SCHOOL POLICIES AND THE HEALTH PROMOTING SCHOOL (HPS): AN INVESTIGATION IN PRIMARY SCHOOLS IN THE NORTH WEST PROVINCE

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SUMMARY

Keywords: health / health promotion / health promoting schools / educators / learners / parents / education / wellness / wellbeing / policies.

A series of acts which were passed during the apartheid era have undoubtedly deprived the marginalized groups, namely, the so called Coloureds, Indians and the black majority their political rights. Apartheid policies enshrined in the then constitution, ill-considered the wellbeing and wellness of these groups, while at the same time, a white minority was solely privileged. Being the victims of segregation, the deprived groups continuously suffered from the political, and socio-economic setbacks, which disabled them to lead healthy lifestyles. Racial division which was prevalent in many workplaces, particularly in the mining sector, disadvantaged many of them, blacks in particular, to perform skilled labour. They were therefore destined to perform unskilled labour which classified them as cheap labourers, hence meagre wages. The results of segregation bore the fruits of abject poverty which impacted negatively on many. Problems of housing and infrastructure are still confronting many households to date since scores of them are 'shack dwellers' nationwide, living in squalid conditions which are a threat to their health. Overcrowding and poor teaching and learning were prime causes of learners to discontinue their education prematurely. High drop-out rates became prevalent mostly in rural areas, where schooling accommodation was limited. Schools can only be safe places of teaching and learning when all horrifying acts of violence such as sexual abuse, rape, intimidation, assaults, bullying and murder are urgently eliminated. All the stakeholders in education should collectively work together to ensure that health promotion in schools is maintained.

Against the abovementioned background the primary aim of this research was to determine what health promotion entails within the context of a selected group of 10 primary schools in the Southern Region of the North West Province. A qualitative research methodology was selected to achieve this outcome. Data was gathered by means of focus group interviews. The transcriptions were

analysed generating items that were labeled as main categories and sub-categories. Pertaining the main categories it was evident that are several aspects that can determine the health and well-being in a school. These include: the leadership of the school, the role of the parents, the duties of the educators, the existence of plans and the policy concerning HIV/Aids.

OPSOMMING

Sleutelwoorde: gesondheid / gesondheidsbevordering / gesondheidsbevorderende skole / onderwysers/ leerders / ouers / onderwys, welstand / beleid

Verskeie beleide gedurende die apartheidsera het onteenseglik gelei tot die deprivering en marginalisering van swart mense, sogenaamde kleurlinge en Indiërs in Suid Afrika. Hierdie beleidsdokumente - wat gebou was op die toe apartheidsgegronde grondwet – het aan die een kant die gesondheid en welstand van laasgenoemde groeperinge negatief beïnvloed en aan die ander kant die bevoorregte wit minderheid in 'n toenemend gunstiger posisie geplaas. As slagoffers van segregasie was die gedepriveerde groepe (swart mense, kleurlinge en Indiërs) deurentyd blootgestel aan politieke en ekonomiese terugvalle wat aan diegene geleenthede ontneem het om gesonde lewensstyle te bou en te handhaaf. Rasse segregasie was aan die orde van die dag in die werksplekke. Een voorbeeld hiervan is in die mynsektor waar swart mense ongekoolde arbeid moet verrig het. Die beleid van segregasie kan gesien word as een van die bepaalde faktore van armoede wat negatief ingewerk het op die meeste mense se lewens. Probleme soos, ondermeer swak behuising en die gebrek aan infrastruktuur, is tans steeds aan die orde van die dag. Die amptelike onderwys wat verskaf is, kan beskryf word as minderwaardig met 'n gebrek aan basiese hulpmiddels. 'n Oorbesetting van klaskamers en swak onderrig is van die kernredes hoekom daar 'n groot uitval is onder die skoolgaande jeug. Skole kan plekke van veiligheid word indien die onderrig en leer wat daar behoort plaas te vind, geskied in 'n omgewing waar daar hoegenaamd nie sprake is van geweld, verkragting, seksuele vergrype, intimidasie, aanvalle, boelie en selfs moord nie. Hierdie stand van sake het weer 'n direkte negatiewe impak op die gesondheid en welstand van mense. In die soek en vind van moontlike oplossings – waaronder 'n groter mate van die verbetering van die gesondheid en welstand van mense – behoort alle rolspelers saam te werk.

Teen boegenoemde agtergrond was die primêre doel van die navorsing om te bepaal wat gesondheidsbevordering behels binne die konteks van 'n gekose

aantal laerskole in die Suidelike streek van die Noordwes Provinsie. Om hierdie doelstelling te bereik is 'n kwalitatiewe metode van ondersoek gebruik. Data is ingesamel deur middle van fokus-groep onderhoude. Die transkripsies is geanaliseer en die resultate dui op sake waaruit bepaalde hoof kategorieë en subkategorieë afgelui kon word. Wat die hoof kategorieë aan betref is dit duidelik dat daar verskillende aspekte is wat die welstand van 'n skool kan beïnvloed, te wete die leierskap in die skool, die rol van die ouers, die pligte van die opvoeders, die bestaan van planne in die skool en beleid ten opsigte van HIV/Vigs.

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CHAPTER ONE

INTRODUCTION, STATEMENT OF THE PROBLEM AND RESEARCH METHODOLOGY

1.1 Introduction to and background of the research problem

Currently, more children are being educated in more schools than ever before in the history of South Africa. Daily, a third of South Africa's population, which are all under the age of fifteen, attend both formal and informal forms of education. In the mid-1990s, children under the age of 19 comprised almost half the total population of South Africa. With the introduction of the Schools Act of 1996, which made schooling compulsory for all 7-15-year olds, those numbers increased dramatically (Jacobs, 1996:27). Schools therefore constitute a crucial venue for programmes aimed at promoting the health of young people, their families and communities. Given the size and accessibility of that group, our schools could make an enormous, positive contribution to the health of the society and the international world, which in would turn promote educational achievement.

The main problems in South Africa's education system were undoubtedly related to the past, and particularly to the policy of apartheid and its consequences (Nasson & Samuel, 1990; Nkomo, 1990). The broadest of those challenges went beyond a narrow view of education, but certainly had a profound effect on it. That challenge encompassed the full extent of social reconstruction, including tackling issues of poverty, housing, and health. All those issues had deeply significant effects on the development of children. They also had a direct influence on the effectiveness of any education programme or system as a whole (Burman & Reynolds, 1986; Dawes & Donald, 1994).

South African youth, many of whom had been historically marginalised and disadvantaged, are at risk of the consequences of what Dryfoos (1991:630) terms the "new morbidities" resulting from early and/or unprotected sex, drug and alcohol abuse, stress and various forms of violence, including high rates of exposure to

political violence (Flisher *et al*,, 1993; Duncan & Rock, 1997) and sexual, physical and emotional abuse (Angless & Shefer, 1997; Magwaza, 1997). In addition, poverty, social instability, urbanisation and industrialisation contributed to an increase in diseases such as allergies, asthma, cancer, tuberculosis and diseases associated with either under-nutrition or over-nutrition. In this regard a study showed that 61% of South African children, the majority of them black, are currently living below the breadline (Duncan & Rock, 1997).

Various other studies confirm that adolescent sexual behaviour in South Africa is characterised by early onset, multiple partners and low contraceptive use and that many girls associate sex with abuse and powerlessness (Buga, Amoko & Ncayiyana, 1996;, Wood, Maforah & Jewkes, 1996; Abdool Karim & Abdool Carim, 1992; Matthews *et al.* 1990). One out of every seven births in South Africa is to a teenage mother (Ministry for Welfare and Population Development, 1996). Linked to the risky sexual behaviour are the increasingly high rates of HIV infection that are found among South African youth and young adults (20-24 age groups). In 1994, for instance 6,5% of women under the age of 20 years attending antenatal clinics were found to be HIV positive and the percentage is increasing annually (Department of National Health and Population Development, 1994). The age groups with the highest incidence of AIDS cases in South Africa are the 20-24 and 25-29 year olds, many of whom were infected during their adolescence (Department of National Health and Population Development, 1994).

Poverty is another threat to the optimal development of South Africa's children. According to Cassiem *et al.* (2002), a recent study of child income poverty found that 60% of South Africa's children are poor in the sense that they live in the bottom 40% of households. On the basis of Haarmann's (2001) argument that 60% of children's households are poor in the absolute income sense, this translates into 10,5 million poor children aged 17 or younger. About 30%, or 5,2 million of South Africa's children aged 0 to 17 are desperately poor in the sense that they live in households with self-reported hunger.

In the field of health promotion through schools internationally (Denman, Moon, Parsons & Stears, 2002), various leading documents paved the way towards a framework for promoting the health of children through schools. In South Africa's progress towards a democratic society over the past few years, more major policy documents and regulatory frameworks on education have appeared than at any other time in the past. All these regulatory measures are aimed at fundamentally changing the structure and process of the education system in South Africa.

Since 1996, various national workshops on the development of health promoting schools have been hosted by the Department of Health's Health Promotion Directorate, and the Medical Research Council. At that time most of the discussion revolved around the development of national guidelines for the development of health promoting schools/sites. In November 1999 a national task team, representing national and provincial representatives from the Departments of Health, Education and Welfare, as well as non-governmental organisations and tertiary and research institution representatives, was convened by the Health Promotion Directorate. What emerged from this was a document titled "National Guidelines for the Development of Health Promoting Schools/sites in South Africa" (Department of Health, 2000).

Following the key objectives provided by the Ottawa Charter (WHO, 1999), these National Guidelines prioritised the "*building of education and school policies which support health and well-being*" as one of the key components providing direction in the development of health promoting schools. This component entails analysing and engaging in the development of education policies to ensure that they support the development of health and well-being of all members of the learning community. Furthermore, the governing bodies of education institutions have shared responsibility for developing and implementing education at site level. Therefore they have the key responsibility in developing a health promoting school.

There is a thus a need to develop strategies and create environments that promote the health and well-being of all individuals. Recent policies in

government, including in particular the Departments of Education, Health and Welfare, have identified schools as one of the most important environments where this can occur. When the local policies that have been developed in South Africa are considered, a number of principles and priorities find resonance in the health promoting schools approach.

1.2 Statement of the research problem

What was lacking in schools, was a comprehensive and integrated policy that could guide all other aspects, such as creating a safe and supportive teaching and learning environment; strengthening community action and participation; promoting personal skills through health and life skills education, and providing access to and re-orientating education support services (Department of Health, 2000:36) of the health promoting school.

Given this background, the research problem revolved around the following questions:

- What does health promotion in schools entail?
- Do primary school policies comply with the health promoting school approach?
- What guidelines could be developed to foster the establishment of health promoting school policies in primary schools?

1.3 Aims of the research

The aims of the research were to determine:

- What health promotion in schools entails;
- Whether primary school policies comply with the health promoting school approach; and,
- Possible guidelines for the establishment of health promoting school policies for secondary schools.

1.4 Methodology

The following research methods were used:

1.4.1 Literature study

Sources consulted were scientific books, International, National, Provincial and Local Policy Documents and reports (e.g. Jakarta Declaration, Ottawa Charter, World Health Organisation, National Department of Education, Health, Welfare) scientific journals, articles, newspapers, specialist reports, unions conference papers and educational conference papers, and existing school policy documents.

1.4.2 Focus groups interviews

A research sample of four educators from each school out of ten schools was randomly selected in the Southern Region of the North West Region to participate in the research. They were educators teaching different learning areas and seemed likely to supply data rich in information. Participants were invited to take part in the interviews. Four focus group interviews were conducted at each school.

1.5 Structure of the research report

Chapter 1: Introduction, research problem and methodology

Chapter 2: The need for Health Promoting Schools in South Africa

Chapter 3: Health promoting schools and policy development

Chapter 4: Health Promoting Schools: A case study in primary schools in the Southern Region of the North West Province

Chapter 5: Findings, conclusions and recommendations

1.6 Final remarks

The aim of this chapter was to introduce and provide the background of the research problem; formulate the research problem; put forward the research aims; explain the methodology followed during the research and to provide the structure of the research report.

In the next chapter attention will be given to the need for health promoting schools in South Africa.

CHAPTER TWO

THE NEED FOR HEALTH PROMOTING SCHOOLS IN SOUTH AFRICA

2.1 Introduction

Beinart and Dubow (1995:03) clearly indicated that the effects created by the legacy of the past are still felt by millions of the marginalised groups, namely Indians, coloureds and the black majority who were extremely deprived and removed from their political rights. According to Cling (2001:62), the thorny problem of housing which is still in existence, needs urgent attention. Despite efforts to build more houses, millions of blacks and coloureds are still homeless and some are living in shanty shacks because of poverty. The passing of the Bantu Education Act (1953) was aimed at implementing educational policies to ensure that black children would receive "inferior" education. Focus was on class and ethnicity, for the survival of the capitalist economy (Unterhalter, Wolpe & Botha (1991); Badat (1995); Dlamini & Khotseng, (1991:4). School violence daily impedes teaching and learning (Khoza, 2002:144). According to the Human Rights Watch (HRW) (2001:8) girls are victims of rape, sexual abuse and harassment perpetrated by educators and male students. Tau (2005:8) describes brutal murders of educators and learners in the school environment as incidents occurring on a daily basis.

This very brief introduction gives some idea of the South African landscape within which the education of South Africa's children has to take place. The aim of this chapter is to provide an in-depth background and thus to provide an overview of the need for health promoting schools in South Africa. Various issues (e.g. oppression, poverty, Bantu education, school violence, political violence, and HIV/Aids) will be addressed to achieve this aim.

2.2 Oppression as a characteristic of the South African society

In the early part of the 20th century the Mines and Works Act (1911), which enforced segregation in the workplace between skilled workers (whites) and unskilled (non-whites), was focused on class and ethnicity, for the survival of the capitalist economy (Beinart & Dubow, 1995:04). By the same token, the Native Land Act (1913) was the beginning of territorial segregation (Lekhela, 2004:229). The white minority occupied 87% of fertile areas while the blacks were designated to settle on barren lands unsuitable for farming and cultivation.

Harvey (2000:53-54) maintains that the Group Areas Act (1950) was the most important instrument of the then government to ensure that racial segregation was deeply enforced. Some of the "principal" acts of apartheid were the Mixed Marriages Act (1949), the Population Registration Act (1950), the Urban Areas Act (1937), the Separate Amenities Act (1950) and the Bantu Education Act (1953).

However, it was in the workplace where racial division among workers was practised in a very crude way. Black labourers performed unskilled labour for low wages while the whites performed unskilled labour for higher wages. Salary scales differed enormously; for example, Price and Rosenberg (1980:225) report that in the motor industry monthly wages for whites were R552, for Indians R234, for coloureds R168 and for blacks only R163. In addition, the Mines and Works Act (1956) ensured that racial segregation in the mining compounds was enforced. The Mixed Marriages Act (1949) prohibited marriages between whites and other racial groups (Cling, 2001:58).

The most negative and dehumanising impact on the educational development of the black child was the passing of Bantu Education Act (1953), which was marked by unequal distribution of funding and poorly trained teachers. The Population Registration Act (1950) which required citizens to register as whites, coloureds or blacks, divided the races socially on the basis of the colour of one's skin. Lekhela (2004:210) reiterates that the Urban Areas Act (1937) was a stringent measure used to control the influx of Africans into industrial areas. Africans absolutely had

no rights of permanent domicile, and "Thus it became impossible for Africans to enter 'European towns' " (Lekhela, 2004:210). It goes without saying that the Act enforced cultural division, which still affects the social and cultural interaction of the different races to date.

In enforcing racial segregation and to ensure that its policies were implemented, the then Prime Minister, Dr Hendrik Verwoerd, declared: "Africans need to be given the opportunity to develop according to their own traditions and customs in their own territories." Races were further divided by the Separate Amenities Act (1953), which mandated the reservation of buildings and services for each racial group. In addition it "enforced segregation in all public amenities such as cinemas sporting facilities transport and restaurants" (Worden, 2000:106-108).

With the passing of the Bantu Education Act (1953), power was vested in the Department of Native Affairs to control African education. That had a very negative impact on African children, as they were destined to receive "inferior education" which was characterised by a poor curriculum, lack of resources and under qualified/unqualified teachers (Unterhalter *et al,* 1991:4).

2.3 Poverty

A thorny housing problem in the early nineties was a daunting task which needed urgent attention in order to make healthy living possible in households (Cling, 2001:62). Despite efforts to build more houses, overcrowding is common and has led to the construction of shacks in which millions of blacks and coloureds are residing. Dawes and Donald (1994:17) argue that squalid conditions, malnutrition and diseases are rife in black areas, with school-going and other children being the most vulnerable. Jacobs (1996:32) explains that life in informal settlements is horrible and appalling, with a lack of sanitation, sewerage and drinkable water. It is estimated that 76% inhabitants of these settlements are striving to lead healthy lifestyles. Overcrowding in schools, a lack of infrastructural facilities and insecurity are a severe threat to the health and impacts negatively on the well-being and wellness of the whole school population (Mohlala, 2006:06).

Infrastructural electrification is a problem for many households. Only 47% of the houses are electrified, compared to 100% of white, 87% of coloured and 99% of Asians households (Van Beek, 1995:123). It is estimated that four million of white South Africans are leading decent lifestyles, with high salaries and fringe benefits, compared to the situation of the black population and other non-white races (Cling, 2001:123).

Poverty contributes to the spread of HIV/Aids because it impacts negatively on the well-being and wellness of people. It is estimated that 50% of 17 year old girls, of whom most are school children, are engaged in sexual activities and prostitution for survival. According to a report released by the Minister of Safety and Security in 1999, incidents of murder, theft and hijacking occurred mainly in the rural provinces of the Free State KwaZulu-Natal, and Mpumalanga (Hamber, 2002:08). In December 2001, the *Enterprise* reported in a leading article, "The poor are crying out for help", that poverty gives rise "to crimes such as housebreaking, theft, vehicle hijackings and muggings" (Mazwai, 2001:7).

In April 2005, the *City Press* published a report under the heading "Children learn lessons of suffering", (2005:26) in which it was pointed out that overcrowding in schools and especially in rural areas impacts negatively on teaching and learning. Learners are taught in dilapidated classrooms, with broken window panes and a lack of educational resources; hence the rates of absenteeism are high. The worst scenario was experienced in the Limpopo Province, in one primary school where teaching was taking place under a tree. In July 2006, the *Teacher* reported, under "At the mercy of the elements", (2005:11) that more than 200 grade 1 pupils were receiving their learning under trees. This creates an atmosphere which is not conducive to teaching and learning and which is a threat to health promotion in schools. High drop-out rates are often the results of this (Mohlala, 2006:6).

In addition to this adverse conditions, Maluleke (2006:5) reports in the *Daily Sun* under the heading: "Long walk to school in the cold" that scores of school children in the Johannesburg region brave the cold weather and walk to school through the veld. Many children have to walk long hours to school, and hence they are

exposed to disruptive elements and to the danger of physical abuse, rape, sexual harassment and murder. The situation is aggravated by the fact that it is estimated that more than 7 million people are infected with chronic illnesses such as diarrhoea, malaria and gastro-intestinal problems caused by sanitation and sewerage. This increases morbidity and mortality rates, with children and infants being the most vulnerable (Everatt & Maphai, 2002:75).

A document entitled: "An overview of poverty and inequality in South Africa", prepared for July 2002, reported that the poor are mostly confronted with financial burdens, as opposed to the rich, who are not. In addition, there is a vast difference regarding the accessibility of health care between rural and urban dwellers. In many African households infants' mortality rates are much higher than those of their white counterparts (Woolard, 2002).

According to (Sitai, 2001:5) poverty has a negative impact on our national life, giving rise to crimes such as housebreaking, theft and muggings, as well as fuelling the spread of HIV/AIDS.

Table 1 below illustrates the face of poverty in South Africa.

	Proportion of households Living in Poverty	*Proportion of individuals Living in Poverty*
African	47, 2%	52, 2%
Asian	6, 2%	6, 8%
Coloured	18, 5%	19, 8%
White	2,1%	2, 1%
Total	35, 2%	45, 7%

2.4 Bantu Education

"Bantu education" policies were designed to ensure that the vast majority of black children would receive a schooling that did not equip them for anything other than unskilled manual labour, while white children were prepared for an almost

complete monopoly of the dominant positions in the society. African girls studied subjects designed to prepare them for jobs as domestic servants (Human Rights Watch, 2001:1-16).

According to Cohen, Muthien and Zegege (1990:124), Bantu education was characterised by inequitable resources, inadequately trained teachers and overcrowding. The curriculum, which was poorly designed, created a low standard of teaching and learning (Anon., 1995:166). There was a vast difference between teacher-pupil ratios for different races (Unterhalter, Wolpe & Botha, 1991:188). Teacher-pupil ratio was seen to be one of the determinants for the different pass rates of white and black learners respectively. After twelve years of successful teaching, the pass rate of white learners was relatively higher than that of other racial groups (Van Beek, 1995:124).

Unterhalter *et al.* (1991:188) explain that a pupil teacher ratio of 1:50 created unmanageable classes in many black schools. Hence the learners' academic performances tremendously declined. In addition, most of them were forced to discontinue their education.

Table 2 below illustrates a comparative perspective in white/black education in 1991.

White education	Black education
Teacher-pupil ratio 1:17 Classroom ratio 1:20	Teacher-pupil ratio 1:40 Classroom ratio 1:44
Successful completion of ten years of schooling 86%	Successful completion of ten years of schooling 16%

The intention of securing white domination through education was apparent in the National Party's justification for the Bantu Education Act of 1953. Dr HF Verwoerd maintained: "There is no place for [the black person] in the European community above the level of certain forms of labour. Until now he has been subjected to a

school system which drew him away from his own community and misled him by showing him the green pastures of European society in which he will not be allowed to graze." (Human Rights Watch, 2001:1-9).

In discussing the curriculum in his 1954 Senate speech, Dr Verwoerd made it quite clear what he expected to achieve: "[T]he old curriculum and the educational practice, by ignoring the segregation of 'apartheid policy' was unable to prepare [black children] for service within the Bantu community. By blindly producing pupils trained on a European model, the vain hope was created among the Natives that they could occupy posts within the European community despite the country's policy of 'apartheid'. This is meant by the creation of 'white collar ideals' and the causation of widespread frustration among the so-called Natives. The curriculum therefore envisages a system of education which is based on the circumstances of the community and aims to satisfy the needs of the community." (Hartshone, 1992:40). According to Unterhalter *et al.* (1991:4) the Bantu Education Act of 1953 was the major instrument by means of which the regime virtually aimed at excluding the blacks from all job categories and at maintaining ideologies of white superiority. Consequently, policies were aimed firstly at the expansion of African education, but only to the levels considered necessary to meet labour requirements of the white population, and secondly at the restructuring of the content of education in order to inculcate the values of Christian National Education, thus socialising Africans to accept their subordination within the apartheid regime. In their evaluation Dekker and Lemmer, (1993:50-51) conclude that the aim of the curriculum was to prepare the learners for manual labour after completing their schooling. Practical subjects such as gardening and domestic science at the primary level were prime contributory factors to "cheap" unskilled labour performed by scores of the black workers in various workplaces.

According to Cohen, Muthien and Zegege (1990:124), the introduction of mother-tongue instruction deprived learners from access to foreign languages. It therefore became difficult for them to acquaint themselves with modern terminology. The

poorly trained teachers also disseminated little information to the learners, which resulted in learning of a poor quality. In addition, learners were not guided to seek information themselves. They depended entirely on the teacher's knowledge (Hartshone, 1992:67).

2.5 School violence

According to the report released by (Human Rights Watch, 2001:1) entitled "Scared at school: Sexual Violence Against Girls in South African Schools", scores of girls in South African schools are victims of sexual harassment, sexual abuse, rape, intimidation and assaults, either perpetrated by educators or male students, but "having learned that sexual violence is inevitable and inescapable, most girls chose to remain at school and suffered in silence."

Khoza (2002:36) argues that risk behaviour among the learners, such as drug addiction, bullying and carrying dangerous weapons to school, is a daily occurrence. Corporal punishment is widely used in schools in spite of it being illegal (Molema, 2005:3). Clarcherty and Kistner (2002:25) report that many educators are killed by gunshots in school premises. Teachers are supposed to be guides, mentors and role models of the children that they teach; yet the *City Press* in July 2006 ("Pupil (15) impregnated by principal not co-operating") described how the parents of a 15 year old learner impregnated by the school principal failed to cooperate with the Department of Education during investigation (Ncaca, 2001:1).

Schools can only be developed into health promoting schools if all the stakeholders collaborate actively in the education of children. In most incidents of sexual abuse, educators lure young girls into sexual relations with incentives such as money or better grades. In some instances, girls also reportedly initiated relationships with teachers for economic reasons (Human Rights Watch, 2006:1). A fourteen year old girl who was describing sexual harassment at her school complained that "All the touching in class, the corridors, all day, everyday bothers

me. Boys touch your bum, your breasts. You won't finish your work because they are pestering you the whole time." (Human Rights Watch, 2006:14).

According to Dreyer, Schaay and Kim (2002:25-27) violence has a negative impact on the wellness and well-being of both the educators and the learners. Psychological, physical and emotional effects such as anxiety, fear, depression, a high rate of absenteeism and a lack of concentration are experienced.

In his speech against violence prevailing in the school environment, the former Minister of Education, Kader Asmal, launched a scathing attack on all those male teachers who are sexually abusing girls or female teachers (Human Rights Watch, 2006:1): "There must be an end to the practice of male teachers demanding sex with school girls or female teachers. It shows disrespect for the rights and dignity of women and your girls. Having sex with learners betrays the trust of the community. It is also against the law. Tragically, nowadays, it is spreading HIV/Aids and bringing misery and grief to these precious young people and their families."

Schools have become battlefields where learners abuse one another physically, verbally and emotionally during breaks and to or from school. Incidents of vandalism, rape, sexual abuse, harassment and intimidation on school grounds are daily events. Drugs and weapons can move as freely through the gates as pupils (Human Rights Watch, 2001:8). In March 2006, the *Star* describes an incident in which an eleven year old was allegedly stabbed several times by unknown attackers ("Make schools safe"). In many instances, insecurity is also a causative factor of violent-related deaths on school grounds (Anon., 2006:18). Under the heading "Increase in teenage drug addicts", the *City Press* in February 2006 quotes statistics that indicate that 90% of South African children, surprisingly even those from the primary schools, are increasingly becoming drug addicts (Anon., 2006:8).

Despite concerted efforts by the non-governmental organisations (NGOs) to launch a "Gun-free South Africa" campaign, many educators, learners and other

members of the school population are still being killed by gunshots. One of the most outrageous incidents was when a pre-primary principal, Nthabiseng Nkosi, was gunned down on the school premises. The incident was reported in the *Star* on May 2005 (Tau, 2005:8). A grade 11 learner of Eersterus Secondary School was also gunned down in view of his classmates. A lack of security in schools might be a contributory factor to these horrendous incidents. Thompson (1998:3) suggests that racial tension is another causative factor of violence in schools. On February 1998, the *Citizen* reported on racial violence at a school in the North West Province ("Police avert racial violence at school"). Incidents of rioting began at the school in question as white parents chased black pupils away with sjamboks. In the same vein, Andrew Babeile was dismissed from school for allegedly stabbing a fellow-student, Erasmus, with a pair of scissors. The incident was reported on April 2000 in the *Star* ("The system failed him") (Tabane, 2000:9). Agape Christian school in Potchefstroom drew national attention when a sixteen year old boy was expelled from school, for allegedly tormenting other kids. The incident was reported in the *City Press* ("Get your bad little boy out of school") (Ngakane, 1997).

Despite efforts to launch a "Sixteen Days" campaign of activism against women abuse, scores of women are still raped, sexually assaulted, harassed and intimidated (Ncaca, 2006:1). In February 2006 the *City Press* published a report under the title "Girl (15) pregnant after rape while cops drag feet on case". According to Govender (2006:1) incidents of burglary, vandalism, assaults, and sexual abuse are prevalent in all schools in North West, with shocking cases of vandalism. In her statement during the budget vote in the Council of provinces, the Minister of Education, Naledi Pandor, emphasised the need for security in order to curb the culture of violence in schools. Her speech was reported in the *Sunday Times* in June 2006, under the heading: ('Pupils violence makes war zones of schools').

Research in KwaZulu-Natal with the focus on children's behaviour found that risk behaviour such as alcohol abuse, drug abuse and smoking, particularly among 17

year olds, was rife throughout the country. At least 17% of pupils admitted to smoking, 50,3% admitted to drinking, 12% carried weapons to school, while 13% practised unsafe sex (Govender, 2006:1; see also the Sunday Times, May 2006: (Drink, drugs and unsafe sex: Teen life in SA)). The smoking of illicit drugs such as dagga, mandrax and cocaine is increasing at an alarming rate. Risk behaviour characterised by fighting, bullying, mockery and teasing among learners is a side-effect of drug addiction (Smit, 2003:20-39). Drug addiction has become part and parcel of learners' daily lives. In order to survive, many of them have succumbed to drug-trafficking and syndicates led by drug-lords. According to the International Labour Organisation (ILO), thousands of children around the globe, including Africa, have fallen victims of drug-trafficking (Govender, 2006).

2.6 Political violence

It can be argued that the Soweto student uprising of 1976 was a turning point in the political history of South Africa (Unterhalter, *et al.*, 1991:18). Incidents of vandalism, gangsterism and looting sporadically erupted in towns and townships around the country. Van Beek (1995:117-118) argues that "students' demands had shifted from specific educational demands to broad political ones". Insurgences were further escalated by the protest marches orchestrated by the then National Education Crisis Committee (NECC), the South African Youth Congress (SAYCO), the United Democratic Front (UDF) and the Congress of South African Students (COSAS).

The resistance against the use of Afrikaans as the medium of instruction, however, was the spark which set off the explosion. Students took to the streets in protest against this situation. The class boycotts, which spread like fire to various black schools, impeded teaching and learning (Jonathan, 1999:167).

Ellis and Sechaba (1992:83) explain that the majority of the youngsters who took to the streets had been influenced by the ideas of Steve Biko and the Black Conscientious Movement (BCM), who maintained that for black people to achieve freedom, they should be aware of their tradition, culture and custom as a nation.

Situations in the townships became volatile and uncontrollable as disruptive students stoned cars and set government buildings alight, which caused extensive damage. Gangs and disruptive elements joined the boycotting learners in support of the struggle. In an attempt to suppress hostilities, police fired bullets at the angry mob and a number of causalities resulted, particularly among the school children (Valli, 1999:1-15).

Human Rights Watch (2003:1-16) claims that a lack of class-attendance by students paved the way to vandalism. More than 30 000 vandalised schools nationwide became "arenas" where horrifying acts of rape, sexual abuse, sexual assault and harassment took place. Young girls ranging between 13 and 17 years of age fell prey to the abuse. According to Worden (2000:147-148), the spiral of violence took a turn for the worse when consumer boycotts and looting spread to the townships. Apart from refraining from buying goods in towns, innumerable shops in the townships were looted by angry boycotters, which had a negative impact on businesses. Many protesting educators were also dismissed from their work (Unterhalter *et al.*, 1991:117-118).

With the founding of the National Education Crisis Committee (NECC), attempts were made by all the stakeholders in education, including the communities, to resolve the educational crisis (Jonathan, 1999:173). A series of meetings held by education authorities bore no fruit, and as a result there were no effective teaching and learning in many black schools. Between 1980 and 1985, black education had completely collapsed. Van Beek (1995:117-118) maintains that the ideological content of the South African Youth Congress (SAYCO) became inspirational towards the students' political awareness. They demanded the withdrawal of troops from the townships and the release of the detainees. Despite police repression of hostilities, SAYCO emerged as the most destructive and militant group with the intention of dismantling the apartheid regime completely. With the support of the masses, damage to property, theft and burglary became commonplace in various black townships around the country. Public buildings

such as schools, stadiums and post offices were targeted and burned (Ellis & Sechaba, 1992:143).

Jonathan (1999:171) reiterates that the Congress of South African Students (Cosas) set up a wider campaign of school boycotts. This student organisation grew into a mass movement until it reached national recognition. In the period between 1983 and 1985 student activists took the initiative to fight for equality in education. The then National Party government retaliated with punitive measures which led to a large number of students being arrested. The United Democratic Front (UDF) and the African National Congress (ANC) called for making South Africa "ungovernable" and this further instilled political imagination in many young comrades, for example by means of popular political songs such as "*Siyaya e Pretoria*" (Moodley & Adam, 1996:110). The ideas of 'liberation before education" captured the imagination of youngsters who depicted "Bantu education" as "inferior" and "poisonous" (Moodley & Adam, 1986:114). A series of meetings and rallies held in several townships nationwide imbued the students with the ideas of liberation. The introduction of the tricameral parliament further triggered the uprising. About 800 000 students, mostly from "coloured" schools participated in the boycott of election for the "coloured chamber" (Slabbert, 1989:86-87).

Liebenberg, Lortan, Nel and Van der Westhuisen, (1994) argue that the spiral of violence reached its peak because of the "neck lacing" type of killing which occurred in several townships around the country. People who were targeted as sell-outs or informers, such as black police and councillors, became victims of this act of brutality. According to Hamber (2000:6-7) the years between 1984 and 1990 were marked by unprecedented incidents of violence. Violent confrontation that occurred between the police forces and township residents left more than 20 000 casualties. With the release of Nelson Mandela in 1990, political violence tended to intensify. Hostilities, indiscriminate massacres and political assassinations became rife.

Worden (1994:131) points out that the conflicts of 1984-6 marked a new phase in the South African population resistance. By the end of 1985, the National

Education Crisis Committee (NECC), formed by professional people such as teachers, clergymen, doctors, lawyers and the youth bodies, yearned for "People's Education". According to the statistical report released by the Minister of Safety and Security, Sydney Mufamadi in 1999, political violence was overshadowed by violent crime such as murder, homicide, burglary, and rape in the rural areas of Mpumalanga, the Free State and KwaZulu-Natal (Hamber, 2000:6-17).

According to Borman, Van Eeden and Wentzel (1998:19) the period between 1992 and 1995 saw an escalation of unrest-related deaths in South Africa. In almost every black area around the country the number of casualties rose every hour, with innocent people being victims of circumstances.

Table 3 below indicates the number of unrest-related deaths from 1992until 1995 on a monthly basis.

Deaths

Month	1992	1993	1994	1995
January	110	175	332	100
February	234	178	264	150
March	437	180	482	109
April	356	259	487	85
May	296	357	195	111
June	373	267	144	142
July	329	605	154	82
August	348	562	112	93
September	279	489	125	84
October	299	475	123	72
November	263	447	113	54

December	175	404	100	93
Total	3 499	4 398	2 631	1 154

2.7 HIV/AIDS

HIV/Aids has no boundaries. Young and old, educated and uneducated, rich and poor – people from all walks of life are victims of this scourge (Bloomberg, Steinberg, Masobe and Berg (1991:5). Poverty-stricken families are easy preys of the virus, with women and children, again, being the most vulnerable (Human Rights Watch, 2006:1). According to (Coombie, 2001:45), HIV/Aids jeopardises the effectiveness of teaching and learning because of its physical, psychological and emotional impact. As schools' enrolment rates decline due to the disease, the drop-out rates will also rise due to the phenomenon of child-headed families. Because of its negative impact on the economy, the Gross Domestic Product (GPD) is declining probably because of its implications for export and import earnings (Anon., 2003:7). Poverty is an obstacle which prevents people form leading healthy lifestyles. Because of little income, unemployment and other forms of economic burdens, scores of families cannot survive. Additional economic burdens are imposed on families through lost income by those who have to give up working and looking after people with Aids. Where the breadwinner has died, extended families may also face costs of supporting dependants (Broomberg, Steinberg, Masobe & Behr, 1991:5). The continuous absence from work by the breadwinner due to ill-health has economic effects on the family, as what little money they have is spent on medication (Potgieter, 2003:33). In the event of death, permanent loss of income may result, which in turn may result in a child-headed family. According to Morgan (2003:19) affected children are often obliged to take on parental responsibilities, such as feeding and clothing siblings. Due to the psychological and emotional strains of these responsibilities, these children's performance usually declines at school. In December 2005 the *Star* ("Teenager is only 20 years and keeps the fire burning")

reported about a twenty year old boy who had to take care of his two siblings after their parents died of HIV/Aids (Dvanti, 2005:15). In another incident, which drew international attention, in March 2002, the *Sowetan Sunday World* printed a story with the caption "HIV Boy's in pain". It was alleged that Nkosi Johnson's status sadly isolated him from his schoolmates and peer group, which eventually led to him dropping out of school (Matjila-Mkhize, 2002:2).

Millions of children infected with HIV/Aids not only face rejection at school, but the community can isolate them as well. In terms of section 9 of the Constitution, no child should be discriminated against or refused admission because of his or her status (National Education Policy, Act no 27 of 1996). On 22 December 2000, the *Natal Witness* printed a report, with the heading: ("School fires HIV teacher") which caused an outrage in KwaZulu-Natal (Ayoob, 2001:1). On 27 October 2003, the *Sowetan* reported an incident of a pupil who was refused admission to a nursery school in Johannesburg because of her status (Rapitso, 2003:3).

Coombie (2002:10) argues that once the inflation rises, the government is forced to increase the state's interest rates, hence increased government expenditure will have to bond markets, and this too will drive up the interest rates. In addition to this, a high inflation due to Aids usually causes depreciation of currency. During 2005, the *Star* printed an article with the heading: "The insurer's claims may increase". This would depend on morbidity and mortality rates. Life insurers are exposed to increasing liabilities on existing policies (Dvanti, 2005:15). According to Broomberg *et al*, (1991:48), serious shortages of skilled, semi-skilled and unskilled labour will result due to disability. This in turn is predicted to drive up wages as labour shortages and premiums on skills take effect.

At a conference held in Tshwane in July 2006, the Minister of Social Development, Zola Skweiya, said that the HIV/Aids epidemic has resulted "in socio-economic disintegration". Approximately 300 000 infected children from as young as 14 years old were the victims of discrimination and were denied basic services such as health care, and education because of their status. According to the South African Department of Health Study (2004), 29% of pregnant women were living

with HIV/Aids in 2004, with KwaZulu-Natal, Gauteng and Mpumalanga being recorded as the provinces with highest HIV/Aids rates. In February 2005, the South African government and Statistics South Africa published the report "Mortality and causes of deaths in South Africa, 1997-2003", as reflected in the table below:

Table 4 HIV and AIDS statistics in South Africa.

Year	Age 0-14	Age 15-24	Age 25-49	Age 50+	Unspecified 5,571	Total
1997	40,495	19,831	92,479	159,731	5,095	318,267
1998	47,407	22,723	113,848	178,616	5,095	367,689
1999	46,534	24,629	129,383	178,637	2,719	381,902
2000	47,419	26,252	149,391	188,714	2,193	413,969
2001	48,954	28,026	171,942	201,127	1,887	451,936
2002	56,250	30,815	199,4 85	210,729	1,989	499,268

2.8 Conclusion

- A series of Acts which were passed indicated the implementation policies of separate development by the then Nationalist government. Territorially, the whites occupied 87% of land. Coloureds, Indians and the black majority were destined to settle on 13% of infertile land as enforced by the Native Land Act of 1913. The Mines and Works Act of 1911 which enforced racial division in the mines, was focused on class and ethnicity for the survival of capitalist economy.
- The Group Areas Act (1950), the Mixed Marriages Act (1949), the Urban Areas Act (1937), the Population Registration Act (1950), the Separate Amenities Act

(1950) and the Bantu Education Act (1953) all had negative impacts on the political and socio-economic development of the marginalised groups.

- The Bantu Education Act of 1953 was associated with a lack of human and material resources, and poorly trained teachers who portrayed education of a low quality. The "old curriculum" which pervaded in the primary phase, was designed in such a way that the learners were mostly taught practical subjects. Teacher-pupil ratios in black schools differed vastly from those in white schools.
- The 1976 Soweto student uprising against the use of Afrikaans as the medium of instruction was a turning point in South Africa's political history. Black Consciousness groups such as the South African Youth Organisation (SAYCO) and the Congress of South African Students were greatly supported by the African National Congress (ANC) and the United Democratic Front (UDF).
- Schools are no longer safe places where effective teaching and learning can take place. Sexual violence, such as sexual abuse, rape, harassment, and intimidation of girls, has turned schools into places of terror. The psychological and emotional effects, such as anxiety, fear, depression, a high rate of absenteeism and lack of concentration, became commonplace.
- In addition, school grounds have turned into battlefields and "arenas" of gunshots. Bullying among learners is frequent, while at the same time, educators, learners, and non-teaching staff are losing their lives through brutal killings. Alcohol abuse and the use of illicit drugs such as cocaine, mandrax and dagga among the learners make schools terrains of ill-health.
- The scourge of HIV/Aids is constantly destructing people. Since the virus was first identified, families have been distorted and made dysfunctional and devalued because of the infection. Due to premature deaths of the breadwinners, affected persons, particularly, children are bound to take on parental responsibilities which they cannot bear. Child-headed families are

confronted with financial problems and household management, which severely impair their social development.

- HIV/Aids also impacts negatively on education. Educators are usually burdened to carry workloads of their sick colleagues. Learners' performances also decline due to lack of concentration and a high rate of absenteeism. The Gross Domestic Product (GDP) of the country declines due to the implications for export earnings. More money is spent with the building of additional health care centres, such as hospitals and clinics, and on costly medication.
- All barriers such as poverty, unemployment, and diseases should be eliminated in order to maintain the wellness and wellbeing of man. From an educational perspective, health promotion in schools plays a vital role, since it serves as a "holistic" approach towards effective teaching and learning.

2.9 Final remarks

The aim of this chapter was to provide an in-depth background of the need for health promoting schools in South Africa. Various issues (e.g. oppression, poverty, Bantu education, school violence, political violence, and HIV/Aids) were addressed.

In the following chapter, the development of policies for health promoting schools in South Africa will be investigated.

CHAPTER THREE

HEALTH PROMOTION IN SCHOOLS IN SOUTH AFRICA AND POLICY DEVELOPMENT

3.1 Introduction

Policies provide frameworks for any organisation or institution to achieve its set goals. In the school context, Bennett, Crawford and Riches (1992:142-146) argue that a school policy serve as a guideline to ensure that management carries out duties collectively in planning or operation of school programmes. A school policy (ANC, 1995:9) serves as an important document to enhance the culture of teaching and learning. Through appraisal, educators are empowered and hence they become dedicated in their work. In addition they would be able to assist the learners in their learning. Policy documents may be judged on many grounds. According to the ANC (1995:7), for example, questions may be asked such as: Is the policy based on accurate knowledge and acceptable principles? Is it aiming to achieve acceptable aims and objectives? Who has been involved in the process of policy advice and development?

According to Unterhalter *et al.* (1991:21) a school policy is circular, which gives social forces opportunities to set agendas and this leads to policy formation, adaptation and eventually the policy is then adopted. Doveton, Farhangpour, Langa, Mbokazi, Mjadu, Nowlan, Stein and Tait (1991:73) argue that a policy is a guideline for determining the aims and objectives to be achieved. In the school environment, for example, a classroom policy should be formulated against the background of the school policy, that is, a classroom policy should be a refinement of a school policy.

The aim of this chapter is to investigate the development of health promotion in schools in South Africa as well as related policy developments. In the following paragraphs attention is drawn to amendments of educational policies with focus on the National Education Policy Initiative (NEPI) (1990), the first National

Conference of Health Promoting Schools (1996), Curriculum developments, Curriculum 2005, and the South African School's Act (SASA) (1998).

3.2 The National Education Policy Initiative (NEPI)

The National Education Policy Initiative (NEPI) was launched in December 1990 with the aim of generating a policy for the future education dispensation (Cross, Mungadi & Rouhani, 2002:174). Its primary aims were to evaluate formal policy documents of major political players to compare their similarities and differences. Policies were analysed in terms of their values, objectives and conceptual coherence. Non-racism, non-sexism, democracy, equity and redress were all central principles informing all work done in its framework (Copper, *et al.*, 1992/1993:579). NEPI was a research project which was commissioned by the National Education Co-ordinating Committee. In 1992 it released its briefing page outlining policy options on various aspects of education. With the support of all organisations affiliated to the National Education Crisis Committee (NECC), that briefing paper was discussed. It was through that research project that the African National Congress (ANC) proposals on education were outlined. Some of the proposals included ten years' free and compulsory education, provision for lifelong learning with access to loans and bursaries and the development of infrastructure with a unified education and training system (Cooper *et al.*, 1992/1993:580).

The discussion further stressed the need for an effective education and training system which would eliminate all the imbalances of the past. The need to address early childhood, pre-primary, tertiary and adult basic education was discussed. According to Badat (1995:151) the main aim of the National Education Policy Initiative (NEPI) was to generate policy options and their implications. The options were to be guided by five principles: non-racism, non-sexism, democracy, a unitary state and redress. The outcome of the NEPI was the production of 12 research reports on various areas of education.

3.3 Health Promoting Schools in South Africa

Since the International Conference on Primary Health Care in Alma-Ata in 1978 (World Health Organisation, 1978) the world as a whole has become more aware of issues relating to health and health promotion. However, the first movement into this direction was probably the establishment of an Expert Committee on School Health Services which was established in 1950 by the World Health Organisation (Konu & Rimpelä, 2002).

In 1986 the First International Conference on Health Promotion took place in Ottawa. Worldwide this conference raised public awareness of health related problems, and at the same time encouraged change in this area, by putting forth the concept of health promotion (World Health Organisation, 1986). Health promotion can be defined as "a process of helping people to increase control over and improve their physical, mental and social well-being, and of developing environments that support this process". Donald, Lazarus and Lolwana (2002: 21). Compared to the biomedical approach where the aim was to fight illness and disease, an important change can be observed. Health promotion denotes an active positive process, which focuses on prevention rather than cure.

The Health Promoting School concept, which is also based on the Ottawa Charter of Health Promotion (WHO, 1986), was first defined in the 1980s and described the following three key components (Inchley, Currie & Young, 2000):

- Health education in the formal curriculum,
- The "hidden" curriculum or school ethos.
- Links with family and the local community.

A more recent description of Health Promoting Schools which is in agreement with the Ottawa Charter for Health Promotion (World Health Organisation, 1986) describes that a Health Promoting School (World Health Organisation, 1999:19):

- Fosters health and learning with all the measures at its disposal,

- Engages health and education officials, teachers, students, parents and community leaders in efforts to promote health,
- Strives to provide a healthy environment, school health education and school health services along with school/community projects and outreach, health promotion programs, opportunities for physical education and recreation and programmes for counselling, social support and mental health promotion,
- Implements policies, practices and other measures that respect an individual's self-esteem, provide multiple opportunities for success and acknowledge good efforts and intentions as well as personal achievements, and
- Strives to improve the health of school personnel, families and community members as well as students and works with community leaders to help them understand how the community contributes to health and education.

It becomes obvious that according to this statement a Health Promoting School is an all-encompassing project focusing on all aspects of health of the pupils, as well as the staff, the parents and the community (St Leger, 2004; Deschesnes, Martin & Hill, 2003).

In 1992 the European Network of Health Promoting Schools had been founded and is now established in 40 countries right across Europe. It is considered to be highly effective (Rasmussen & Rivett, 2000; Stears, 1998).

In preparation for the Bangkok conference which took place in August 2005, eight broad domains were identified which are supposed to strengthen national capacities (Catford, 2005):

- National policies and plans,
- National leadership,
- Joined-up government,

- Programme delivery,
- National partnerships,
- Professional development,
- Performance monitoring and
- Sustainable financing.

These categories show that the emphasis is very much on large scale cooperation at the national level in order to extensively implement health promotion in schools.

3.3.1 Rationale for Health Promoting Schools

Some reasons as to why health promotion should take place in schools will be mentioned in the following section.

Schools can provide a very effective setting as they are the places where one regularly finds the most young people of the country every day (Scriven & Stiddard, 2003). It is also important to note that no new structure needs to be developed for health promotion; rather, the existing structure of the school is modified to include health promotion. This opens up the opportunity of influencing children and young people at an early age concerning matters of health. This is important for two reasons. Firstly, the longer people have engaged in an unhealthy lifestyle, the more difficult it is to change it. The second reason is that many lifestyles have irreversible consequences (Maes & Boersma, 2005: 302). Apart from the fact that it is best to prevent unhealthy lifestyle choices early in life, instead of intervening later, this will also have a positive influence on expenditure in the health sector. Schools are therefore viewed as potential settings in which to address the health of personnel, pupils and members of the community (World Health Organisation, 1999:14; Scriven & Stiddard, 2003).

The World Health Organisation (WHO: 1996) lists, next to various infections and diseases, the following major threats to the health of pupils, which can be reduced through school health programmes:

- HIV/Aids and sexually transmitted diseases,
- Violence and injury,
- Reproductive health and
- Abuse of alcohol, tobacco and other drugs.

These can also be described as a threat to healthy lifestyle choices.

It has been shown that schools provide an excellent setting for promoting health among children and young people as well as in the community at large.

3.3.2 The nature of Health Promoting Schools

In order to start with health promotion in schools and to put into practice the above-mentioned aspects of Health Promoting Schools (WHO, 1999), Dukes McKenzie and Richmond (1998) and the National Centre for Chronic Disease Prevention and Health Promotion (2002) have outlined the framework for a Coordinated School Health Program, which consists of 8 interrelated areas, namely:

- Comprehensive school health education,
- Physical education,
- School health services,
- School nutrition services,
- School counselling, psychological and social services,
- Healthy school environment,
- School-site health promotion for staff and
- Family and community involvement in school health.

These points can, however, not be seen as exhaustive. They basically provide an organisational framework in which Health Promoting Schools can be developed. Much work needs to be put into each of these components in order to successfully

contribute to the Health Promoting School as a whole. The most successful way to develop Health Promoting Schools would probably be to start with educational policies, which would then have to be integrated into schools. The World Health Organisation (1998) suggests four strategies for developing policies:

- Strengthening the ability to advocate for improved school health programmes.
- Creating networks and alliances for the development of Health Promoting Schools.
- Strengthening national capacities.
- Research to improve school health programmes.

In this context it can be mentioned that different approaches to health promotion exist. Jensen (2000) argues for a democratic approach which builds on a broader concept of health, embracing living conditions as well as lifestyle and eventually resulting in action competence. It is clear that this approach is very powerful, as it results in the empowerment of individuals.

More and more people in South Africa are becoming aware of the major health problems the country faces, especially concerning its young people. Youth are described as the valued possession of the nation, without whom there is no future (National Youth Policy, 1997). The South African Departments of Health and Education (2000:16) state that the vision is the development of a culture in which effective teaching and learning take place through the holistic development of schools which will promote the optimal well-being of all persons involved through the implementation of the Health Promoting Schools initiative. In this context it is important to mention that a comprehensive approach which focuses on equality is necessary, as differences were often made between schools in the past (Swart & Reddy, 1999:47).

In 1994 national leaders in the education and health sectors came together to discuss the concepts of health promotion and Health Promoting Schools. This

meeting finally resulted in the first conference on Health Promoting Schools in South Africa in 1996 in order to further promote implementation of Health Promoting Schools in South Africa (South Africa, s.a.). During the conference a clear picture was created about the background, aims, and assets of Health Promoting Schools. Major problems that ought to be addressed by the practice of Health Promoting Schools are the following: poverty, racial prejudice, suicide, substance abuse, nutrition, gender issues, traffic and other injuries, tuberculosis and other forms of infections, social diseases and violence (University of the Western Cape, 1996).

Various initiatives already exist in South Africa, where goals and strategies of Health Promoting Schools have been implemented (South Africa, s.a.; Swart & Reddy, 1999:48; Viljoen & Kirsten 2001; Viljoen, 2002; Viljoen, Kirsten & Haglund, 2004).

Even though the Health Promoting Schools movement in South Africa is to a large extent based on the Ottawa Charter of Health Promotion (WHO, 1986), the Draft National Guidelines for the Development of Health Promoting Schools/Sites in South Africa (Department of Health, 2000b) has expanded the definition of health, highlighting the physical, mental, social, environmental, economic and spiritual aspects of development and well-being. According to this definition, health promotion is thus concerned with the development of all aspects of well-being and quality of life (Donald, Lazarus & Lolwana, 2002). Within the context of this study it is essential to note that spiritual well-being has been included into the definition of health. In this aspect South Africa can serve as a model for other countries.

Measures have also been taken by provincial governments to develop the concept of Health Promoting Schools, such as the draft document of the Department of Health (s.a.) for the North West Province. It is very much in line with the Ottawa Charter for Health Promotion (1986) and emphasises whole school development, meaning that health must be promoted in all areas of school life, also focusing on prevention and early intervention (South Africa, s.a.).

3.4 Curriculum developments

In 1992 the then Minister of Education and Training Sam de Beer confirmed that the government was committed to the establishment of a single education system. A meeting was organised and held by the Joint Working Group on education (JWG) between Mr De Klerk and delegation of educationists and representatives from the African National Congress (ANC). Seemingly, the JWG had allegedly failed in its efforts to make significant bilateral talks with the government (Cooper *et al.*, 1992:579). Consequently it was agreed to place a moratorium on restructuring and negotiations on a national education system. Desegregation at all levels of education was started.

A discussion document on the Curriculum Model for Education in South Africa (CM) was published by the committee of heads of education in November 1991. The major policy implications of the document included that in future one education department would be established which would provide education for all (Cooper *et al.*, 1992/1993:578). One education authority would be established. The government embarked on a programme of desegregation at all levels of education. Some of the changes included:

- implementation of language policy changes at schools administered by the Department of Education and Training;
- institutional mechanisms which controlled certification and examination at national levels were to be changed;
- race should in future not feature in the structure and provision of education;
- justice in educational opportunities should be ensured;
- responsibility should be shared between authorities at various levels and different stakeholders in education, including parents; and

- management should be established at all levels of the school community.

Cooper *et al.* (1992:576) suggest that the Curriculum Model for Education in South Africa which was published by the departments of education in November 1991 was an indication that the new education system was imminent. One central education authority with regional departments would be established.

Cross, Mungadi and Rouhan (2002:175) claim that the White Paper on Education and Training (1995) called for the transformation of the school curriculum and formation of democratic structures to develop this curriculum. On 24 March 1997, the Minister of National Education, S Bengu, announced in Parliament the launch of Curriculum 2005. That was not only a departure from apartheid curriculum but represented a paradigm shift from content-based teaching and learning to an outcomes-based one. Curriculum 2005 is an integration of education and training as it is concerned with the job placement needs of the learner in the context of globalisation. Furthermore, it tries to align school work with work place, social and political goals; emphasises experiential and cooperative learning; pursues the value of diversity in areas of race gender and culture; and develops citizens who are imaginative and critical problem solvers (Cross *et al.*, 2002: 179).

In July 2001 the *Sowetan* ("New education plan released") reported that the National Curriculum has been released with its implementation due in 2004. The new system was due to be phased in annually from 2004 until 2008 in different learning grades, namely: grades R-3 in 2004, grades 4-6 in 2005, grade 7 in 2006, grade 8 in 2007 and grade 9 in 2008 (Mecoamere, 2001:9). The new approach towards teaching and learning has been a matter of concern in various schools (Geduld, 2003:5). In 2003, *Pretoria News* ("Teachers blame failure rates on OBE policy") alleged that the failure rate in grade 10 has sky-rocketed at Cape Town schools.

Prior to its implementation in January 2001, it was reported in the *Weekly Mail and Guardian*, according to the political Report Card, that minister Asmal dismally failed in his performance to introduce OBE in schools (Anon., 2002:14) According

to Lubisi, Wedekind and Paker (1997:83) most educators were still confronted with problems as far as OBE was concerned. Many of them still followed the content-driven approach.

Outcomes-based Education (OBE) was implemented by the Government of National Unity and was not based on the theoretical underpinnings of curriculum change. Questions such as the following were asked and discussed: What is the general objective of education? What is the curriculum of the past? What is the curriculum of the future? How does learning take place? How do we organise knowledge to improve learning? How do we deliver knowledge? (Cross *et al.*, 2002:178).

3.5 Proposals in policy documents

The fundamental policy framework of the Ministry of Education, set out in the first White Paper of Education and Training (1995), was a starting point of the African National Congress (ANC) educational policy framework. Through extensive and intensive negotiations and consultations, the framework was approved by the government (Doe, 2001:4).

In January 1992, the Joint Education Trust was launched by business, political and community organisations with the aim of improving the quality of teaching with focus on youth development programmes and adult basic education. These projects were started with funds to the value of R500 million, (Cooper *et al.*, 2002:580). Although various educational initiatives were started, participants in the discussion agreed on an educational policy that would address the educational crisis and lay a foundation for the long-term plan to transform education. However, there are fundamental differences between the government's proposals and political organisations for a future education system.

Sidiropoulos, Mashabela, Mackay, Gordon-Brown, Frielinghaus, Musiker, Swanepoel, Gallocher and Forgey (1994/1995:) claim that the government's first policy document for education and training published on 23 September was a step in the right direction for educational change. The draft document said that the

creation of new provincial departments of education would entail the amalgamation of existing departments of education.

The document proposed a number of principles which should form a policy for school ownership and governance. With the focus on ownership, there should be a few legal categories for schools, which should be uniform nationally, should assist the elimination of inequitable and outmoded divisions, and should include state-aided schools and independent schools (Sidiropoulos *et al.*, 1994/1995:267).

As far as governance was concerned, Sidiropoulos *et al.* (1994/1995:268) point out that the document included the following:

- local education and training forums;
- representatives of the main stakeholders in the system should be established as interim consultative and negotiating structures;
- school governing bodies should be representatives of the main stakeholders in the school and reflect the principle of ownership of the school; and
- in primary schools, the main stakeholders should at least comprise parents, teachers and representatives of the broader community served by the school.

Furthermore, based on the relevant legislation, the education department would provide for the establishment of bodies such as the Council of Education Ministers (CEM) and committees of new heads of education departments. There were also plans to abolish the South African Council of Education and the Education and Training Council, and to replace them with democratic representational bodies such as school governing bodies (SGBs).

The National Education Policy Bill was tabled in September 1995, with the aim of giving legal effect to the policy directions set out in the White Paper. The bill gave the minister of education far-reaching powers, in that he could determine the national policy governance, planning and evaluation, he could decide on pupil-

teacher ratio, admission age of the learner and so on (Sidiropoulos *et al.*, 1995/1996:137). In addition, the *bill* guaranteed every person the right to basic education. Statutory status was granted to the Council of Education Ministers (CEM). The Council would advise the minister on policy matters.

All policy proposals formed part of a national qualification framework which would integrate education into one system and facilitate movement between different types of educational institutions. In order to ensure that a new curriculum was adopted and implemented, a number of proposals were made at both national and provincial level by the Consultative Forum on Curriculum. The proposals represented a paradigm shift from the former emphasis on "curriculum input" (Sidiroppoulos *et al.*, 1996/1997:149).

In November 1996 the South African Schools Act of 1996 was signed and made law by then president Mr Nelson Mandela, and became effective in January 1997. The act provides, among others:

- Compulsory education for children aged 7 to 15;
- It is the parents' responsibility and obligation to ensure that children attend school, as enforced by the Act. Failure to do so will result in punitive actions being taken against guilty parents; and
- The establishment of School Governing Bodies (SGBs) elected by the parents, educators and other staff.

The participation of parents in their children's education was an initiative to enhance governance and to harness finances in schools. Since the introduction of the SGBs, the culture of teaching and learning in many schools has improved. Mr Renier Schoeman, then spokesman on education for the National Party, objected to the Act on grounds that it reduced the parents' power and made parents "functionaries" rather than role players (Jeffrey & Schontech, 1996/1997:132).

Forgey, Jeffrey, Sidiropoulos Smith, Corrigan, Mophuting, Helman, Redpath and Dimant (1999/2000:108) explain that Curriculum 2005 was introduced in grade1 in

1998 and in grade 2 in 1999. Although the teachers were receptive to the curriculum and the outcomes-based education approach, its successful implementation was hampered by insufficient material and human resources and poor communication between department officials and teachers.

3.6 The National Norms and Standards for School Funding (NNSSF)

The National Norms and Standards for School Funding policy (NNSSF) was adopted in 1998. The aim was to exempt parents who are unable to pay fees and to apply for subsidies for poor schools (Forgey *et al.*, 1999/2000:108).

Sayed (2002:41) argues that the NNSSF document which proposed the exemption of school fees by poor parents assumes a high degree of knowledge on the part of parents to apply for exemptions. Furthermore, it assumed that parents would declare their correct incomes with honesty and in good faith.

The Primary School Nutrition Programme developed in 1994 made available R3,4 billion for national feeding schemes by March 2001. The programme reached 15 000 schools and benefited 4,8 million pupils in an attempt to alleviate malnutrition in primary schools. Bonti-Ankomah (2001:12) points out that the Presidential Local Programme, under the auspices of the Reconstruction and Development Programme (RDP) strategy framework, was established in 1994, to improve the active learning capacity of primary school pupils, to alleviate hunger and to educate pupils about nutrition. By November 1997 the focus was on the enhancement of food intake directly through the provision of supplements.

Since the Department of Education (DOE) was committed to quality education for all, the White Paper on Education and Training (March 1995) specified that (Coombie, 2002:22):

- The encompassing goal of the policy must be to enable all individuals to value, have access to, and to succeed in lifelong education and training of good quality. Educational and management processes must therefore put the learners first, recognising and building on their knowledge and experience and responding to their needs. An integrated approach to

education and training will increase access, mobility and quality in the national learning system.

- The system must increasingly open access to education and training opportunity of good quality to all children, youth and adults. The Constitution guarantees equal access to basic education for all. The satisfaction of this guarantee must be the basis of the policy. It goes well beyond the provision of schooling. It must provide an increasing range of learning possibilities, offering the learners greater flexibility in choosing what, where, when, how and at what pace they learn.
- There must be special emphasis on the redress of educational inequalities among those sections of our people who have suffered particular disadvantages, or who are especially vulnerable, including street children, out-of-school youth, the disabled and citizens with special educational needs.

3.7 HIV/Aids

Coombie (2002:45) claims that the plight of educators and the learners infected with HIV/Aids is ill-considered, despite the introduction of the HIV/Aids policy introduced in all public schools. The National Department of Education's Strategy and Work Plan Tirisano urges that "We must deal urgently and purposefully with the HIV/Aids emergency in and through education and training system. This is the priority that underlies all priorities, for unless we succeed, we face a future full of suffering and loss, with untold consequences for our communities and the education institutions that serve them. The Ministry of Education will work along with the Ministry of Health to ensure that the national education plays its part to stem the epidemic and ensure that the rights of all persons infected with HIV/Aids virus are fully protected." (Human Rights Watch, 2006:1).

In 1999, reflecting the Law Commission recommendations and following consultations between the Department of Education (DOE) and the Education Labour Relations Council (ELRC), the DOE distributed the HIV/Aids policy and

guidelines to learners and educators in its institutions. The Government Gazette no. 20372 (August 1999) specified the following (Coombie, 2002:28):

- The constitutional rights of learners and educators must be protected equally;
- There may be no compulsory disclosure of HIV/Aids status; and
- No HIV positive learner or educator may be discriminated against because of his/her status.

In addition to the above, the Department of Education has distributed HIV/Aids guidelines to teachers through provincial structures. The aim is to "call for a 'struggle' against the pandemic by all organs of the society".

In January 2002, the *Teacher* mentioned that the then Minister of Education, Kader Asmal, had outlined eight projects aimed at dealing with HIV/Aids in 2002. In the same vein, it was reported that a two-day conference was organised by the independent schools of Johannesburg to examine the impact of HIV/Aids on the teaching profession (Naidu, 2002:25).

In an attempt help orphaned learners whose parents had died from Aids to survive, the *New Era* printed in May 2005 mentioned in a report titled "HIV/Aids Scheme reaps fruits" that the Food and Agricultural Organisation (FAO) and the World Food Program (WFP) took the initiative to assist several African schools to curb the spread of Aids. In developing health promotion, household tasks related to food were taught, such as food preparation, weeding, and sowing (Tjaronda, 2005:2). The *City Press* pointed out in July 2006 (Saldinger & De Wee, 2006:25) that in order to curb gender-based violence and to increase HIV/Aids awareness in the Limpopo province, women had taken the initiative to educate people on the dangers of the disease. That project, which was financed by micro-financers, bore fruit. In January 2002 the *Teacher*, in a report "Handling HIV/Aids in the classroom", described how several independent schools in Johannesburg were aiming to curb the spread of the disease on the school premises. It was realised

that there was an alarming death-rate among student-teachers in various institutions (Naidu, 2002:2).

The National Education Policy Act (1998) suggests that an HIV/Aids policy introduced in schools is to promote prevention and care within the public education system, and moreover to root out unfair discrimination against the infected persons. On the 22 December 2000 the *Natal Witness* ("School fires HIV teacher") accounts how a teacher in KwaZulu-Natal was dismissed because of her HIV status (Ayoob, 2001:1). The *Cape Times* reported in October 2002 that the MEC for education, Andre Gaum, in an attempt to curb the spread of the disease, launched two books for children, since the impact of HIV/Aids on education should never be underestimated. In addition, "parents were urged to support young people to talk about their status and to seek help wherever needed" (Ntabazalila, 2002:4).

According to an article in the *Pretoria News* in 2006, "the results of the survey released by UNAIDS showed that 71 education departments worldwide struggling with Aids issues, including South Africa" (Nthite, 2006:8).

3.8 South African Schools Act 1996

The South African Schools' Act (SASA) of 1996 applies to school education in South Africa as enshrined in the National Education Policy Act no. 27 of 1996. As stipulated in the Act, every parent must ensure that every learner under his/her auspices should attend school from the first day of the year until he/she reaches the ninth grade or at least until the age of fifteen. To enforce compulsory learning, no learner may be refused admission to any public school on grounds that his/her parents are unable to pay school fees.

According to Albertyn, Goldblatt and Roederer (2001:140), no person may unfairly discriminate against any person on grounds of gender. In terms of SASA, gender-based violence is not allowed.

In terms of SASA, the minister issued a document in 1998 to establish the national norms and minimum standards of the National Norms and Standards for School

funding (NNSSF). Each province determines its own level of funding in education (Sayed, 2002:39).

In the process of transformation in education, governance of every public school is vested in the governing body, which is meant to involve parents in the education of their children. Commitment to democracy in education requires a more proactive policy supporting the SGBs to exercise their powers and functions (Sayed, 2002:45).

3.9 Conclusion

Health is a holistic construct that covers the whole of the human condition; hence, no single aspect can be singled out or be promoted as the core element of health. Within the South African situation, as a society in the making, all these aspects must be included. The following conclusions are indicative of how the broader health landscape changed over time with reference to schools:

- School policies play vital roles in management. A well-drafted policy usually serves as a guideline on safety, nutrition and discipline in order to promote the wellness and well-being of the educators and the learners, and the non-teaching staff.
- The National Education Policy Investigation (NEPI) launched in 1990 aimed at addressing policy implementation issues. It also evaluated the formal policy documents of the major political players, to compare their similarities and their differences.
- The first conference on Health Promoting Schools held at the University of the Western Cape in Bellville (1996) was a first national attempt made by politicians, professional people and academics to establish health promoting schools. For the first time in South Africa's school history a national agenda was set for health promotion in schools. This conference also brought South Africa on a par with the rest of the world in terms of the Health Promoting School movement. Various key individuals emphasised the plight of South African children who had been marginalised because of

the legacy of the past. Many of them are still susceptible to diseases due to poverty. In addition, many have succumbed to promiscuity, alcohol abuse and drug abuse. As a result, the aim of the conference was to promote health promotion in schools so that the learners could realise their aspirations and take control of their health.

- The Curriculum Model for Education in South Africa was published in 1991. Major principles on which the South African school education would be built in the future, include:
    - Race would not feature in the provision and structure of education;
    - Justice in should be ensured in educational processes;
    - Education should promote national unity and freedom of expression;
    - One central education authority with regional departments should be established;
    - Responsibility should be shared between authorities at various levels and different stakeholders, including parents;
    - Curriculum changes should be implemented in the formal schooling system; and
    - A new system of certification should be introduced.
- On 24 March 1997, the then Minister of Education, S. Bengu, announced the launch of Curriculum 2005 in Parliament. This was a dramatic departure from the apartheid curriculum. It represented a paradigm shift from content-based teaching to outcomes-based learning. It is concerned with the job placement needs of the learners in the context of globalisation. It develops citizens who are imaginative and critical problem solvers: the teacher becomes the facilitator and the learner the discoverer of information.
- The proposed document on the new educational policy was discussed by politicians, all stakeholders in education, business people and NGOs. In

1992 the Minister of Education and Training confirmed that the government was committed to ensuring that one, non-racial, non-discriminatory system would be established.

- In order to ensure that parents who could not afford to pay fees were exempted, the National Norms and Standards for School Funding (NNSSF) document was compiled was introduced. It also assumed that parents would act in good faith and honesty when declaring their income, with the intervention of the governing bodies.
- The scourge of HIV/Aids is receiving attention by people from all walks of life. In the educational sector, the Department of Education has ensured that policies are sent to all public schools, in order to educate the whole school population about the dangers of this virus. The learners are taught not to discriminate against Aids sufferers. Nevertheless, all schools should draft own policies on HIV/Aids.
- The South African Schools Act of 1996 made provision for all children to register in any public schools of their choice. In addition, all parents should act responsibly in ensuring that their children attend school from the first grade until the ninth grade and at least until the age of fifteen. Furthermore, the Act determines that schools governing bodies (SGBs) must ensure good governance and proper financial management. Through this Act, children's educational rights are protected.

3.10 Final remarks

The aim of this chapter was to investigate the development of health promotion in schools in South Africa as well as to explore related policy developments. In the next chapter, attention will be given to a case study in primary schools in the Southern Region of the North West Province.

CHAPTER 4

HEALTH PROMOTION IN SCHOOLS: A CASE STUDY IN PRIMARY SCHOOLS OF THE SOUTHERN REGION OF THE NORTH WEST PROVINCE

4.1 Introduction

The aim of this chapter is to establish the opinions and perceptions of educators concerning health promotion in schools. Obviously, health promotion includes a variety of activities that could turn a school into a health promoting school. According to the World Health Organisation (1996) and the Ottawa Charter (WHO, 1986) an individual or group must be able to identify and to realise aspirations, to satisfy needs, and to change or cope with the environment to reach a state of a complete physical, mental and social well-being.

The following questions gave direction to the research project:

1. How does your principal manage the school?
2. What is the link between the school and the local community?
3. How do the educators assist one another when they perform their duties?
4. Do you have a plan of action in your school?
5. Does your school have a policy on HIV/Aids?

The study was based on research done in the Southern Region of the North West Province.

4.2 Research design

This research endeavour investigated health promotion in primary schools. Therefore the focus was on the opinions and perceptions of health promotion by educators in the selected schools.

A qualitative research design was used for the research. According to Monette, Sullivan and Dejon (1994), qualitative research, as an inductive approach, is

effective in determining the deeper meaning of experiences of human beings and gives a rich description of the specific phenomenon that is being investigated in reality. The research was open and was not directed by a conceptual framework, pre-conceived notions or hypotheses. The participants were met in their own world (context), in an attempt to obtain a total picture of the research problem, thus to holistically determine their views (O'Donoghue & Punch, 2003:15-22).

4.3 Research method

4.3.1 Sampling of participants

A research sample of four educators from each school out of ten schools was randomly selected in the Southern Region of the North West Province to participate in the research. They were all educators teaching different learning areas and seemed likely to supply data rich in information. Participants were invited to take part in the interviews. Four focus group interviews were conducted at each school.

4.3.2 Data collection

Data was collected by means of focus group interviews. The role of the researcher was that of a "research instrument", with no preconceived notions or expectations. Open-ended research questions were put to the participants to gather information on the topic of health promotion (Morse, 1991:15-16).

A context was created where participants could speak freely and openly. This was realised by making use of the techniques of clarification, paraphrasing, summarising, probing and minimal verbal and non-verbal responses. The research continued for 10 focus group interviews until definite groups and categories became evident and the information became saturated (De Vos, Strydom, Fouche & Delport, 2002:316-317).

4.3.3 Data analysis

Categories and subcategories from the educators of the ten schools visited were identified. At the same time an independent qualitative researcher, Dr. CT Viljoen (North-West University), was requested to do an independent coding of the data in order to determine if the same categories and subcategories became evident and could be confirmed. Consensus discussions between the researcher and the independent expert were held in order to determine the final results of the research.

In order to ensure reliability of the findings, attention was given to the principles of credibility (checking the truth value of the findings), by means of field notes, peer examination and transferability (ensuring applicability of the findings) through comparison of sufficient descriptive data, as well as using the same procedure right through, peer examination and conformability by keeping an appropriate distance in order not to influence the research (De Vos, Strydom, Fouche & Delport, 2002:304-305).

4.3.4 Ethical issues

Care was taken to adhere to ethical measures during the research. In order to ensure the safety and rights of the participants, they were informed of the prevailing ethical considerations, such as informed consent of the school and the participants, voluntary participation, anonymity, confidentiality and providing feedback (Koshy, 2005:83-84).

4.3.5 Results

The research was conducted in the Southern Region of the North West Province in South Africa, which included the towns of Potchefstroom, Fochville, Klerksdorp, Stilfontein and Orkney.

Ten schools were identified, of which four were former model C schools. Of the remaining six schools, two were from the rural areas, and four from the townships, which were under the auspices of the former Department of Education and

Training (DET) respectively. The former two schools used the same medium of instruction and accommodated learners from the same socio-economic environment; hence, their facilities were basically the same.

Ten schools were clustered together to form three groups:

Group 1: **Single medium schools.** These schools are both for predominately Afrikaans-speaking learners.

Group 2: **English medium schools.** Group 2 schools are English medium schools and previously known as Model C schools. These schools serve white, black, coloured and Indian learners. These are well established schools with excellent records.

Group 3: **Schools for black learners.** The Group 3 schools are traditionally known as township schools and facilities at these schools are quite poor. Some of these schools recently obtained certain facilities but are in no way well established schools.

4.3.6 Main categories and subcategories

After the data was analysed, the following main categories and subcategories were identified, as represented in the table below:

MAIN CATEGORIES	SUBCATEGORIES
Leadership	• Democratic • Semi-democratic • Autocratic • Cooperation
Parents	• Meetings • Stakeholders • SGB
Educators' duties	• Fundraising
Plan of Action	• Teamwork • Cooperation
Policy on HIV/Aids	• Code of conduct

Since five questions were asked during focus group interviews, attention is focused on the individual analysis of each question.

4.3.6.1 Analysis of question 1

Leadership plays a pivotal role as far as management is concerned. It is through well-organised leadership that institutions such as schools and churches are able to function properly and consequently to achieve their goals. Many employees have gained experience in their workplaces because of the guidance and assistance they received from their employers. According to Everson and O'Flaherty (2006:9) leadership in the corporate world cannot be separated from mentoring and providing advice and guidance, and it plays an important role in skills development, retaining valuable staff and developing them for the future.

According to the Department of Education (2000:10) leadership in the school situation is about guiding people to achieve the school's objectives. For management to organise, coordinate and plan, it is important for leadership to be democratic.

With regard to the leadership of school managers (Dimmock & Walker, 2005:128), most educators referred to a democratic style that is being practised in their schools. Democratic leadership paves the way for self-empowerment because educators get the opportunity to discover their strengths and weaknesses in certain areas of work. Cooperation among the educators prevails, since problems are holistically approached.

Peete (2004:2) stresses that leadership in the school environment can be a generative and an elusive quality. It denotes transformation and change in people working in the system rather than just within the people themselves.

Several subcategories emerged from the first question, such as democratic, semi-democratic and autocratic leadership, and cooperation.

The following responses are representative of the answers given by the educators:

Educator A 1: "... The school manager practises a democratic style of leadership. She constantly gives us the necessary assistance. When I started teaching in this school in 1999, I was still a novice, but because of her guidance and encouragement on my work, I think I have gained a lot ... During the absence of the manager, during my free periods, I was usually given time to execute some managerial duties, such as the control of educators' attendance register, classrooms' registers and so on ... Some of my colleagues are also becoming acquainted to her style of leadership."

Educator B 1: "... Although there are flaws here and there, I still maintain that our managerial style of leadership is democratic. When one is having problems concerning execution of his/her duties, we collectively assist him/her. We work as a team ..."

Educator C 3: "... The school's management is excellent; hence our enrolments are increasing year to year. Because of cooperation between the educators and the learners, our pass rate is gaining momentum every quarter. Hence scores of parents have seen the need to register their

children in our school. The learners do the work themselves. They are the discoverers of information ..."

Educator D 3: "... Leadership is semi-democratic. Our principal should give room for educator-empowerment. Once the educators are empowered, they would be able to use their abilities and capabilities, and hence assist in managing the school ... Through his guidance and assistance, the school can be smoothly run. In many instances, where schools are undemocratically run, absenteeism becomes rife among the educators and the learners respectively, pass rates decline, and above all ill-discipline is experienced ... hence for the school to maintain its vision, all educators should be given the opportunity to exercise their potentiality."

Educator E 4: "... Our enrolment numbers are increasing on [a] yearly basis. The number of learners enrolled last year was 900' and this year it has risen to 1 200. The numerical strength of our learners is partly caused by the democratic leadership of our headmaster. When an educator is absent because of the reasons beyond his/her control, a colleague supervises learners under his/her control ..."

Educator B 1: "... Thus far, leadership of our principal has been motivational on us ..."

Educator C 4: "... Autocratic leadership often deprives educators to execute their potential fully. For example, an educator with sporting abilities and knowledge may be able to nurture and develop the learners' sporting skills if he/she is not given a chance. This kind of leadership can have a negative impact on the extra and intra-curricula activities respectively. Management of the school can also be affected if this style of leadership continues indefinitely."

Educator D 2: "... Our headmaster is autocratic in his leadership. During the staff meetings, he doesn't consider my viewpoints. I am still a novice, hence

I think through this kind of leadership, I am being disempowered. We are now having a new constitution, with a new education structure. Let us not disregard the clauses stipulated in the South African Schools Act of 1996 ..."

Educator F 1: "... Cooperation is an important phenomenon towards achieving successful goals because it ensures that share ideas, work collectively and assist one another on weaknesses and strengths. It is very rare for people to encounter difficulties when they collaborate with one another. Moreover, it omits selfishness, self-reliance and individualism which might any impediments on the proposed vision. Hence it is important for educators to cooperate with one another when executing their duties, which would serve as motivational instrument on the learners' learning."

Educator E 2: "... We cooperate with one another when we execute our duties. I think that this "modus operandi" of working really ensures that the school is managed democratically. Whenever we encounter some problems in our learning areas, there is always assistance. We work as a team ... Because of this pattern of collaboration, our pass rates have increased tremendously ... This symbolises that our learners are motivated in their learning ... When I started my services in this school in 1999, our enrolment was still very low ... As I am speaking to you, we have registered approximately 200 beginner learners, who will commence their schooling next year, 2006."

4.3.6.2 Analysis of question 2

The active participation of parents in the education of their children is an important factor. During the apartheid era, education in South Africa was fragmented. Most of the parents whose children were deprived decent facilities in education, could not actively support their children in their learning. With the advent of the new constitution, the new structure of education came into being (Nthite, 2006).

According to Demsey-Hoover and Sandler (2006:2-3) the involvement of parents in their children's education can greatly contribute to their optimal development; proof of this is that scores of challenged learners have managed to achieve their educational goals because of the assistance and encouragement of their parents in their education.

Through the introduction of the National Education Policy Act of 1996, parents were given the power to involve themselves actively in the education of their children. The School Governing Bodies are legally elected to play prominent roles in governing the schools. This step has brought parents nearer to schools. Parental involvement is a yardstick to ensure that the vision of the school is being realised.

Subcategories that emerged from this question were meetings, stakeholders and the SGB. The following responses are representative of the answers given by the educators:

Educator A 3: "... The parents have decided to own the school. Everybody is committed on the development of the school. We hold a series of meetings every quarter to ensure that parents are being kept abreast with the development of the school ..."

Educator J 1: "... We hold parents' meetings every quarter, hence parents are active participants in matters of the school ... On Saturdays, parents collectively organise bazaars, beauty contests, in an attempt to raise funds ... In 2000, our fund-raising campaigns managed to raise R 20 000 which we used to buy a photo-copy machine. With the remaining amount we bought paint to renovate the school ..."

Educator H 2: "... Many parents are still afraid to participate in the affairs of the school. I think if the parents can regularly be involved in education of their children, teaching and learning would be enhanced in schools ..."

Educator G 1: "... Parents meetings should be held regularly in order to attract parents to school matters. The SGBs should take the initiative on this

... Moreover, the SGB should be thoroughly trained in the schools' governance ... Most of them are still unclear concerning matters of the school."

Educator E 2: "... A link with the parents is still very poor. I think this link should be reinforced by training the parents to participate in matters of the school ..."

Educator G 4: "... Our SGB always take initiatives in raising funds for the school ... Most of them are retired educators, who usually take the initiative on the development of the school. They organise meetings, fundraising campaigns to ensure that the maintain its pride ..."

4.3.6.3 Analysis of question 3

Work becomes easier when everybody involved commits himself or herself. Education, responsibility and accountability (Thrupp, 2005:92) are also pivotal in this regard. Many workers have achieved enormous goals because of teamwork and cooperation of all the stakeholders. Subcategories such as teamwork and cooperation emerged from this question.

The following responses are representative of the answers given by educators.

Educator A 3: "... Our principal is practising empowerment; hence many educators are dedicated in their work. There is communication the educators. We work as a team; hence we are constantly making remarkable achievements every year."

Educator C 1: "... Through teamwork, we are able to achieve our goals. For instance, we had one colleague, who disclosed his HIV/Aids status, hence he could report for duties for three weeks. But because we work collectively, we managed to assist the learners under his control wherever possible ..."

Educator A 1: "... Most of our educators are being empowered because of cooperation. When one asks for assistance of intra-curricular or extra-curricular activity, we always improvise."

Educator J 1: "... We always encourage teamwork among all the stakeholders. This mechanism has motivated our learners in their learning. Hence, every year we pride ourselves with high pass rates. In the beginning, absenteeism and truancy was rife, which undoubtedly affected the learners' performance ... I would like to advise all other schools to encourage parental participation ..."

Educator B 1: "... Educators always work as a team in nurturing the learners. When one educator is sick and fails to report for duties, his/her colleagues willingly assist him/her wherever possible ..."

4.3.6.4 Analysis of question 4

No goal can be achieved without any planning beforehand. The drawing of action plans involves all the stakeholders who share their ideas, make their inputs and decide collectively on which direction to follow. Many people's good ideas have fallen by the wayside without proper planning; thus it is important to note that planning is the key to success in any institution. In the school situation, planning plays a pivotal role because it enhances teaching and learning. Many schools have achieved their educational goals and visions because of strategic planning (Bush & Bell, 2002:86-87).

A subcategory that emerged from this question was fundraising. The following responses are indicative of the perceptions of the educators:

Educator D 2: "... It is important to have a policy because it serves as a measuring instrument on the development of the school ... I have realised that schools without well drafted plan of actions, are usually mismanaged. This might have a negative impact on the pass rate ..."

Educator E 1: "... We have a policy which is amended on [a] yearly basis ... hence, the culture of teaching and learning is being enhanced. The educators

and the learners work collaboratively at all times ... In 2002, our school overall pass rate rose to 80% ..."

Educator H 3: "... We work as a team."

Educator B 2: "... Risky behaviour among the learners such as bullying and truancy has declined because of the code of conduct ... Punctuality has improved a lot and in addition, classes have become less noisy. The learners are determined to do their work ..."

Educator A 1: "... Yes, we do have a policy document in our school. But I think it needs to be revisited because of current developments in education system. Our new structure of education makes provision for learner-support in a totality."

Educator A 3: "... Yes, we do action plan in our school. But all the same, it doesn't include clauses of the education system enshrined in the new constitution. Moreover, if all the stakeholders in education can collaborate in the drawing of an action plan, I think our school would achieve the set goals."

4.3.6.4 Analysis of question 5

HIV/AIDS is a disease that has no boundary. It infects and kills young and old, rich and poor, married and unmarried, educated and uneducated – people from all walks of life. Despite efforts taken by health departments nationally and internationally to eradicate it completely, little has been achieved. Yet, people are constantly being advised to condomise or abstain. In the school situation, great numbers of educators and learners have been and are still victims of Aids-related illnesses (Mukoma, 2001:61-62).

According to Coombie (2002:45) HIV/Aids have a negative impact on teaching and learning. Educators who are infected can no longer perform their duties as they should, due to ill-health. Learners' academic performances decline because of a

high rate of absenteeism. As schools' enrolment rates decline, the drop-out rates will rise as a result of the occurrence of child-headed families.

Schools' enrolment figures decline because of the learners infected with HIV/Aids. Moreover, orphaned children are forced to discontinue their education so that they can take parental responsibilities in child-headed families (UNAIDS, 2002:45).

Mukoma, (2001:60) points out that risk behaviour among adolescents, such as unprotected sex, is a contributory factor towards the spread of HIV/Aids. Sometimes girls are coerced into sexual intercourse as an expression of love, or they may engage in sexual activities for economic reasons.

A subcategory that emerged from this question was the drafting of a code of conduct for educators and learners respectively. The following responses are examples of the answers given by the educators:

Educator A 2: "... We have no policy on HIV/Aids. We are still using the drafted one that we got from the department of education."

Educator B 3: "... I think efforts should be taken by all stakeholders in a fight against this scourge ... Many people are still in darkness on how to protect themselves against the disease. In the school situation, the learners should be taught and advised about the dangers of the disease ..."

Educator C 4: "... Sex education can be of great significance in schools, particularly in secondary schools where the learners are in transitional stages of their development ..."

Educator B 1: "... I think educating the learners about sex would alleviate teenage pregnancy among the youths. For the past six years, the 17 year school girls were victims of early unwanted pregnancies ... The spread of HIV/Aids was rife during that time ... It has been alleged that approximately 50% of young school girls around the country had died from Aids-related illnesses ..."

4.4 Discussion

The research conducted in the Southern Region of the North West Province supplies evidence of the current state of affairs regarding to health promoting activities within the research region.

Harris *et al.* (2003:29) claim that principals who practise democratic leadership in their schools are transformative rather than transactional, or invitational rather than autocratic. Democratic leadership allows empowerment of teachers. Democratic leadership plays a pivotal role as far as management is concerned. Educators from the different groups mentioned that their principals were practising democratic leadership in their schools; accordingly, most of them felt empowered. In only two schools autocratic leadership was still found to be used.

According to DOE (2000:14) democratic leadership allows for sharing, planning, decision making and the guidance of staff. This type of leadership motivates and encourages educators to be duty-bound and to work with determination.

Groups 2 and 3 emphasised the importance of empowering educators. The empowerment of educators is significant because it reduces the managerial work of the management team, and in addition the educators themselves gain experience in their work. The school can be effectively managed if educators are given opportunities to use their potential. In addition, the culture of teaching and learning will be enhanced (Dimmock & Walker, 2005:123).

Singh and Manser (2002:56-64) are of the opinion that collegial management suggests that teachers should play a participatory role in the management of the school. The school manager should encourage educators to participate in strategic planning and this collective approach would help the school to identify the set goals and objectives. Collegial management is another way of empowering educators because they share ideas and make inputs towards the development of the school.

Even educators at established schools with proper facilities (group 1) mentioned that well-managed schools can only be achieved through the collaboration of

parents and all the stakeholders in education. Although apartheid has created fragmented education structures, many participants stated that active participation of parents in education could heal the "wounds" of the past. Through meetings initiated by the School Governing Bodies (SGBs), parents are able to share their knowledge and expertise to ensure that the learners are holistically developed (Maile, 2002:327). Parents thus play a pivotal role in the education of their children.

Squelch (1994:3) argues that parents are primary sources in their children's education because they assist and guide them to learn intuitively at home. Moreover, they have the duty and responsibility to provide in their "physical, material and emotional needs". Since schooling is compulsory, parents are obliged to ensure that their children attend school on a regular basis. New educational policies enshrined in the South African Schools Act (1996) have undoubtedly engaged parents in active roles in the education of their children. To ensure good governance and management, parents should therefore get involved in the affairs of the school.

Fund-raising campaigns are organised on a quarterly basis to ensure that schools are functional. In addition, well-to-do parents usually give more than the minimum required from them and will donate cash (Bush & Bell, 2002:258). The atmosphere in schools is conducive to teaching and learning. Pass rates are extremely high, which encourages many parents to register their children in these schools.

Parents should work collaboratively with all the stakeholders in education in order to overcome all the barriers in education. Mention was also made of high failure rates and alarming school drop-outs which are gaining momentum (Nthite, 2006:1).

Educators in groups 1 and 2 mentioned that a plan of action is also an important factor in managing the school. A school can only be functional with a well-drafted policy. A school policy entails decisions, aims, objectives and a vision shared by

all the stakeholders of a particular school. Well-drafted school policies were found in these schools. Written policies reflect a school's attitude and development. It is therefore important that the school policies are brought in line with what is happening in the school or the wider educational community. For example, there was a policy for security, school feeding and so on (Roestoff, 2006:4). The learners are protected throughout schooling hours and effective teaching and learning can therefore take place.

Educators and learners abide by the rules and regulations in the policy of security. In addition, food is provided to the learners during recess, with constant supervision of educators to ensure that health promotion is maintained.

Educators from groups 1 and 2 mentioned that cooperation and assistance have been initiatives of their headmasters. Even prior to democracy and the new structure of education, democratic leadership was already prevalent in many white schools. The aim was to empower all educators in their work, and as a result many of them got opportunities to reach their potential and to develop their skills. They also greatly contributed towards developing the talents of the learners from grades 1 to 7 (Daresh, 2006:55).

Educators in group 1 reported that there were HIV/Aids policies in their schools but that these needed to be amended. Through collaboration of all stakeholders in education, humane relationships between the affected and the infected could be established, particularly in school environments. HIV/Aids is spreading very quickly in schools and it has been alleged that great numbers of educators and learners alike are dying annually because of this disease (Nawatiseb, 2004:5).

Continuous absenteeism of sick educators creates a problem for their colleagues, as the latter are often burdened with heavy workloads. Teacher attrition is likely to outweigh lower enrolments and to deteriorate teacher-pupil ratios. Teachers who retire are also unlikely to be replaced, which would further aggravate the situation.

According to DOE (2005:2-4) group 3 educators emphasised the need to implement HIV/Aids policies in their schools. In many primary schools, the

educators, learners and non-teaching staff were still in the dark on how to treat an infected person. They needed to be taught and guided not to discriminate against infected school mates/classmates and they needed a code of conduct in this regard. Since the scourge has no boundaries, it is important that health experts occasionally visit schools to conduct workshops; in addition, sex education should be included in the curriculum.

4.5 Limitations and recommendations

The interviews which were conducted had some shortcomings, despite the fact that some principals and staff were very helpful during the visits to the different schools. Although educators were assured of confidentiality, some of them appeared scared during the discussions, and some totally refused to participate in the interviews. They said that it was a crucial time of the year, that learners were preparing themselves for the final examination and that they had to guide them through revision to ensure that they write the exam with ease. In some schools, the learners had already started with their final examinations, and the research and interviews could therefore not be conducted. The principals and staff in those schools expressed their regret that they were unable to assist. Most of them emphasised the need for the research because they were experiencing problems and because effective teaching and learning could take place as a result. Accordingly, barriers such as overcrowding and poor sanitation and sewerage were also prevalent in their schools. They stressed that absenteeism was common due to a lack of accommodation. Noisy classrooms also disturbed the discussions, because for the duration of the interview, the five to six educators who attended the interview could not be on duty in their classrooms. Seemingly, the principals of those schools lacked leadership qualities, and mismanagement was clearly visible (Motala, 1995:161-173).

Schools experience a lack of security, particularly in the rural areas, where cattle cross through the school premises, for instance. People enter the schools premises as they like, which creates disturbances and distracts learners during lessons. The SGBs should take the initiative on this matter and call parent

meetings in an effort to resolve problems with security (Bisetty, 2003:1). In addition, the Department of Education should be informed of the problem and they should be approached for assistance.

4.6 Conclusion

The following conclusions can be drawn from the research:

- In the interviews, many educators emphatically said that democratic leadership was very important in managing schools. Likewise, educators are given the opportunity to utilise their potential and to gradually become empowered. Being empowered, they would able to use their knowledge, skills and attitudes to contribute to the development of the school.
- Parents seem to play a major role in the development of the school. It is through their active participation that the learning of their children would be enhanced. This opinion was expressed by many educators. They reiterated that the new structure of education has brought with it further developments.
- The introduction of the National Education Policy Act of 1996 gave the parents more power to involve themselves in the affairs of the school. This was recognised in the South African Schools Act (SASA), which introduced the School Governing Bodies (SGBs).
- Participants emphasised the importance of a plan of action in the schools. They indicated that schools can only be functional with well-drafted plans of action. In addition, schools can realise their aims, objectives and visions with good planning. A well-drafted plan of action can be implemented effectively if the school's finances are stable. Hence, it is advised that parents, together with the SGB, should take the initiative and raise funds for schools.
- The majority of the participants made mention of the fact that educators always assist one another when they perform their duties. For example,

when one educator is absent, his/her colleagues willingly takes over his/her responsibilities. This cooperation is gaining momentum on a yearly basis.

- Most of the participants mentioned that they did not have a plan of action in their schools. Nevertheless, they were teaching and guiding their learners not to discriminate against HIV/Aids sufferers. A code of conduct needs to be introduced so that it could serve as a guide to the educators, learners and non-teaching staff on how to treat persons who are infected with the virus.

4.7 Final remarks

The aim of this chapter was to establish the opinions and perceptions of educators concerning health promotion in schools. The research design, methodology and analysis of the data were described. The findings were discussed and conclusions were formulated.

In the following and concluding chapter, the findings, conclusions and recommendations of the research project will be presented.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the research is concluded by a presentation of the findings, the drawing of conclusions based on the findings, and the formulation of the recommendations for future research.

5.2 Findings

5.2.1 Findings on the need for health promoting schools in South Africa

- The Mines and Works Act (1911) which enforced segregation at workplaces created a division between skilled (white) workers and unskilled (blacks) workers (see paragraph 2.2).
- In 1913, the Native Land Act was passed, which enforced territorial segregation. At that stage, blacks occupied 13% of land, compared to 87% designated to whites (see paragraph 2.2).
- With the passing of Urban Areas Act (1937) Africans had no rights of permanent domicile (see paragraph 2.2).
- The Mixed Marriages Act (1949) prohibited marriages between whites and members of other races (see paragraph 2.2).
- Through the enforcement of the Group Areas Act (1950), which was an extension of territorial separation, racial groups (whites, Indians, coloureds and blacks) were forced to live separately (see paragraph 2.2).
- The Separate Amenities Act (1950) prohibited the marginalised groups (Indians, coloureds and blacks) from mixing with whites at places of entertainment, such as stadiums, restaurants, cinemas and hotels (see paragraph 2.2).

- The Population Registration Act (1950) enforced registration based on race (see paragraph 2.2).
- The Bantu Education Act (1953) prohibited African children from attending the same schools as whites. Their education was characterised by a lack of human and material resources and was of a poor quality (see paragraph 2.2).
- Poverty mainly had a negative impact on blacks and people of colour. To date (in 2006), many of them are still victims of homelessness and of infrastructural problems such as a lack of sewerage, sanitation and electrification (see paragraph 2.3).
- In the school situation, many learners, of whom most are black, are confronted with problems like overcrowding, insecurity, poor sanitation and no electrification, which create an atmosphere not conducive to teaching and learning (see paragraph 2.2 & 2.3).
- Bantu education barred black children from receiving quality education. Their curriculum was designed in such a manner that the learners spent most of their learning periods on practical subjects, particularly in the primary schools (see paragraph 2.4).
- School violence has become epidemic in school education in South Africa: sexual violence, harassment, intimidation, rape and the murder of educators and learners on school premises are daily events (see paragraph 2.5).
- An uprising by learners in 1976 was probably a turning point in the political history of South Africa. As students' demands shifted from specific educational needs to political ones, they were joined by political organisations (see paragraph 2.6).

Aids impacts negatively on education because it decreases enrolment figures and has a psychological and emotional effect on children; hence, learners'

academic performance usually declines. Affected children are often also forced by circumstances to take on parental responsibilities in child-headed families (see paragraph 2.7)

5.2.2 Findings on health promotion in schools in South Africa and policy development

- The National Education Policy Investigation (NEPI) was launched in 1990 with the aim of generating a policy for the future education dispensation (see paragraph 3.2).
- To redress the imbalances of the past in education, various policies were analysed in terms of their values, objectives and conceptual coherences see paragraph 3.2).
- Some of the major proposals included ten years' free and compulsory education, provision for lifelong learning with access to loans and bursaries (see paragraph 3.2).
- All future planning of education in South Africa should be guided by five central principles: non-racism, non-sexism, democracy, a unitary state and redress (see paragraph 3.2).
- The fundamental policy framework of the Ministry of Education, set out in the Ministry's first White Paper of Education and Training in 1995, was the starting point of the ANC educational policy framework (see paragraph 3.2).
- The National Education Policy Bill was tabled in September 1995, with the aim of giving legal effect to the policy directions set out in the White Paper (see paragraph 3.2).
- The first conference on Health Promoting Schools held in Bellville (1994) was the first ever national attempt by the main stakeholders in education in South Africa to compile an inclusive agenda on health and health promoting schools for the country (see paragraph 3.3).

- Various challenges to transform the school and health education support services in terms of quality and accessibility were discussed (see paragraph 3.3).
- The promotion of intersectoral collaboration of all the stakeholders (including non-governmental organisations, the community and parents) in active involvement in the education of their children was highlighted as a key point of departure for health promotion through schools (see paragraph 3.3).
- The aim of the conference was to provide the opportunity for the Health and Education Ministries as well as other ministries to collaborate at national or local levels and, through partnership, to develop health promotion in schools (see paragraph 3.3).
- The former Minister of Education, S. Bengu, in 1997 announced the launch of Curriculum 2005 in Parliament. This event represented a fundamental paradigm shift from content-based teaching and learning to an outcomes-based approach (see paragraph 3.4).
- The national Department of Education's Strategy and Work Plan Tirisano states that the Ministry of Education will work along with the Ministry of Health to ensure that the rights of all persons infected with Aids are protected. This strategy is instrumental in protecting the rights of infected persons (see paragraph 3.4).
- The introduction of School Governing Bodies (SGBs) in the South African schooling system has enhanced the culture of teaching and learning. SGBs ensure good governance and administration and that finances are well managed in schools (see paragraph 3.5).
- The policy of National Norms and Standards for School Funding (NNSSF) was adopted in 1998. The aim of the policy was to exempt parents who are

unable to pay school fees and to make provision for poor schools to apply for subsidies (see paragraph 3.6).

- In terms of the South African Schools Act (1996) no learner may be refused admission to any public school. All children are entitled to attend school from the age of seven and at least until they reach the ninth grade or the age of 15 (see paragraph 3.8).

5.2.3 Findings on health promotion in schools: A case study of primary schools in the Southern Region of the North West Province

- Educators in different schools emphasised the importance of democratic leadership. It paves the way to self-empowerment for educators, and enables them to discover their strengths and weaknesses. It also denotes transformation and change in people working in the system, rather than just within themselves (see paragraph 4.3.6).
- Parental involvement plays a key role in children's learning. The introduction of SASA through the new constitution has led to the creation of SGBs. It is therefore the duty of the SGB to hold a series of meetings in order to involve parents in the affairs of the school (see paragraph 4.3.6).
- Teamwork among the educators was an important mechanism to enhance the culture of teaching and learning. Pass rates increase drastically where cooperation is visible (see paragraph 4.3.6).
- A plan of action must be drawn up for the effective management of schools. A well-drafted school policy ensures that the school achieves its vision (see paragraph 4.3.6).
- Schools with poor or no policies fail to achieve the set goals. In most cases, pass rates also decline remarkably (see paragraph 4.3.6).

- Most schools which were visited do not have a policy on Aids; this is particularly the case with schools in the rural areas (see paragraph 4.3.6).
- Learners are engaged in promiscuity and are therefore contributing to the spreading of Aids (see paragraph 4.3.6).
- At the schools, seventeen year old girls had early unwanted pregnancies (see paragraph 4.3.6).
- An Aids policy needs to be introduced in schools to ensure that those who are infected do not become victims of discrimination (see paragraph 4.3.6).
- An Aids policy would also protect uninfected teachers, learners and non-teaching staff and prevent the spreading of the disease (see paragraph 4.3.6).

5.3 Conclusions

5.3.1 Conclusions on the need for health promoting schools in South Africa

- A series of Acts passed by the previous government resulted in a deeply divided society. Racial segregation was enforced on the larger portion of the South African society. This statutory framework ultimately deprived the affected population of their health and well-being. In particular, it greatly restricted their education and their opportunities to realise their potential.
- Although there are developments indicating a new vision for education, there is still a dire need for health promotion in schools in South Africa. Most schools in the country have a long history of being plagued by sexual violence, abuse, intimidation, rape, murder, overcrowding, insecurity, violence in and outside the school, infrastructural problems, poor sanitation, a lack of well- qualified teachers, etc.
- At a societal level, poverty is still a threat to millions of black people. Many of them are still living in squalid conditions which jeopardise their health and

well-being. These conditions, among others, prevent parents from actively participating in the education of their children.

- Malnutrition and diseases are commonplace in these areas, with children and infants being the mostly vulnerable.
- HIV/Aids, and the spreading of the virus amongst the youth, are currently a challenge that should be dealt with at the highest level. HIV/Aids is a killer disease which necessitates a holistic approach. All stakeholders should collaborate to fight this epidemic.

5.3.2 Conclusions on health promotion in South Africa and policy development

- The National Education Policy Investigation (NEPI) was instrumental in orchestrating policy development in education.
- The acceptance of the principles of non-racism, non-sexism, democracy, a unitary state and redress, created an opportunity to positively influence the lives of millions of South African people who were deprived of the opportunity to optimalise their health and well-being.
- Health is a holistic and positive concept which encompasses mental, social and physical aspects.
- The concept of Health Promoting Schools has become very prominent internationally and holds many possibilities concerning the promotion of health in the lives of the youth of South Africa. A very positive contribution to society may be made through the practice of Health Promoting Schools.
- Curriculum 2005 was developed through extensive processes of participation and consultation, through a number of "technical committees". It was the culmination of years of planning of a national outcomes-based paradigm.

- The National Norms and Standards for School Funding (NNSSF) provides a policy framework to redistribute non-personnel expenditure to the neediest learners.
- As a result of Aids, enrolments in schools are decreasing. Affected children are obliged to take on parental responsibilities, which usually has adverse effects on their education.
- With the introduction of the South African Schools Act (SASA) of 1996, schooling was made compulsory for all 7-15 year olds, and as a result of this, school enrolments have increased dramatically.

5.3.3 Conclusions on health promotion in schools: A case study in primary schools of the Southern Region in the North West Province

- The leadership (usually the principal) of the school is an important determinant of the health and well-being of a school.
- Leadership styles can vary from democratic to semi-democratic, cooperation or autocratic. Democratic leadership is important in creating a health promoting climate within which teaching and learning can take place.
- Parents play an important role in the education of their children. As stakeholders they have a primary interest in the education of their children. Parents who are participating in the education of their children can directly and positively contribute towards their health.
- School policies that deal with the health and well-being of all stakeholders will enhance the culture of teaching and learning in schools.
- Teamwork among educators are important because it motivates learners. Academic performance of learners usually improves with teamwork.
- The effect of Aids in schools needs to be addressed through a collective approach, but all schools should also draft their own policies on Aids.

5.4 Recommendations

- School policies should be amended on a continuous basis to ensure the holistic development of the learner.
- Health promotion in schools needs to receive attention in, among others, teacher training circles and educational, health and community planning.
- Extensive research is needed to clarify the roles of the various stakeholders in health promoting school policies.
- Schools should be assisted in the drawing up and implementation of health promoting school policies.
- The various potential influences on health promotion in schools have to be investigated further in order to arrive at more comprehensive findings.
- Health promotion in schools should be included in all policies that might guide the actions and dynamics of schools.
- Educators need to be trained to successfully teach health promotion in schools.
- Parents as well as the community at large should participate in educational programmes which focus on health promotion in schools.

5.5 Final remark

The aim of this chapter was to conclude the research report with a summary of the findings, a presentation of the conclusions and the formulation of recommendations for further research.

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Mr. H. Komane
The Circuit Manager
Department of Education
Potchefstroom
2520

5 December 2001

Dear Mr. Hans Komane

M.ED FULL-TIME STUDY AT THE UNIVERSITY MR. R.S. MOKHOBO (1216634)

I hereby certify that mr. Mokhobo will enroll as a full-time student for the Masters Degree in Education next year (2002). I trust that you will support him in this academic endeavour. We are in the process of researching those areas which can promote the health and well-being of all stakeholders in education. It is through actions like this that we can actually make a difference in our communities and society at large. Mr. Mokhobo can play a pivitol role in this regard.

Yours sincerely

Dr. Charles T. Viljoen

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Department of Education
Lefapha la Thuto
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DIRECTORATE: PROFESSIONAL AND EDUCATIONAL SUPPORT SERVICE – SOUTHERN REGION
TEEMANE BUILDING Private Bag X915 POTCHEFSTROOM 2520 TEL: 018-299 8146 FAX: 018-299 8290
Enquiries: Mr S D Mavuda

08 July 2004

Mr S Mokhobo
North West University
POTCHEFSTROOM

RE: **PERMISSION IS GRANTED TO CONDUCT A RESEARCH**

Your request dated 02 March 2004 on the above matter refers.

Permission is hereby granted from the North West Department of Education in the Southern Region, to conduct your research of Health Promoting Schools and Policy Development, in the North West Province. You are free to visit schools in the region from the 19th July 2004 to the 29th October 2004. The permission is strictly granted within the duration indicated.

On completion of your study, kindly forward a copy of your research to this office.

Your co-operation will be highly appreciated

DR S H MVULA
REGIONAL DIRECTOR: PROFESSIONAL AND EDUCATIONAL SUPPORT SERVICES

cc *Mr H M Mweli – Chief Director, Southern Region*