now they are pulling out, because what happened I can see now SASOL is not in the forefront, is not coming up as it used to, it has now taken the back seat, I don't know what is happening, but usually they used to come check us twice, we used to have two reports, they used to come telling that they will come back on such a day, but now they are not coming, even last year they did not come.

Researcher: But in terms of your SMT how is your relationship especially in terms of your presenting reports do you have a particular schedule to say maybe quarterly or monthly?

Participant: No not really I used to have it as SASOL was coming for the reports but now lately no I don't have.

Researcher: You don't have a program?

Participant: As I said this year we have not started, I used to have a program for the year that what are we going to do for this first term second term like that, but for this year I have not started, so there is nothing, during past years yes.

Researcher: But currently you don't have a program?

Participant: No currently I don't have, but I understand that the student council said they want to see me in conjunction with the environment they said that they are not happy especially with the toilets and also with the littering, the problem I'm facing they are also complaining about that, so I think we will sit down and see what we can do concerning that.

Researcher: Now, your relationship with the management as a committee, if you don't have a platform to report or to sit down and engage with them as a committee how are your challenges that you've raised, how do you intend to address them or how are they going to be addressed if you don't have a platform where you report to management?

Participant: After I have talked to the student council then I have to come and report to the principal, and we will take it from there.

Researcher: Because I think that in the schools year program there should be somewhere where meetings with committees feature because you might be having different committees at school like this one social committee, health committee environmental committee and also including the subject committees in the year program

something like that where the committees report so that management is able to assess their activities to assist where there are challenges and to intervene but if there is that delink there is no bridge between the two obviously the work related challenges that you have in the committee they will end up being your own challenges you'll end up taking them home dreaming about them at night when you are supposed to deal with your own issues after hours you will still be thinking about them.

Participant: It does happen a lot, I don't know maybe I do care too much, I don't know.

Researcher: Ultimately it becomes a personal issue it's basically not a committee issue any longer now it's a personal issue and it will be taxing. Thanks very much the information you have shared with me will assist me a lot. Thanks.