ASSESSING THE ROLE OF SCHOOL MANAGERS IN IMPLEMENTING INTEGRATED PARTICIPATORY APPROACHES TOWARDS HIV AND AIDS INTERVENTIONS IN SCHOOLS

A Study of 'Learning Together' rural Project

by

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A thesis submitted in fulfillment of the
requirements for the degree of

MASTERS IN EDUCATION

University of KwaZulu-Natal

Faculty of Education

2006

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DECLARATION

I <u>Zolile Vuyokazi Ndlovu</u> the undersigned declare that the contents of this dissertation constitute my own original work which has not previously been presented to another institution either in part or as a whole, for the purposes of obtaining a degree. Where use has been made of the work of others, this has been acknowledged and referenced accordingly.

24 - 04 - 2007

Signature   **Date**

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ACKNOWLEDGEMENTS

WRITING CONVENTIONS

The author wishes to orientate the reader to the writing conventions that have been used in this thesis. This dissertation uses the American Psychological Association **(APA)** 5th style for referencing, which is internationally recognised. For instance, citations for books will be:

(Bush, 2004, p.76)
(Bush, 2004, pp.76-100)

KEY CONCEPTS

Civil society

Civil society is people such as traditional leaders, youth, faith-based organizations, and those in business, media and entertainment. This is the meaning used in this work.

Collaboration

Collaboration is to 'work jointly on an activity or project' (The Dictionary unit of South Africa, 2002). This is the meaning used in this work.

Community Health Care Worker

A community health care worker is a member of a particular community whose task is to assist in improving the health of that community in cooperation with the health care system or public health agencies (Diversity, 2003). They are often non-certified, trusted volunteer health care givers who promote health among groups that have traditionally less access to adequate health care (Diversity, 2003). This is the meaning intended in this work.

Educational management

Educational management is the process of planning objectives, organizing human and material resources, coordinating human activities systematically, controlling resources efficiently and effectively for the achievement of optimum educational goals in an educational institution (Van der Weshuizen, 2003, p.38). This is the meaning used in this work.

Enabling environment

An enabling environment in this study is the set of attitudes, policies (including legislation) and practices which stimulate local people to take action and facilitate their own success. It stimulates peoples' control over their own destiny by putting them in control of the institutions and decision-making processes that affect their lives (The Hunger Project, 2006).

Facilitator

A facilitator is a person who helps a group or team to work together in a collaborative way towards achieving agreed objectives. Facilitators often have a normal full-time job, in addition to facilitation. A facilitator helps learning to take place; designs sessions; provides tools and techniques; ensures goal achievement; draws out the participation schedules and roles of team members; and helps to resolve conflicts (Wikipedia, 2006). This is the meaning used in this work.

Health

In this study health is 'a state of physical, mental and social well-being and not merely the absence of disease or infirmity' (Coulson, Goldstein & Ntuli, 1998, p.1).

Health promoting school

A health promoting school (HPS) is one which enables learners to take control over their physical, mental and social well-being, identifying and fulfilling their needs and adapting to change and coping with the environment. The HPS concept deems children's health as a responsibility shared by the school with parents, the community, the health sector and other government sectors hence

schools collaborate with them to promote the health of learners (Tuckwood, 2000). This is the meaning used in this study.

Learning Together

Learning Together (LT) is the name of a research project set up by a team of UKZN academics to assist schools and clinics working on issues of HIV and AIDS, youth and gender in a poor community in Pietermaritzburg to work collaboratively together using visual and arts based participatory approaches.

Nguni people

The Nguni are the Zulu, the Swazi, the Xhosa (Thembu and Mpondo) and the Ndebele people and their languages which are often mutually intelligible with regional variants and dialects (Biosphere, 2006). Nguni cultures are patriarchal, practice polygamy, value the paying of the bride price "lobola" and value their cattle (Biosphere, 2006). They revere ancestors and hold strong beliefs in witchcraft. This is the functional definition of Nguni used in this work.

Pastoral care

Pastoral care is the practice of looking after the personal and social wellbeing of children under the care of a teacher. It can encompass a wide variety of issues including health, social and moral education, behaviour management and emotional support (Wikipedia, 2006). The term is used as explained above.

Patriarchy

Patriarchy is the sociological condition where males as a group or class have supreme authority over women and within families, and tend to predominate

in positions of power (Wikipedia, 2006). Patriarchy is a total system of male domination, entitlements and privileges that are accrued through specific acts of oppression, and exploitation in the social, political, economic and linguistic realm (WMST-L, 2003). These two definitions encapsulate the meanings intended in this dissertation.

Sub-Saharan

In this dissertation, Sub-Sahara means from or forming part of the African regions south of the Sahara desert (The Dictionary unit of South Africa, 2002).

Visual and arts based methods

Visual and arts based methods are a broad category that includes drawing, photography, electronic media like video and computers, dramatic performance, traditional and modern dance, music, poetry recitals, used as tools to entertain, teach and learn, foster creative self-expression, interpersonal communication, and to foster an understanding of the relationship between visual arts, history, culture, and society (South Dakota DoE, 2004). This is the meaning used in this work.

ACRONYMS

ARV Anti-retroviral (drug)

AIDS Acquired Immuno Deficiency Syndrome

DoE Department of Education

HIV Human Immunodeficiency Virus

HOD Head of Department

HPS Health Promoting School

KZN KwaZulu-Natal

NGO Non-governmental Organization

PAM Personnel and Administrative Measures

SGB School's Governing Body

SMT Senior Management Team

STD Sexually Transmitted Disease

TST Teacher Support Team

UNAIDS United Nations Programme on HIV/AIDS

UKZN University of KwaZulu-Natal

UK United Kingdom

USA United States of America

ABSTRACT

ASSESSING THE ROLE OF SCHOOL MANAGERS IN IMPLEMENTING
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2006

Numerous policies have been drawn globally, regionally and within nations and in government departments to address the scourge of HIV & AIDS. However infection figures continue to rise in the 15-49 years bracket, the youth and the most economically productive members of society. This is the reason that intensive efforts are being directed towards school going youth.

Collaboration has been identified as a vantage point from which HIV and AIDS and health related matters can be tackled. Effective management is the key to effective collaboration. This study seeks to assess the role of the principal in facilitating the implementation of collaborative HIV programmes in school, and to assess the effectiveness of visual and arts based methods in enhancing collaboration.

The study employs the systems management approach and the health promoting school concept which are both predicated on collaboration. Since

the focus is on the role of the principal within the school which is itself set in a socio-cultural context, this study uses a qualitative design. Data is generated from a triangulation of observations, interviews and the analysis of documents.

Facilitating and enhancing collaboration entails gathering adequate information on the purpose of the programme; assessing the need for it; weighing its relevance for the achievement of educational goals. This is followed by assessing the resources implications; informing and orienting the teachers about it; selecting and appointing teachers for participation in it; ensuring the development and training of teachers; creating a structure and assigning roles to the participants; and creating channels of communication and chains of command. These findings point to a need for the development of management capacity and the capacity of all stakeholders.

Visual and arts based methods proved to be a powerful medium for creating dialogue between parents, learners and community health care workers and teachers at an informal level.

Chapter 1

ORIENTATION

The end of the 20th century and the beginning of the 21st century have been marred with the increased incidence of HIV and AIDS infections, morbidity and mortality. In response to the growing HIV and AIDS problem, multinational bodies, regional bodies, governments of countries and government departments have drawn policies to try and address the pandemic. However, gaps in the implementation phase at the local level have appeared. The rising HIV prevalence rate globally, indicates that the strategies to contain the virus have not been effective. Responses to the spread and prevalence of HIV have been largely biomedical (Coombe, 2003, p.84). Recent studies have revealed that it is social, economic and cultural characteristics that are the vantage points from which the pandemic must be tackled. There is consensus that in addressing HIV and AIDS issues, members of the community should take ownership of the problem and reconstruct social and sexual identities that enable and enhance healthy and responsible sexual behaviour (Campbell, 2003, p.2).

Intervention initiatives aimed at curbing the spread of HIV in education are being advanced regionally, nationally and departmentally and at the community and school levels. SADC Human Resources Development Ministers initiated a framework for SADC countries, which is the SADC HIV / AIDS in Education Strategic Framework (2001), in order to support member states in dealing with HIV and AIDS. Subsequently, South Africa developed

the HIV / AIDS / STD Strategic Plan for South Africa (2000). These policy documents broaden the responsibility for the prevention of HIV to all sectors of government and civil society and target the youth as a priority for the prevention since a third of HIV infections occur during school years and a further third within two years of leaving school (Badcock-Walters, 2002, p. 95).

In South Africa the Departments of Education, Social Development, Health, and Agriculture collaborated in drawing The National Policy on HIV / AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training (1999c). This act outlines the rights of learners and educators infected and affected by HIV, and the responsibilities of schools in terms of how they can intervene. It also advocates for collaboration of different sectors in dealing with the epidemic. However at the implementation and delivery levels, there appear to be gaps because partnerships are not being formed between schools and their local clinics and community health care workers.

Consequently a research team of seven academics from the faculties of Education, Health and, Human and Social Sciences at the University of KwaZulu-Natal (UKZN) set up the 'Learning Together' project at Vulindlela district in KwaZulu-Natal to assist people working on issues of HIV and AIDS, youth and gender, and targeting the same rural communities in Pietermaritzburg to work collaboratively together. The team uses visual and arts based participatory approaches (involving photography, drawings, video documentary and participatory theatre) to understand the relationships of schools and their community health workers and clinics. It also seeks to foster collaboration and potential links between schools and community health

workers. The role of the school manager or principal becomes crucial in fostering collaboration between schools and other sectors.

The Department of Education in South Africa has modified the roles and responsibilities of principals and educator have been modified to enable them to effectively respond to HIV and AIDS. The Personnel Administrative Measures (1999) and the Norms and Standards for Educators (2000) mandate principals and educators the duty of dealing creatively with issues of HIV and other social ills and working in partnership with professional services to deal with such issue. Literature suggests that in order for any programme to effectively succeed, it has to be endorsed by the manager (school principal). 'No prevention programme can be successful without the support, commitment and high-profile advocacy of leaders ...' (Van Dyk, 2002, p.93). Crow, Hausman, and Scribner (2002, p.194) contend that principals as key leaders are expected to build civic capacity maintain effective alliances and partnerships to obtain resources and other services. Thus this study seeks to determine the role of school managers in implementing integrated participatory approaches towards HIV and AIDS interventions in schools.

Chapter one orients the reader to the thesis. Chapter two gives the background upon which the study is set. It offers the most recent statistics on the alarming prevalence of HIV in sub-Saharan countries from pregnancy to adulthood. It also discusses the challenges that undermine HIV and AIDS policies, projects, programmes and interventions including culture and misguided leadership. The chapter identifies collaboration as a potentially effective approach to tackling and minimizing the spread of HIV.

Chapter three discusses management and leadership and suggests that it is through shrewd and purposeful management and leadership that HIV programmes can be implemented and sustained.

Chapter four discusses the systems management theory and the concepts of health promoting school and collaboration, which underpin this study. Also included in chapter four are the research design, the methodology and the ethics that guide the study.

Chapter five discusses the findings of the study. Findings generally indicate that the roles of participants (including school managers) have not been specified hence the doubtful sustainability of the projects in the schools.

Finally, chapter six offers an analysis of the findings, recommendations and conclusion.

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BACKGROUND AND PURPOSE

PREVIEW

In the previous chapters I orientated the reader to the chapters in this thesis. In this chapter I discuss the background and purpose of this study. I discuss the numerous problems associated with HIV and AIDS; and examine major policies that have been drawn to address these problems. Finally I discuss the purpose and the objectives of this study.

BACKGROUND

HIV statistics for sub-Saharan Africa

The end of the 20th century and the beginning of the 21st century have been marred with the increased incidence of HIV and AIDS infections, morbidity and mortality. 'Africa remains the epicentre of the HIV pandemic' (UNAIDS, 2006). In sub-Saharan Africa, heterosexual transmission is by far the predominant mode of HIV transmission. Life expectancy in the sub-Saharan countries of Malawi, Botswana, Mozambique and Swaziland dropped to 40 years according to Cohen (2002, p.13) and had further dropped to 35 years in the UNAIDS statistics (2004) and to a further 31 years for Swaziland (SABC, 2006). UNAIDS (2006) statistics on sub-Saharan Africa indicate that:

- 64% of all people living with HIV live in sub-Saharan Africa
- 57% of adults infected with HIV are women

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- women are 30% more likely to be HIV-positive than men

- 75% of young people infected are women aged 15 years and above

- HIV infection is higher in women who are physically abused

- 9 in 10 children living with HIV live in sub-Saharan Africa

- Southern Africa remains the worst-affected region in the world: Swaziland recorded a 43% HIV prevalence among pregnant women in 2005

- Botswana's antenatal clinic prevalence was 37% in 2003

- South Africa has a 33.4% HIV prevalence among adults (UNAIDS, 2006)

The Medical Research Council of South Africa (MRC) estimates that 70% of all deaths among adults aged 15-49 years were due to AIDS (Avert, 2006). Presently there is no evidence of a decline in HIV and AIDS in South Africa. HIV and AIDS affects and kills people in the prime of their economic and reproductive lives before they have brought up their children (Campbell, 2003, p.2). Campbell (2003, p.1) rightly asks two very significant questions; 'Why do people knowingly engage in sexual behaviour that could lead to a slow and painful premature death? Why do the best intended attempts to stem the tide of the HIV epidemic often have so little impact?'

Much of the answer lies in social constructions of sexuality and how it is influenced by beliefs, attitudes and observed behaviours (culture) of those significant others around us in our community and the management of joint efforts of combating the scourge. Constructions of sexuality are influenced

by culture, gender, unequal power due to gender, socio-economic status, geographic location and psychological needs for intimacy (Campbell, 2003, p. 2).

Culture, masculinity and HIV

Cultural practices in sub-Saharan countries which are characterized by patriarchy encourage and condone the idea that males should have multiple sexual partners. This idea undermines efforts to change sexual behaviour and attitudes which are significant in the fight against HIV and AIDS. The masculine identity is constructed as macho sexuality predominated by an insatiable sexual appetite which requires multiple sexual partners with whom the male engages in 'flesh-to-flesh' sexual contact (Campbell, 2003, p.32). In many communities, the masculine identity is constructed as having an insatiable sexual appetite. In addition, patriarchy which puts men, age and social status at the pinnacle of all relations, makes girls and women vulnerable to all forms of abuse at the hands of males especially sexual and violent abuse. From infancy, the young impressionable and receptive mind of the girls is bombarded with stereotype gender roles and identities of inferiority, obedience, submissiveness and silence that ultimately expose the girl child to abuse by familial male and other older males who are in influential positions (Guma & Henda, 2004, p.97). Through coercion and manipulation the girl child is forced into undesired sex with older males. The lack of morally upstanding male role models among the prominent figures of society creates a situation where the HIV and AIDS issue is highly politicized. This compromises serious focus on preventing HIV transmission and mitigating the impact of AIDS.

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Government and Leadership

The government and leadership of South Africa have over the years been criticized both within and outside the country for controversies, misinformation and misrepresentation over HIV & AIDS. These controversies have been spurred on by the attitudes, utterances and behaviours of those in positions of leadership and power, from the president to the former deputy president to the minister of health. Each of these persons was in a position of influencing positive behaviour change. However, they have been criticized for exacerbating the spread of the HIV. President Thabo Mbeki rightly associated HIV with poverty and apartheid; but stirred a hornet's nest in his utterances that HIV does not cause AIDS, but is a factor among others including poverty and poor nutrition, that cause immunodeficiency (Pembrey, 2006). The minister for health Dr. Mantombazana Tshabalala-Msimang has supported similar views that vitamins should be used as supplements to antiretroviral medicines. She has encouraged the use of large quantities of garlic and beetroot (lemon and olive oil) over the use of antiretroviral drugs; a concoction that has been widely ridiculed locally and internationally by medical experts and activists, the media and public (Pembrey, 2006). Consequently the public is said to have been thrown into confusion and frustration; and the disheartened health workers and activists are struggling even harder to persuade a sceptical and reluctant public to practice safe sex. This has tended to perpetuate dangerous myths and practices.

This has been glaringly evident in the trial of former deputy president of South Africa and present deputy president of the ruling party the ANC, Jacob Zuma. Criticism levelled against him is to the effect that at a time when millions are perishing from the ravages of HIV and AIDS and at a time

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when the South African nation needs high profile advocacy for change in sexual behaviour and prevention, the former deputy president has been accused of having unprotected sexual intercourse with a woman whose HIV+ status he was aware of. Secondly, he comes from KZN the area which has the highest HIV prevalence in South Africa (Badcock-Walters, 2002, p.100; UNAIDS, 2004). Thirdly, he has three wives and several mistresses and a fiancé in Swaziland (Mbingo, 2005) all of whom can be said to be at high risk of infection.

HIV campaigns targeted at the youth

Popular anti-HIV and AIDS campaigns by organizations such as LoveLife have come under scrutiny and scathing criticism for seemingly promoting sexual activity among teenagers and youth. LoveLife which is one of the worlds most cash flux anti-AIDS organizations which spends millions on billboards and advertisements has been criticized for seemingly promoting and glamorizing sex (Barron, 2003,). Their adverts are extravagant and do not appear to be about changing sexual behaviour. The result of glamorizing sex has been an increase in transactional sex. Transactional sex is what many young women in schools, tertiary institutions and employment offer to older men or "sugar daddies" in return for material goods and comforts. Many of the adverts are racist as they imply that Africans are randy (Barron, 2003). In addition LoveLife has been criticized for creating class divisions among township youth (Barron, 2003). Its recent 2006 television advert which in part states "Face it, HIV wants your daughter" has stirred controversy by seemingly being biased against girls, and promoting the pervasive myth that girls and women are to blame for the spread of HIV. It is a direct attack on the girl child (and women) who is the most vulnerable and weaker sex. To further aggravate the situation, major media houses including the SABC and

The Sunday Times cannot be overtly critical of LoveLife as they receive funding from LoveLife (Barron, 2003). The SABC signed a contract prohibiting them from publishing material that will harm the LoveLife image (Barron, 2003). LoveLife gets funding from government without tendering and without other NGO's compete in bidding for funds with other NGO's. In 2005 the Global Fund stopped it's funding to LoveLife thus hindering prevention and intervention efforts.

Schools, education and HIV

Schools have been identified as high-risk environments since one third of infections take place during school years while a third are infected within two years of leaving school (Badcock-Walters, 2002, p.95). HIV prevention is difficult with disparity in the ages of school girls and older male learners in their sexually active years, and young male teachers who sexually prey on the girls (Cohen, 2002, p.15). Sexual maturation debut is now between the ages of 10-14 years (a, DoE, 1999). Schools not only lack resources for prevention initiatives but also, staff may be inexperienced and reluctant to deal with HIV and AIDS. More children are suffering the trauma of being infected and affected by HIV and AIDS (Cohen, 2002, p.17). The trauma may be due to death and illness in the family, being orphaned, resultant poverty, gratuitous servitude to extended family members, and exploitative sexual abuse as a means of survival. Poverty and the absence of an adult guide may contribute to 'the cycle of opportunistic sexual encounters so commonly observed (the Sugar Daddy syndrome) throughout sub-Saharan Africa, and which are a means of survival and of financing education' (Badcock-Walters, 2002, p.98). HIV is eroding the capacity of the education sector. The costs of absenteeism, replacement of teachers' insurance and medical aid fees, social support, access to generic drugs and ARV's needs to

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be measured. Schools are a key strategic ground on which the war on HIV and AIDS will be won or lost.

HIV infected learners may be ignored and neglected if they require much attention, hence the need for intensive teacher training, sensitivity, tolerance and patience (Ramphal & Ramphal, 2003, p.254). The social, emotional and physical needs of infected learners need to be taken into consideration, together with the need for awareness and protection of other learners. Learner morbidity due to HIV infection may limit learner activity and require much attention from educators (and learners). 'Infected and ill learners may feel lonely and alienated... or become egocentric because of the special attention they receive at home and feel helpless, and fear that they will be left to experience illness without assistance' (Ramphal & Ramphal, 2003, p.254). Teachers may have to supervise the taking of prescribed medication and monitor side effects of such medication hence the need for collaboration with parents and medical professionals (Ramphal & Ramphal, 2003, p.254).

Policy Provisions
Intervention initiatives aimed at curbing the spread of HIV through education are being advanced regionally, nationally and departmentally and at the community and school levels. SADC Human Resources Development Ministers initiated the development of an education and training sector framework for regional action, which is the SADC HIV and AIDS in Education Strategic Framework (2001), in order to support member states in dealing with HIV and AIDS.

South Africa developed the HIV / AIDS / STD Strategic Plan for South Africa 2000-2005. This strategic plan broadens the responsibility for the prevention of HIV to all sectors of government and civil society and targets the youth as a priority since a third of HIV infections occur during school years and a further third within two years of leaving school (Badcock-Walters, 2002, p.95). It is anticipated within this strategic plan that the various government departments, organizations and industries will use the plan as a framework upon which they develop their own customized anti-HIV and AIDS strategic and operational plans.

Section 3(4) of the National Education Policy Act, 1996 (No 27 of 1996) authorises the Minister for education to, among other things, determine national policy for education support services, health, welfare, counselling and guidance for education institutions, within the functional responsibility of a department of education. It is in terms of the provisions of this Act that the National Policy on HIV and AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training (1999c) was published. In an effort to implement the strategic plan discussed in the previous paragraph the Departments of Education, Social Development, Health, and Agriculture collaborated in drawing up the Draft National Integrated Plan for Children Infected and Affected by HIV and AIDS (1999). The Department of Education formulated the National Policy on HIV and AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training (1999c). This policy acknowledges that there are learners as well as teachers who are infected and affected by HIV and AIDS. Thus, it outlines the rights of learners and educators infected and affected by HIV. It assigns schools with the responsibility of creating awareness and developing interventions including

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collaborating with other sectors, the community, religious and traditional leaders and health professionals. The policy prohibits unfair discrimination of individuals regardless of their known or unknown HIV status; and aims at instilling non-discriminatory attitudes towards persons with HIV and AIDS; and is concerned with reducing stigma attached to the pandemic (Department of Education, 1999c). Learners, students and educators should not be denied the opportunity to receive an education with the same rights and opportunities. HIV messages are expected to be integrated into all areas of curriculum. Schools in conjunction with their SGBs are advised to design their individual customized anti-HIV programmes that will reflect their values and values of the communities they serve.

In South Africa, the roles and responsibilities of principals and educators have been modified to enable them to effectively respond to HIV and AIDS. The Personnel Administrative Measures (1999) and the Norms and Standards for Educators (2000) mandate principals and educators the duty of dealing creatively with issues of HIV and other social ills and working in partnership with professional services to deal with such issues. Literature suggests that in order for any programme to effectively succeed, it has to be endorsed by the manager (school principal). 'No prevention programme can be successful without the support, commitment and high-profile advocacy of leaders' (Van Dyk, 2002, p.93). Crow, Hausman, and Scribner (2002, p.198) contend that principals as key leaders are expected to build civic capacity and to maintain effective alliances and partnerships in order to obtain resources and other services. In the recent advent of self-management in schools, principals' roles have incorporated an emphasis on entrepreneurial skills and resource management and the management of external relations in an environment of uncertainty (Foskett & Lumby, 2003, p.95).

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PURPOSE

Managing HIV and AIDS in education is a multi-pronged activity. It entails the management of biomedical factors, implementing awareness and prevention programmes, campaigns and curriculum; and mitigating the effects of HIV and AIDS by collaborating with other government sectors, offering support for the infected and affected, and protecting their rights and dignity. In this study, the focus is on the social and work place strategies for dealing with HIV and AIDS. The management of HIV and AIDS in South Africa is advancing at national and departmental levels with the drawing of policies. Nevertheless at a local level, the level of implementation – the school level – it is not achieving the anticipated success as collaboration is not taking place.

There is an increased demand for teachers and principals at schools to address issues beyond the classroom which however relate to the school as a whole. These include among others low morale among teachers, tensions between teachers and managers, and governors; discipline and the lack of vision and direction. Teachers' commitment to quality classroom practice is dependent on an enabling environment which supports teachers in a life-long process of personal and professional development. Children learn and develop and can potentially develop society as a whole.

Though HIV prevention and awareness is being implemented through curriculum for example in Life Skills programmes, effectiveness has not been established. Effectiveness can be measured against behaviour change among youth in a context of unchanging societal attitudes, values and

practices (Cohen, 2002, p.101). There is an urgent need for better management of and innovation in HIV / AIDS education and intervention programmes for optimum effectiveness in schools. Contemporary scholarship recommends that schools transform into 'Health Promoting Schools' that will promote and support the physical, emotional and mental health and social well-being of members of the school community. It is recommended that this is done through fostering collaborative partnerships with the public and private sector, NGOs, workers unions and professional organizations, mobilising effective responses to prevention and support for HIV and AIDS awareness, prevention, and mitigation (Tuckwood, 2000).

Subsequently the 'Learning Together' project was launched, to facilitate collaboration between schools and local clinics in Vulindlela district which is a rural area in Pietermaritzburg. These collaborative and participatory approaches were spearheaded by the 'Learning Together' project which is a multidisciplinary group of academic researchers from the University of KwaZulu-Natal. 'Learning Together' advocates the need for multidisciplinary and intersectoral collaboration and partnerships in HIV and AIDS interventions in schools and focuses on issues of equity and social justice with an emphasis on vulnerable high-risk young rural women between the ages of 15 and 19 living in areas of high poverty. Collaboration in the fight against HIV and AIDS is advocated in policy and legislation.

The purpose of this study is to assess the school manager's role in facilitating collaboration and partnerships in implementing integrated participatory approaches in HIV interventions and whether these will be sustainable. The school manager's roles that are pertinent to this study include those that relate

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to management and leadership, mainly human resources management, managing external relations and leadership for social justice.

Davidoff and Lazarus (2002, p.173) propose four roles that principals play. The first is that of creating an enabling environment. An enabling environment is one which is flexible enough to change and adapt to environmental demands. Secondly, the manager has to manage change; and thirdly acknowledge and support the contribution of each teacher, thus creating a sense of dignity and professional pride and lastly recognize teachers as potential change agents and encourage the participation of all stakeholders – teachers, learners, support staff and parents. School forms part of society and is affected by its social, political and economic context and offers a vital contribution to the development of humanity, dignity and hope in society. Dignity and humanity are vital in the fight against abuse and the spread of HIV. It is incumbent upon the principal to create and support such an environment.

An examination of the management of resources and finances will explore issues of sustainability including travel costs, costs of communication (using phones, cell phones, the internet) and capacity in the wake of AIDS, poverty, and the resultant absence of fees. Overall the study seeks to establish how the school manager creates an enabling environment that will enhance the implementation of HIV and AIDS programmes and collaboration (partnerships) with local clinics and other services providers in the public sector. This study also intends to assess the effectiveness of integrated visual participatory approaches in fostering collaboration and partnerships and in developing the principals' capacity to manage and sustain the programme.

Objectives of the study

- To identify how the manager supports and facilitates collaboration between the school and the Learning Together research team.
- To establish the ways in which the manager supports collaboration between the school and the community health workers
- To determine the degree to which the manager provides leadership and support to teachers involved in the programme
- To determine the extent to which participatory visual methodologies enhance collaboration among these different stake holders

Questions to be answered in the research

- How does the manager support and facilitate collaboration between the school and the Learning Together research team?
- How does the manager support collaboration between the school and the community health workers?
- How does the manager provide leadership and support to teachers involved in the programme?
- To what extent do participatory visual methods enhance collaboration among these different stake holders?

It is anticipated that findings from this study may assist in improving management and leadership practices that lead to successful programme implementation and sustainability; and generate professional development opportunities in the area of management and HIV interventions in schools.

SUMMARY

The rise in HIV infection statistics globally and locally indicates that the legislation, policies and strategies used to curb the spread of HIV and AIDS have not been effective. They indicate that there has been little change if any in sexual behaviour and attitudes. 'The effectiveness of HIV prevention in schools is dependent on whether the sexual behaviour of children can be influenced by messages aimed at the individual while community and peer values remain largely unchanged' (Cohen, 2002, p.15). Another indicator would be an increase in collaboration between schools and various social sector services in containing the spread and providing support for those infected and affected by HIV and AIDS. At the implementation and delivery levels, there appear to be gaps because partnerships are not being formed between schools and their local clinics and health workers and other public services providers. The 'Learning Together' project which uses visual and arts-based participatory approaches was launched in three schools to assist teachers and people working on issues of HIV and AIDS, youth and gender, and targeting the same rural communities in Pietermaritzburg to work collaboratively together. This study focuses on the role of the principal within this process. What role does the principal play in facilitating collaboration and partnerships in / during implementing integrated participatory approaches in sustainable HIV interventions?

Chapter 3

LITERATURE REVIEW

PREVIEW

The previous chapter revealed the extent of the spread of HIV and AIDS in sub-Saharan Africa. It identified the cultural, social and political constraints that impeded the successful implementation of HIV and AIDS programmes, and militated against sexual behaviour change. In this chapter, I argue that leadership and management are imperative in implementing and sustaining effective HIV and AIDS programmes. I commence the chapter by showing the relationship between leadership and management and successful HIV and AIDS programmes in education. I explain management and leadership. A discussion of the different types of leadership and management and their relevance for different purposes and different phases of programme implementation and organizational life follows. Subsequent to this, is a discussion on the roles of managers as set out in policy and in literature. The chapter ends with a discussion of school effectiveness. School effectiveness highlights some factors that schools should avoid and eradicate in order to create social conditions that will enhance successful programme implementation and the optimum achievement of educational goals.

HIV AND EDUCATION

The rise in the prevalence of HIV globally indicates that strategies to contain the spread of the virus have not been effective. Responses to the spread and

prevalence of HIV have largely been biomedical (Coombe, 2003, p.84). Recent studies have revealed that it is social, economic and cultural characteristics that are the vantage points from which the pandemic must be tackled. Managing HIV in education entails creating an enabling environment for the implementation of HIV prevention programmes in education, through leadership and management and the creation of policy and structures; secondly to mitigate the impact of HIV and AIDS through offering professional development and networking with other sectors to help and care for those infected and affected; thirdly to prevent the spread of HIV through curriculum and school based intervention programmes in collaboration with other sectors (Coombe, 2003, p.85).

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Educational management is the process of planning objectives, organizing human and material resources, coordinating human activities systematically, controlling activities and resources efficiently and effectively for the achievement of optimum educational goals in an environment favourable to performance by people in an educational institution. This is the functional definition to be used in this work. Bush (2004, p.2) describes educational management as a field of practice directed towards effective and efficient utilization of resources in order to achieve optimum educational goals. Educational management deals with technical issues involving planning, organising, commanding, coordinating, controlling and evaluating the activities of people in educational institutions for the purpose of achieving optimum educational goals. It is mainly concerned with the day to day routine maintenance operations and activities of the school, including administration

which Bush (2004, p.3) labels a lower order duty. Management is the point at which policies are implemented.

There is consensus among scholars that the imperative aspects of management include (but are not exclusive to) planning, organizing, controlling and co-ordinating. Van der Westhuizen (2003, p.38) contends that there are various nuances that are associated with management such as:

> control, directing and guiding ... from an analysis of the various definitions ... five meanings can be attached to the term management, namely as achieving objectives, as a series of consecutive actions, as decision making, as co-ordinating and as guiding or leading.

According to Bush (2004, p.1) management is:

> centrally concerned with the purpose or aims of education ... the purpose or aims provide the crucial sense of direction which should underpin the management of educational institutions.

Bush (2004, p.1) emphasises the purpose of educational management which is the achievement of educational goals. He cautions against putting emphasis on procedures (managerialism) as it tends to supersede the purpose of education.

Emphasis on educational purpose and goals of education rather than procedures is also echoed by other authors in their efforts to describe educational management. Lumby, Middlewood & Kaabwe (2003, p.10) acknowledge that:

> management is shifted from being an expedient response towards being a value driven approach founded on consent and consensus. It

links goal setting, policy making, planning, budgeting and evaluation at all levels.

Kydd, Anderson and Newton (2003, p.14) assert that management:

> is about the actual process of moving the organization ... towards the identified vision ... [and] involves putting plans, structures and procedures for enacting them through people ... to achieve improvement

Salient in these descriptions is that management involves social action as it is concerned with relationships between people working together and interacting and forming relationships in order to achieve a common purpose. The nature of these relationships promotes or hinders the achievement of educational goals. Van der Westhuizen (2003, p.39) rightly contends that management is the 'social process through which the manager co-ordinates the activities of a group of people by means of planning, organizing, guiding, supervising and controlling in order to achieve specific goals'.

The manager is 'the person who holds formal decision making authority' (Van der Westhuizen, 2003, p.40). Leading entails taking decisions that are directed at harmonizing, preparing and matching individuals with the objectives and activities of a plan. Controlling entails making decisions about how best objectives can be achieved efficiently. Coordination relates to how the manager enables people within an organization to work systematically towards the achievement of common goals. Leading and guiding are universal human activities carried out by a person in control of other people's activities, and includes decision making (Van der Westhuizen, 2003, p.41). A manager leads when he is able to influence people to work willingly in their group endeavour.

Leadership is described by Bush (2004, p.5) as 'a social influence process whereby intentional influence is exerted by one person or group over other people, to structure the activities of and relationships in a group or organisation'. Koontz, O'Donnell and Weihrich, (1986, p.72) describe leadership as 'The art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals'. Leadership is linked to values and purpose. Leaders therefore influence, inspire and motivate people to behave in certain ways and engage in certain activities for the purpose of achieving certain outcomes. Leadership is grounded in personal and professional values which represent moral purpose (Bush, 2004, p.5). A leader exudes values in her/his character, behaviour and deportment. Leadership is vision which is communicated meaningfully to secure the commitment and buy in of the rest of the members of the organization. 'Higher order tasks designed to improve staff, students and school performance [are] leadership, routine maintenance of present operations [are] management and lower order duties administration' (Bush, 2004, p.8). Though not always necessary for all tasks, leadership prevents stagnation and secures motivation and improvement (Fosket & Lumby, 2003, p.185).

MANAGEMENT AND LEADERSHIP MODELS

There is a tendency among students and scholars to unquestioningly embrace western models, theories and paradigms when describing leadership. Consensus is growing that a generic model of leadership must inevitably prioritise the factors of culture, context and case (Fosket and Lumby, 2003, pp.182, 193). Bush (2004, p.30) concurs that deciding which model or theory would work for one as "best practice" will require careful evaluation

and adaptation, and context specific cultural compatibility. Despite being apparently idealistic, theory seeks to explain phenomena, provide insight for decision making, avoid errors of the past and offer solutions and best practice for the future.

Bush (2004, p.33) posits six models of educational management namely formal models, collegial models, political models, subjective models ambiguity models and cultural models.

Typology of management and leadership models

Management models	Leadership models
Formal	*Managerial*
Collegial	*Participative*
	Transformational
	Interpersonal
Political	*Transactional*
Subjective	*Post-modern*
Ambiguity	*Contingency*
Cultural	*Instructional*

(Bush, 2004, p.33)

Formal models

Formal models of management are characterised by systems such as departments and other sub-units (support staff – administration and cleaning staff) rules, regulations and procedures for dealing with work situations (Bush, 2004, p.45). Official structures that reflect the nature of authorised patterns of relationships between group members are hierarchical. This is a means of control for leaders over their staff. Goals are set to eliminate

uncertainty or ambiguity, and decisions are made after options have been rationally evaluated. Heads have authority over subordinates by virtue of their position and are accountable to the schools sponsoring body such as the government or church. The strength of this model lies in its focus on roles, work and goals which presupposes effectiveness. Its weakness lies in its mechanistic nature which neglects the affective irrational nature of human beings.

Formal models are relevant during the inception of new projects. They provide principals with the administrative armour necessary to asses a proposed project and its relevance to the needs of the school and to the achievement of educational aims. They would ensure that a project is presented in an objective written form that outlines tasks, development and training, and the implications in terms of resources. The processes of planning, organizing, coordinating and controlling would clearly be identifiable.

Collegial management models

Collegial management models which were developed in Oxford and Cambridge universities regard all members of staff as equal authorities in decision making as they possess a common set of values (Bush, 2004, p.56). This emanates from their socialization at tertiary institutions, and common ethical and intellectual understandings. Underpinning this collegiality is the tenet that power and decision making should be shared. Collegiality can be placed on a continuum from 'restricted' to 'pure' collegiality (Bush, 2004, p.63). Restricted collegiality is the case when only the senior managers of an institution share among themselves decision making power. Pure collegiality gives members of the organization an equal voice in determining policy and

in decision making through a process of conferring / meeting and reaching a consensus.

The new South Africa has become renowned for its preference of collegial models of management which are well suited for atoning for the social injustices and inequities of the apartheid regime and restoring the dignity of and democratic rights of all people. In a project, collegiality would be expected among members of the team involved in the project as emphasis is on 'authority of expertise' (Bush, 2004, p.76).

Political models

This model may be expedient when introducing a programme that may not be popular and one that may increase the work load of teachers such as the one discussed in this study. Political models of management characterise decision-making as a bargaining and negotiation process between informal groups and factions (Bush, 2004, p.83). At a national level, the general political views and values are those of the majority party which wields legitimate and financial power. It sets the educational framework along which all public schools model their practices and values. At the school level, groupings of people who share similar interests emerge and compete for support to drive their agendum forward. Often these groups compete for scarce resources such as time, money books and a favourable position in decision-making and policy formulation. Political models are characterised by six features, namely group activity, interests, conflict, goals, bargaining and negotiations and power (Bush, 2004, p.83).

Subjective models

Subjective models focus on each individual's choices, values and beliefs rather than concrete reality. It is more suited to pastoral care as it deals with the personal and individual and is child-centred. It is an effective model for addressing social and personal problems. Just as the word subjective denotes, subjective models are based on personal and individual choices. 'The individual is placed at the centre of the organization' (Bush, 2004, p.113). Regardless of the fact that organizations are social constructions that emerge from the interactions of the individuals within them, it is the personal values and beliefs of the individuals within them that take precedence over concrete reality. Individuals actively construct their own realities as is the case in phenomenological approaches. Each individual teacher has his/her own unique perspective of the reality of school.

Ambiguity models

Unlike other management models, ambiguity models have largely been drawn from educational settings. Ambiguity models are typical with weak leaders who often take the first opinion received as the solution. They are unstable, unpredictable and unreliable. Decisions may thus be arbitrary and unfair as there is no consistency; there are no standards and no rules. The school is likely to be ineffective as the staff is uncertain, goals are unclear, leadership doubtful, school culture uncertain and the school grossly ineffective as it has no goals and standards to aspire to (Bush, 2004, p.132).

Cultural models

A culture is a system of integrated values and beliefs of a particular group that manifests in people's behaviours. Cultural models focus on values, beliefs, norms and their shared understandings of these. 'Values ... provide form and

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meaning for the activities of organizational members' (Bush, 2004, p.157). Cultural models manifest in behaviour, norms, rituals and symbols. The personal qualities and image of the leader exude the values and culture s/he espouses. Principals are supposedly endowed with the ability and responsibility to create, shape and influence a suitable school culture for their particular schools. Culture is an important management tool as it influences individuals and organizational attitude which in turn translates into the performance of roles and tasks towards a certain desirable standard and quality. It intrinsically binds people towards a common purpose. Most heads or principals seek to ensure teaching, learning and learners' academic achievement or outcomes; and hence have to create "conditions and attitudes" that would enhance this. "These conditions and attitudes" may be regarded as the culture of the school, 'the way we do things here' (Stoll & Fink, 1999, p.81; Middlewood & Lumby, 2003, p.56). Schools operate within the context of a broader societal culture which in turn influences them.

A synthesis of these theories can maximise the effectiveness of the school, as it is holistic. Bush (1994, p.48) proposes that:

> An initial period of ambiguity is followed by a phase of [political] bargaining and negotiation. A possible solution emerges, which is subsequently tested in collegial settings. The agreed outcome is then passed to the bureaucracy for implementation.

Regardless of cultural context and situation, an individual is considered a leader if he engages in behaviours that facilitate the establishment and achievement of goals and behaviours that promote individual welfare and group maintenance and cohesion. Consistent with the managerial image of a leader, a leader who wishes to succeed in forming and maintaining

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collaborative alliances must portray an image of purposefulness so that he too is taken seriously by the prospective partner and resources provider. Successful principals are often those who have a comprehensive understanding of their roles as recommended in policies and literature.

THE ROLE OF THE PRINCIPAL

The role approach to management

Assuming a management and leadership role requires a certain measure of psychological preparedness as it entails interacting with different kinds of people with individual idiosyncrasies. A leadership role is dynamic and flux. It is fraught with challenges. It is informed by literature, daily interaction with people, predecessors, experience and school policies. Because of the numerous roles that managers play, various kinds of conflicts arise. It is paramount that the educational manager is knowledgeable about the role approach to educational management as this knowledge will enable her / him to understand, adapt to and fulfil her / his social role within the educational institution (Van der Westhuizen, 2003, p.90). Effectiveness, satisfaction and morale are influenced by the actual role that the leader plays in his particular context.

A role may be described as what a person does in a particular position – behaviours exhibited in execution of that role (Van der Westhuizen, 2003, p.90). Certain kinds of behaviours are expected of incumbents in management and leadership positions. The role is defined by the ideas and expectations of others and by the personal qualities of the incumbent. According to Van der Westhuizen (2003, p.90) observable individual

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behaviours are role description; general norms prescribed by the community iare role prescription; role expectation are the expectations which others have of one's behaviour within a certain role; role understanding is one's understanding of others' expectations of one's role. Role conflict is 'the incompatibility in demands or expectations a role incumbent faces', for example if the person does not have the intellectual or social abilities expected (Van der Westhuizen, 2003, p.91). This is an intra-personal conflict, interpersonal conflict happens between two or more people. Arikewuyo (2004) proposes three role-related problems that can cause one to fail in performing one's roles. The first is role overload in which teachers are overburdened with work to be achieved within a limited time and with insufficient resources. Role ambiguity refers to unclear tasks and evaluation criteria for possible promotion. Role insufficiency is the lack of teaching and learning resources, facilities, rewards and appreciation for teachers.

Core duties and responsibilities of the principal

The Personnel and Administrative Measures (PAM) (1999b) lists six core duties and responsibilities of the principal. Firstly, principals have general administrative duties. These involve learner admissions, keeping records of school accounts and usage of funds; keeping a journal of important event at the school; inspecting the premises and equipment and ensuring that departmental circulars and other information is brought to the attention of staff and is accessible. Personnel duties include leading, guiding and offering professional advice to all staff, ensuring equitable teaching loads, ensuring the development of staff and assisting them to achieve educational objectives. Teaching, promoting extra- and co-curricular activity and interacting with stake-holders are the third fourth and fifth duties (PAM, 1999b). The communication responsibility requires the principal to liaise

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with the staff, parents and the school governing body, and with the different government departments and institutions; and to maintain contact with sports, social, cultural and community organizations. There is an overlap in the roles and classification of roles in literature and policy but nevertheless consensus on the practices or purposes that the principal is expected to perform and fulfil, as will be seen in the subsequent discussions.

Mintzberg's role approach proposes ten roles that the education manager / principal performs, which are an integrated whole (Van der Westhuizen, 2003, p.93). These roles are subdivided into interpersonal roles - figure head, liaison person; information role - representative, monitor or evaluator, disseminator; and decision making roles - disturbance handler, allocator of resources and entrepreneur roles.

Mintzberg's role approach fuses "interaction with stakeholders" with "communication" which he calls the interpersonal role. As the figurehead the principal enjoys authority and status. S/he is the ceremonial head who makes speeches at functions, signs documents, is the top most person in rank, and the one to whom stakeholders and other interest groups wish to speak in order to get things done. Van der Westhuizen (2003, 94) rightly observes that 'this role is time consuming, requires patience and charismatic response'. 'One of the principal's tasks is to integrate individual needs and organizational objectives' (Van der Westhuizen, 2003, 94). Principals relate interpersonally with individuals and groups inside and outside the school, and form networks. By so doing they assume the role of liaison person. In this role, principals form contacts with institutions, organizations and government departments, which are vital in that they offer various resources and services.

General administration, human resources management, teaching and extra-curricular responsibilities in the PAM (1999b) are consistent with Mintzberg's information role information role and to a lesser extent the decision-making role (Van der Westhuizen, 2003, p.94). The information role of the principal includes his role as a representative of the school, who has the authority to speak on behalf of the school and to relay information about the school to stakeholders and the general public. As monitor and evaluator he is the gatekeeper from whom teachers and others seek permission to enter the school and engage learners and or teachers. Proposals of projects to be run in the school have to be scrutinized by the principal to determine their relevance to the business of school, the costs and the benefits. The principal evaluates programmes in progress by means of reports from the teachers. As the school manager the principal may disseminate such reports to the relevant stakeholders for example in staff meetings and through circular letters (Van der Westhuizen, 2003, p.95). Disseminating information successfully requires effective communication system.

Decision making roles include resolving conflicts and mediating and are what Van der Westhuizen (2003, p.94) terms the disturbance handler role. Conflicts have to be resolved conscientiously as they set precedents. Decisions therefore have to be made strategically. As a negotiator, the principal avails the facilities of the school to outsiders. As allocator of resources, the principal decides which activities will continue and which will be phased out. Her/ his entrepreneurial role entails finding ways to generate an income for the school and acquire resources by making the right contacts. As indicated before, there is much overlap in the roles.

Seven roles of educators

An educator is any person who teaches or educates or who provides professional educational services to at any public school, training institution or departmental office including heads of departments, deputy principals and the principal (The Norms and Standards for Educators, 2000). The Norms and Standards for Educators (2000) set out seven roles of educators as:

1. learning mediator – mediate learning which is sensitive to the diverse needs of learners; contextualizing the learning environment; recognize and respect the differences of others

2. interpreter and designer of learning programmes and materials – identifying and preparing suitable textual, audio-visual and other learning material; selecting, sequencing and pacing learning in a manner sensitive to the different needs of learners

3. leader, administrator and manager – make decisions, participate in school decision making, manage classroom learning efficiently

4. scholar researcher and lifelong learner – engage in continuous personal and professional growth through study and research.

5. community, citizenship and pastoral role - practice and promote critical attitudes of respect and responsibility towards others; uphold the constitution and democratic values and practices; develop a supportive and empowering environment for learners; develop supportive relations with parents and other key persons and organizations based on a critical understanding of the community, environment and HIV and AIDS education.

6. Assessor – understand, use, design and manage formative and summative evaluation and provide helpful feedback

7. learning area / subject / discipline / phase specialist – be well grounded in skills, knowledge, values, principle, methods and procedures relevant to the subject

LEADERSHIP IN THE 21ST CENTURY

Crow, Hausman and Scribner (2002, p.191) proposed an additional set of management roles and responsibilities for the 21st century school manager. They are facilitating innovative customized responses, promoting professional community, building civic capacity and promoting social justice. These roles are presented in the following discussion. They are more suited to the complexity of roles that HIV and AIDS and various health and social challenges have brought to bear on managers and teachers.

Facilitating innovative customized responses

Crow, Hausman and Scribner (2002, p.193) contend that in a complex and dynamic environment, the role of the principal is to 'facilitate the creation of innovative customized responses'. By innovative is meant introducing new methods and ideas. Customized means to modify to suite a particular individual, context or task. In this regard, the South African Norms and Standards for Educators (2000) stipulates that an educator in performing the role of leader, administrator and manager in part is expected to demonstrate creative responsiveness to the changing circumstances and needs of learners and colleagues. Also inherent in this role is the principal's capacity to create an enabling environment that will be responsive to the different needs of learners including pastoral care and health needs.

Continuing inquiry through study and research is the best way in which principals and educators can hone their knowledge, skills and dispositions towards effectively dealing with contemporary social challenges. Knowledge previously gained from pre-service training and experience may be inadequate and obsolete for the contemporary world with its changing politics, legislation, economy, culture, demographics and society.

Promoting professional community

It is incumbent upon the principal as the leader to establish a professional community in their school, transforming the school into a learning organisation (Crow, Hausman & Scribner, 2002, p.197). Schools with professional community should promote collaboration, critical thought and constructive dialogue. Through this they are able to evaluate teacher practices within the group, and to be responsible and share in the vision for optimum teaching and learning. Principals are mandated the duty of supporting other educators in their pursuit of professional growth, (through) reflective practice and research (Norms and Standards for Educators 2000).

Facilitating the creation of a professional community by advocating and maintaining continuing professional development, collaboration and networking is one of the principal's key roles (Crow, Hausman & Scribner, 2002, p.198). This is challenging as it requires a shift away from traditional hierarchical chains of command and standardized models of procedures. Leadership is shared, hence giving educators the opportunity to learn and empowering them with leadership skills. Professional communities offer benefits to both learners and educators. The principal also has to tailor context specific school improvement models that suit the needs of his school.

Research has shown that schools with strong professional communities achieve improved learner outcomes and diminish inequities among students from diverse socio-economic backgrounds (Crow, Hausman & Scribner, 2002, p.197). Educators in such schools hold higher expectations of their learners. Having high expectation of learners is a major characteristic of an effective school (Creemers, 2003, p.117). There also emerges a healthier teacher-principal relationship and bonding among teachers. Successful principals foster relationships among teachers which promote professional interaction. The role of the principal is not only limited to controlling teachers' classroom behaviour, but also includes cultivating values that promote a genuine concern for learners and a desire for learning to improve knowledge and skills among teachers.

Crow, Hausman & Scribner (2002, p.199) posit three orientations of leadership that are congruent with an image of professional community. An interactional leader is a principal who promotes mutually beneficial communication among groups that may otherwise have been disconnected. Collaborative leadership encourages the establishment of networks of professionals while at the same time acknowledging and negotiating potential conflicts. It looks beyond formal structures as authority for leadership. Democratic leadership focuses on the moral aspects of school leadership, namely professional honesty and openness, the sharing of ideas, participation in decision-making, sensibility and sensitivity. The democratically oriented principal will facilitate the deconstruction of obsolete meanings, values and assumptions and enable the reconstruction of new meanings and new organizational dynamics, making school more humane and morally fulfilling (Crow, Hausman & Scribner, 2002, p.199).

The implication for principals is that they have to tackle the challenge of teachers' unwillingness. Teachers have been disheartened by numerous misguided, failed or abandoned efforts at training them in preparation for innovation and reform. Some teachers have become cynical and resistant to training and or learning because they think it leads nowhere (McMahon, 1999, p.106). Further, educators prefer longer award-bearing professional development programmes rather than once off workshop events. An investment in time, money, energy and human resources needs to be made in order to encourage and restore teachers' commitment to their own learning. Principals should encourage and model the types of behaviour that they desire to be practised by their staff, such as involvement in professional development.

Geographic location is a factor that influences the continuing professional development opportunities available to teachers (McMahon, 1999, p.105). Rural schools do not have easy access to higher education institutions and in-service support available from the department. Often, networking is similarly difficult.

Building civic capacity

Building civic capacity is a role that a principal plays, often in response to community and societal needs. Schools on their own are unable to handle the multiple social and psychological problems that learners experience. Critical indicators of social well-being continue to decline. For example, sexual maturation debut is now between the ages of 10-14, hence the need for early guidance (HIV / AIDS Life Skills Education Directory, 1999a). School going children may be cast into the role of caregiver and nurse for parents

and siblings with AIDS (Badcock-Walters, 2002, p.97). The increase in the number of children suffering the trauma of living with and being affected by HIV and AIDS is alarming (Cohen, 2002). Many learners do not have adequate family support, health care and social networks crucial for success in school (Crow, Hausman & Scribner, 2002, p.206, 2006). Complexity in the roles that teachers play has therefore increased, hence (Crow, Hausman & Scribner, 2002: 206) rightly argue that '… schools have been relegated new roles – social worker, health care provider, character builder'. They form a social support system that may act as an 'immunizing factor against adversity' (Crow, Hausman & Scribner, 2002, 206).

It is for this reason that there is an increasing body of literature advocating for schools to be the focal point of communities. One school of thought holds that the school is the centre of social and cultural activities (Buchell, 1992, p.199; Piek, 1992, p.139). It has a central position among social institutions and services including health, commerce and industry. It may be regarded as an extension of the family and the community. Its facilities must necessarily be made available for use by the community and other stakeholders. The more open a school is to its community by availing its grounds, buildings and other services, the more likely it is to secure resources and support from its stakeholders (Coleman & Anderson, 2000, p.60). Such coalitions or partnerships often have the civic responsibility of rejuvenating their communities. In this ways schools serve not only as centres of the community, centres of cultural activities but also as 'centres for inquiry and renewal' (Crow, Hausman & Scribner, 2002, p.263). Moletsane (2004, p.202) rightly observes that schools and teachers are in a reciprocal relationship with society and its institutions.

Ideally schools should prepare learners for democracy; not only limited to governance and increased participation of stakeholders in decision-making but also in daily practice. Pounder, Reitzug and Young (2002, p.269) assert that 'Democracy is a way of life... a process and an ideal rather than a product and a structure. It is underpinned by an open flow of ideas; trust in the capability of the individual and the group; inquiry and critical reflection and concern for the welfare, dignity and rights of all individuals and groups.

THE PRINCIPAL AS THE CUSTODIAN OF SOCIAL JUSTICE

'Social justice in education is an educational process that takes as its goal the absolute equal rights of all individuals to live in and participate in a society that they help shape and that also meets their needs' (Pounder, Reitzug & Young, 2002, p.271). Learners from diverse cultural and socio-economic backgrounds face a myriad of problems. Schools are failing to educate, nurture, develop, protect and include all learners. Learners from disadvantaged and marginalized groups such as learners of colour, with disabilities, from low income families, girls and gays bear the brunt of this failure (Pounder, Reitzug & Young, 2002, p.271). To stem this, principals as leaders must develop an understanding of social justice and how schools can promote or undermine social justice. They must therefore promote socially just institutional cultures and practices.

'Through internalized domination, agents act in ways that express internalized notions of entitlement and privilege, while targets through internalized subordination knowingly, but not necessarily voluntarily, go along with their mistreatment to survive or to maintain some status, livelihood or other benefits' (Adams, Bell & Griffin 1997, p.12).

For the purpose of this study I shall concentrate on those conditions of oppression which in my opinion are relevant to people infected and affected by HIV and AIDS. According to Hardiman & Jackson (1997, p.17) social oppression occurs when:

- The one up group has the power to define and name reality and to determine what is normal, real or correct
- Harassment, discrimination, exploitation, marginalization and other forms of differential treatment are institutionalized and systemic
- Psychological colonisation of the target group occurs through socialising the oppressed to internalize their oppressed condition and collude with the oppressors' ideology and social system

Socially unjust behaviours, practices, tendencies and attitudes can be recognized by beginning with identifying stereotyping and other forms of discrimination, then on to a more sophisticated understanding of the subtle and overt ways in which oppression and discrimination operate on a series of levels (Pounder, Reitzug & Young, 2002, p.273). In this way, principals and educators can realize and understand how deep pervasive and insidious oppression and discrimination proliferate. Individual, institutional and cultural forms of discrimination and oppression which are harmful to both children and adults can be identified and addressed and discouraged verbally and in school policy.

Patriarchy which is characteristic of Nguni culture is a socially unjust cultural construction. In Nguni culture, socially constructed hierarchies of power put men at the pinnacle, then age and social status (Guma & Henda, 2004, p.101). Girls and women are at the bottom of this hierarchy.

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Differences in gender, age and social status continue to determine power differentials. Children in Nguni culture are supposed to be seen not heard. A parent in Nguni culture is not restricted to one's biological progenitor but also relatives and any adult who has authority to command age and gender appropriate obedience and authority from a child or minor (Guma & Henda, 2004, p.102). Girls especially, become targets for older male relatives, friends, significant others, teachers, priests or other men in positions of authority and trust who may, through force or deception obtain undesired sexual intercourse. As a result, many cases of sexual abuse take place in intra-familial contexts (Guma & Henda, 2004, p.99). The affinity between gender, culture and religion in socialization has been termed the 'unholy trinity' (Guma & Henda, 2004, p.102). Studies have shown that 'South African society has a rape culture in which violence against women and children has become tacitly accepted' (Guma & Henda, 2004, p.99).

While principals cannot fix the societal problems of oppression and inequity, they can play a significant role in influencing and improving society through advocating social justice and enacting socially just practices and attitudes in their schools and communities. They should develop the ability to intervene in processes that undermine social justice.

Social justice should be inculcated and enacted by individuals and institutions through practices and attitudes that promote high expectations of all learners, educators and other staff; a rigorous multi-cultural inclusive curriculum, a learning environment that supports individual learners and commitment to equity. Since there are no set model practices for enacting social justice, it is best understood as inquiry-based and participatory in its approaches, hence the earlier emphasis on professional school community.

MANAGING EXTERNAL RELATIONS AND ACCOUNTABILITY

During the apartheid era, African schools had been dependent on the then Bantu Education Department for resources and services. With the advent of democracy came the concept of self-management in schools. Implied in this was the proposition that schools would receive the least amount of resources from central government (DoE). The repercussions were that schools would be obliged to generate their own income and manage their own resources and finances. Schools therefore have to look beyond the borders of the DoE to the external environment, for resources, services and support. External relations management has consequently emerged in education.

The 1990s saw a growth in schools' responsiveness to the external environment (Foskett & Lumby, 2003, p.86). At a micro-level, schools are accountable to the direct consumers of their service who are learners, parents and the immediate communities that they serve and the Department of Education. Marketing entails being responsive to the needs of consumers and being accountable to the consumers. The shift from centralized accountability and resources allocation to market accountability and competition began in the 1980s with the economic strategies of Ronald Ragan in the USA and Margaret Thatcher in the UK (Foskett & Lumby, 2003, p.87). This in effect means that schools have to serve the interests of the consumers or risk losing learners to other schools which serve their needs and interests.

Managing external relations in a market sensitive environment entails that the school principal and other managers have to manage 'the flow of

external influences and their impact on internal processes, and manage internal processes to meet the requirements of the external world' (Foskett & Lumby, 2003, p.88).

- Transactional relations and accountabilities between the school and its consumers have to be managed. The school may be perceived to be selling education to learners and parents; bidding for funding by aspiring towards meeting the needs and expectations of consumers.
- Relationship based relations between schools and providers of support for professional development, teacher networks and professional support services such as counsellors for learners and other forms of referrals have to be managed.
- Public accountability relations also have to be managed; these include the curriculum and finances. (Foskett & Lumby, 2003, p.88)

Schools have a social responsibility, and one of the pertinent ones being the moral regeneration of society through children / learners in the fight against HIV and AIDS. Included in this is the need to protect human dignity, posterity and society from infection and discrimination in the case of those infected. In this regard the manager has to monitor the project or programme that outsider facilitators bring to the school. S/he must be aware of its objectives and relevance in the development of learners, teachers, community and society as a whole. Heads must therefore receive reports from teachers and project / programme facilitators regarding the progress made, whether of not goals are being achieved; anticipated and incidental problems and challenges. By being accountable, the principal can justify requests for funding and can be assured of the continued intake of learners.

Accountability is a means of informing parents, authorities, public and other stakeholders about work being done and what has been accomplished in school (Foskett & Lumby, 2003, p.90). This opens up lines of communication, enabling all stakeholders to understand the activities taking place in an educational institution and conversely for institutions to understand stakeholder needs. Communication creates opportunities for identifying areas of weakness that may require improvement in design and operation. Principals must control all external influences in the school and those that wish to enter the school. Accountability for re-orientation entails providing legislators with adequate information to implement penalties for non compliance and increase resources where necessary (Foskett & Lumby, 2003, p.87). Overall, accountability justifies the existence and continued maintenance of projects and programmes. It is also a means of control. Control entails activities to check results against plans and objectives and taking corrective measures if things are not going according to plan.

Principals' can anticipate success in performing their roles and responsibilities, and implementing projects and programmes if the conditions at school are conducive to teaching and learning. Schools must be made manageable and conducive to teaching and learning by principals. Scholars have identified factors in school which cause ineffectiveness and hamper the achievement of educational goals. These are factors that principals should work towards minimising and eradicating in their schools. It is for this reason that a discussion on school effectiveness is necessary.

SCHOOL EFFECTIVENESS

The nature of the school, human relations, leadership and culture all of which are school based circumstances have the greatest overall effect on learners' outcomes (Coleman, 2003; Creemers, 2003, 110). Being effective, according to the South African Concise Oxford Dictionary (2002), means 'producing the desired effects or intended results'. School effectiveness theory '…takes into account the [desired] outcomes of education, the inputs, the process and context in which education takes place' (Creemers, 1997, p.109). The outcomes include the acquisition and application of knowledge and skills, including social skills and technology. The inputs are all the resources including home background, teaching methods and coordination in curriculum and instruction (Creemers, 1997, p.109). The context includes the socio-economic, political, and educational situation and setting, which would address issues such as home background, infrastructure, crime, violence and race relations, historical and ideological contexts of schools (Harber and Muthukrishna, 2000, p.424).

Concern with school effectiveness is imperative and justified as it determines the future of our children. School effectiveness is a precursor of probable success in external examinations and channelling pupils in post-school education, training, career development and advancement, and employment and in programme implementation (Cuttance, 1992, p.72).

Cuttance (1992, p.72) identifies four domains for pupil achievement, used as criteria for measuring school effectiveness. :
- Knowledge acquisition and retention
- Knowledge application and problem solving

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- Personal and social skills - ability to cooperate; communication skills; initiative; self reliance; leadership
- Motivation and commitment - willingness to accept failure without destructive consequences; self confidence to learn in spite of the difficulty of the task

The domains above only address the multiple outcomes of education. They fall short of the realities of third world schools which often lack the resources / input, and whose processes / teaching and learning activities are often flawed because of the lack of resources. In addition Cuttance (1992, p.72) identifies noise, leaner movement around the school, bunking off, the lack of behavioural guidelines for learners to follow, and lateness to class by teachers and teachers' lack of firmness and inconsistency in disciplining learners as major contributors to school ineffectiveness. Other criteria used to measure school effectiveness are learners' attendance, behaviour, delinquency and learner satisfaction, movement around the school and noise. These factors are directly controllable by the manager and teachers.

Harber & Muthukrishna (2000, p.422) contend that when weighing each school's effectiveness, the historical, socio-political and ideological context of that school, its location and country must be considered. The ideological aims underlying education in South Africa are democracy, gender and racial equality, human rights and peaceful conflict resolution. Even these ideological aims do not address the problems of the remote, impoverished rural schools in dire need of resources and infrastructure. Nevertheless they posit the following 'factors for school effectiveness' in KwaZulu-Natal:

Staff, learners and parents are represented and involved in school governance

- School is free of violence, conflict, vandalism, theft and other crimes; eradication of corporal punishment

- Stringent security measures in place including fencing, alarms and security guards
- School admission policies are non-discriminatory
- The school is involved in community development programmes
- Feeding schemes especially for poor rural communities

  (Harber & Muthukrishna, 2000, p.427)

Coleman (2003, p.120) adds school effectiveness factors that are directly controllable by management including:

- Teachers as good role models (time-keeping, willingness to deal with learner problems)
- Clearly delegated duties to teachers and learners
- Vigorous selection and replacement of staff; and the avoidance of nepotism and favouritism
- Heads buffering school from negative influences
- Good external relations to aid financial and moral support for the school

School effectiveness is complimented by school improvement. With school improvement the focus shifts to qualitative change processes that take place within school (Coleman, 2003). In order for school improvement to take place, it is incumbent upon longer serving experienced teachers to identify the areas in the institution that require improvement. School improvement is a 'systematic sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively' (Coleman, 2003, p.125).

Strategies and processes that are focused on improving schools include staffs' professional development, which in part has a positive impact on learners' achievement.

SOURCES OF SCHOOL PROJECTS AND PROGRAMME

There are two main sources of school projects and programmes; they are legal influence and social responsibility (Bisschoff, Govender, and Oosthuizen, 2004, p.7). In terms of the National Policy on HIV / AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training (1999c) was published the teaching of HIV and AIDS education and related issues mandatory in all state schools and tertiary institutions. The need to protect human life, human dignity and posterity, the need to protect people from infection, to protect the infected and affected and from discrimination has necessitated awareness, prevention and intervention projects and programmes.

WHY (REFORM) PROGRAMMES AND INNOVATIONS FAIL IN SCHOOLS

Projects in schools can have many shortcomings. Organisational complexity is one of the shortcomings of projects. Managerial and project conflict may result from working for two bosses. Many educators find themselves overwhelmed by the work of the project, which is in addition to their already heavy workloads. Institutional traditions can be violated when established authoritative boundaries are crossed; for example when an HOD has to report to a junior / subordinate who is the manager or facilitator of the

project (McMahon, 1999, p.106). Teachers subsequently become sceptical and resistant to training and involvement in projects as it leads no where. An increased degree of success can be ensured through appropriate project management knowledge and skills.

Often, assumptions are made about the implementation process, which are believed to be workable in all institutions. It is commonly assumed that educators appointed into projects have ownership; yet these initiatives are imposed by the Department of Education (DoE) and/or often lead by outside facilitators (Bisschoff, Govender & Oosthuizen, 2004, p.79). Similarly, the DoE assumes that it is empowering teachers while on the contrary teachers feel disempowered by this imposition. Anticipated collegiality may be contrived collegiality. McMahon (1999, p.107) also protests that teachers complain about the inappropriateness of content and the low quality of training which is irrelevant to their work. Discrepancies in schools' abilities to acquire adequate and appropriate resources including qualified staff, defeats the tenets and ends of having national standards. Further, the school's geographic location influences the opportunities available to its teachers. Schools in rural areas do not have easy access to institutions of higher learning and to in-service support available from the DoE. All this defies the DoE's assumption that work and knowledge goals will be achieved through participation. The facilitator / convenor of the continuing professional development is not allocated specific time to do the job and few use appraisal reports when planning projects and professional development activities.

SUMMARY

In this chapter I described management and leadership and outlined the roles of the principal based on literature and on official government policy. Leadership and management capacity were intimated to be vital in implementing successful and sustainable programmes. Managerialism was relevant for the inception of new projects as it offers goals, structure and is task oriented. Collegiality sustained the programme and built relationships. For the expedient implementation and maintenance of programmes, managers could employ political models of management. Subjective models are suitable for selecting teachers and ambiguity for responding to unpredictable learner needs and adapting to circumstances that arise. Cultural models would be suitable for changing and modelling appropriate behaviours, values and attitudes that were vital in the fight against HIV. Other management roles included managing external relations, promoting professional community, building civic capacity and being the custodian of social justice. The chapter has demonstrated that management had to be astute and purposeful, and knowledgeable about its role as dictated in policy and in literature. Overall, the onus is on the principal as manager and leader to create conditions, generate and influence a culture that puts emphasis on propriety, sensitivity and egalitarian values. Ideally, as the figure head he should be the first to embody values in speech and behaviour and garner the support of teachers, learners, parents and the community to follow suite. The following chapter discusses the findings of the study.

Chapter 4

THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

PREVIEW

The previous chapter identified planning, organizing, controlling and co-ordinating as the main components of management; and influence as a major component of leadership. Various models of management and leadership were presented, which were shown to be relevant to different phases of organizational life. The different roles of the manager were discussed, with an emphasis on the roles set out in official government policy. In this chapter, I discuss the conceptual framework that underpins this study, followed by the research design and strategy.

As this study cuts across the discourses of management and HIV, it is imperative to use two theories that embrace each of these discourses. However, it should be noted that they are not isolated in their perspective but closely related. The systems theory will cater for the management aspect while the Health Promoting School theory will cater for the HIV and AIDS element. We are presently living in the era of the HIV and AIDS epidemic, and schools are affected. Hence, schools have to devise means by which to address health concerns and promote health.

The school is a system of activities. It is made up of interdependent parts or sub-systems. The school is linked up to other systems and subsystems in the

environment that it has to collaborate with in an effort to address the broad area of health. Systems management approach 'seeks to bring about the smooth functioning of the different parts of the system by determining the function of each part' (Van der Westhuizen, 2003, p.78). In order for schools to become health promoting schools, they must put in place a structure or sub-system that is committed to addressing all areas of health. This structure will encourage, teach, influence, empower and enable learners and teachers to take control of their own health. By commissioning a health referral system, the principal will have created an enabling environment that will be responsive to the health needs of learners and teachers.

CONCEPTUAL FRAMEWORK
Systems management approach

Systems management is an approach that seeks to bring about the smooth functioning of different parts by determining the functioning of each part (Van der Westhuizen, 2003, p.78). The systems management approach is believed to have developed because of the need for a more rigorous approach to complex and interconnected phenomena in the social world (Banghart, 1969, p.24). 'A system is a group of interdependent elements acting together to accomplish a predetermined purpose' (Banghart, 1969, p.25). Systems may themselves be ensembles of other smaller systems. The school is a social system made up of different sub-systems such as grades / levels, subjects and departments and the extramural activities, information system, each of which signifies an area of specialization and activity. Each system is an integrated whole, composed of diverse specialized structures and functions. In order to run the school effectively and efficiently, the principal must understand the total systems concept and balance the objectives and compatibility of each

system. S/he must understand the various component parts of the system such as the staff, learners, parents, community and the resources. The chief concern of the principal should be integrating all these component parts (systems) into a total efficient system.

The school system is controlled by the interest of the state, parents, society and incumbents or occupants of positions (Green, Erickson & Seidman, 1980, p.20). Systems are bound by the interest of firstly the state, to produce individuals who can attain economic independence and be law abiding. Parents seek the best that is possible for their children, and thus form the second interest. Skills development, values and knowledge contribute to the continued advancement and development of society. Society holds the third interest. Lastly, the incumbents' interests relate to roles of employees, professionals, technicians and employers. The state, society, parents and incumbents acknowledge their shared responsibility with regards to ensuring the overall health of children in whom they all have an interest hence they collaborate (Tuckwood, 2000). The school is an open system as it is responsive to the needs of the state, society, parents and incumbents. Consequently, The South African Schools Act (No. 84 of 1996) urges school systems to foster partnerships with other systems such as other government sectors and organizations to ensure an integrated effort in the fight against HIV and AIDS, diseases and to promote health.

Schools must necessarily be open systems as many of the social and health situations / circumstances that emerge require specialized knowledge and skills – knowledge and skills which the teachers may not adequately posses. For example knowledge about HIV, its spread, prevention and living with it or with people infected and affected by it, and counselling. Bush (2004, p.41)

draw a distinction between an open and a closed system. An open system interacts with its environment. In the context of education, this means the school fosters and maintain a collaborative relationship with its stakeholders and extended community and is responsive to its needs. Government departments, NGOs and business are the typical stakeholders from which schools procure resources and services. The onus is on the school manager (principal) to form links with these stakeholders and to maintain them.

Havelock (1982, p.45) contends that 'no group of human beings is completely isolated from the influence of others. All systems and organizations exist within a context of other systems of which they are a part of, and upon which they are dependent. Ideally a school as an open system is adaptable to changes in the environment which impact upon it (Havelock, 1982, p.45). In the South African context, the advent of democracy has been marred by the increased incidence of HIV infections, morbidity and mortalities. Numerous problems and changes have been brought about by the scourge of HIV and AIDS, which have an impact on children / learners, which schools do not have the capacity to deal with on their own. These include health issues, psychological issues and the issues of abuse. Various myths have spread regarding the treatment and cure for HIV and AIDS. One suggests that when an HIV infected person has sexual intercourse with a (uninfected) virgin, he will be cured of the disease. This myth has led to the increase of rape and especially the rape of children (Guest, 2001, p.6). The incidence of traumas caused by testing HIV positive, morbidity, death, stigmatisation, poverty resulting from the death of the breadwinner, misinformation and rape are among some of the grave issues that schools grapple with (Cohen, 2002, p.16). Consequently, schools require the assistance and intervention of psychologists and counsellors from the public or other government departments such as health and social welfare,

safety and security. These are the systems that the principal as the leader and manager should facilitate collaboration with.

The emergence of epidemics which resulted in social changes have in turn necessitated changes in laws, policies and curriculum that seek to promote healthy attitudes and behaviours, prolong the life and productivity of the infected, and protect the rights of the infected and affected, for example, sexuality education and like skills and the National Policy on HIV / AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training (1999c). As an open system the school should adjust or modify its curriculum and activities in order to be relevant to the social context in which it is located. Open systems have the potential of attracting clients as they are responsive to their needs (Bush, 2004, p.43). Non-responsiveness may blur the purpose of the school.

In advancing the school into an open system it is incumbent upon the principal to create the necessary structures. These structures will define the roles and influence the behaviour of individuals and those that they work with. Structures enable individual and group efforts to be focused and organizational goals to be achieved through the pooling of ideas and efforts, hence, amassing a pool of intelligence which exceeds that of the individual. In the practical sense the head has to establish a team and appoint a leader. This leader will be given the legitimate authority by the principal to execute duties and manage activities and people in the team.

Health Promoting School
Before embarking on a discussion of what health promoting schools are, it is necessary to explain what health is and what health promotion is. The World

Health Organization (WHO) defines health as 'a state of physical, mental and social well-being and not merely the absence of disease or infirmity' (Coulson, Goldstein & Ntuli, 1998, p.1). Health is also considered to be 'a basic human right essential for human and social development' (Coulson, Goldstein & Ntuli, 1998, p.1). Therefore health promotion means the active enablement and involvement of people in taking control over their physical, mental and social well-being, identifying and fulfilling their needs and adapting to change and coping with the environment. Socio-economic factors including the economy, employment, lifestyle and the medical system influence health.

Globally, poverty has been acknowledged as a major contributor to ill-health (Coulson, Goldstein & Ntuli, 1998, p.3). In South Africa and beyond, many schools identified advocacy, enablement and mediation as the three tools vital in health promotion (Coulson, Goldstein & Ntuli, 1998, p.176). Advocacy is the public and verbal support of good health which overcomes and transcends political, physical and cultural barriers that threaten good health; enablement refers to providing people with the ability to achieve their fullest health potential and to be in control of their health; mediation is about coordinating action by a wide range of bodies and people from all walks of life such as NGOs, (besides health personnel and government) towards the promotion of health (Coulson, Goldstein & Ntuli, 1998, p.176).

The concept of Health Promoting School (HPS) promotes a broad view of health as part of the role of the school (Health Promoting School Association, 2004). The HPS concept is based on a social model of health in which schools foster health and learning and engage health and education officials, teachers, teachers unions, learners, parents, and community leaders in efforts to make the school a healthy place (Health Promoting School Association, 2004).

Health promoting schools strive to promote a healthy school environment through community outreach programmes, (Health Promoting School Association, 2004). The HPS concept deems children's health i.e. physical, mental, emotional and social wellbeing as a responsibility shared by the school with parents, the community, the health sector and other government sectors (Health Promoting School Association, 2004). It improves the health of the school community, families, community members and leaders by working with them to help them understand how the community contributes to or undermines health and education (Health Promoting School Association, 2004). This generates a positive climate that influences how young people form relationships, make decisions, and develop their values and attitudes. Social, psychological and spiritual needs of learners, such as the need for close social interaction, the need for a sense of belonging and affiliation can be supplemented at, by and through the school. Tuckwood (2000) rightly states that the state, society, parents and incumbents have to share the responsibility of ensuring the overall health of children through the school system.

Health education is a cross-curricular theme (Gray & Hyde, 1992, p.33). Nine major components of a health education curriculum for schools have been identified: substance use and misuse, sex education, family life education, safety, health related exercises / physical education and recreation, food and nutrition, personal hygiene, environmental aspects of health and psychological aspects of health - social support, counselling and mental health promotion (Gray & Hyde, 1992, p.34). An effective and appropriate programme is one which will identify the health issues pertinent to young people. The ideal health promoting school provides learners with integrated and positive skills, knowledge, values, activities, experiences and structures that promote and protect their health, create a safe and healthy environment and provide

appropriate services (State of Victoria, 1999). Health education advocates the establishment of youth friendly programmes at or near school, offering access to voluntary testing and counselling, contraception and condoms, and where other sectors can offer assistance to the youth. It recognizes the young person as an individual in a dynamic environment.

The health promoting school concept seeks to encourage schools to integrate curricular and extra-curricular activities with services and resources available in government departments (especially those concerned with health, welfare safety and security), NGOs, business and industry and other organizations and formations. School can use information technology to access various sources of assistance that are available. The principal as the leader must form appropriate structures and plans for creating and achieving these networks and integration. This study will critically examine the leadership and management roles of the principal's in advancing the school towards becoming a health promoting school through forming collaborative partnerships and integrating the efforts of these systems.

Collaboration

As alluded to in the discussion above health issues are a global, regional and national concern that can be best addressed through the education system and through collaboration. In education, health is a broad cross-curricular theme that requires the collective effort of various systems including departments in education, in government, business and industry and in general society. In this way The Department of Education is obliged to collaborate with various other government departments and civil society in order to effectively deal with HIV and AIDS especially among the youth. Furthermore, collaboration has been necessitated by the change and complexity of pastoral roles that the scourge of

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HIV and AIDS has brought upon teachers. As the school manager / leader of the school, the principal has to initiate collaborative efforts between the school and various sectors of government and civil society. These include social workers, health care provider and character developers. These will assist in mitigating the impact of HIV and AIDS, for example, administering medication, dealing with side effects of medication, illness, trauma, absenteeism, stress, poverty, hunger, orphans, abuse, and insidious myths that have resulted in criminal and violent sexual acts being committed against children and women. The South African Concise Oxford Dictionary (2002) explains collaboration as meaning to 'work jointly on an activity or project'.

Contemporary scholarship in education has shown a preference for the use of collaboration as a strategy for managing change (Frost, Durrant, Head & Holden, 2000, p.67). Frost, Durrant, Head and Holden, (2000, p.67) assert that collaboration in schools is an approach that can improve professional practice and facilitate change and innovation. They state that '... the goal is transformative collective action to effect social change' (Frost, Durrant, Head & Holden, 2000, p.146). As a means for change it offers an alternative to monotonous traditional ways of teaching and training. The concept of training presupposes that academics already know what the best practice is; and legitimates hierarchical relations between academics and teachers to the detriment of collaboration, interaction and experience (Frost, Durrant, Head & Holden, 2000, p.67). Collaboration allows participants to give each other moral support, sustain momentum and is a means by which critical thought can be generated. Collaboration helps participants to transcend the frustrations and misfortunes of professional and personal lives which are sometimes overwhelming (Frost, Durrant, Head & Holden, 2000, p.67).

Collaboration can be harnessed from the class, through to the whole school, and beyond the borders of the individual school, and between schools. At school level, Farman and Muthukrishna (2002, p.237) suggest a number of collaborative strategies that schools may use in order to mitigate the impact of HIV and AIDS. These are; collaborative learning, peer tutoring, peer counselling, and group therapy, the involvement of parents as partners, team teaching, flexible grouping and school clusters. Principals would not merely be expected to rubber stamp these innovations but would have to manage them by weighing the benefits against the costs and negotiating a balance. The principal has to harness networks of interdisciplinary teacher teams in which teachers interact and play a variety of roles. In this scenario, work is collectively done and leadership shared. Crow, Hausman and Scribner (2002, p.194) encourage creativity and innovation; 'creative minds' and 'complex selves'. This is a move away from traditional forms of authoritarian, hierarchical leadership and monotonous drill and transmission teaching and learning.

Team-teaching would for instance enable each teacher to teach the topic or areas in which he / or she has a special talent and / or skill, and which the teacher may enjoy, allowing competent delivery of content. It also entails a healthy school culture, professionalism and a healthy rapport among teachers. Another strategy that educators can use is flexible grouping where teachers may group more than one class together to deliver a single lesson.

Schools within the same vicinity can collaborate by pooling together their resources and sharing the expertise of individual teachers in what is called a school cluster (Farman & Muthukrishna, 2002, p.237). One school could reschedule its time-table in order to enable learners to move to another school

to use its facilities. A class that may not have a temporary teacher available may reschedule it to a day when a teacher from a neighbouring school is available. Classes from different schools can gather in one venue to attend a single lesson. Teachers from one school could mentor teachers from another.

Schools have been mandated by legislation through the South African Schools Act (1996) to involve parents and the community in the education business, to engage them in active decision making and to share the responsibility of educating learners to be responsible, productive, law abiding citizens. Sharing this responsibility may involve parents volunteering to assist the school with the skills that they possess, for example in teaching, handicraft making, nursing and other medical / health care work. This has to be on a voluntary basis as many 'African' schools have a dire shortage of resources. Parents who are retired teachers can assist in the event that a teacher falls ill or is away caring for an ill relative and the school is unable to secure a temporary replacement from the Department of Education.

RESEARCH DESIGN AND METHODOLOGY

In the previous section, I discussed the importance of systems management in creating a structure or system that will harmonize the collaboration between schools and the health sector and other government service providers and organizations in promoting the health of learners. I showed that systems management could achieve this by outlining the function (role) of each system or sub-system within the collaborative relationship. In this section I discuss the research field and the methodology. Firstly, I discuss the research field. This is followed by a discussion of the research design. The methodology section that follows describes the ways in which data was generated and collected, and

verified. Subsequently, under the ethical considerations, I explain how participants and their school identities were protected through anonymity. This section ends with a discussion of the limitations.

THE RESEARCH FIELD

The Learning Together Project

Learning Together is a three year research project set up by a team of seven academics from the UKZN. It aims to assist people working on issues of HIV and AIDS, youth and gender in a rural community at Vulindlela district in Pietermaritzburg to work collaboratively together using visual and arts based participatory approaches involving photography, drawings, video documentary and performance theatre. Learning Together seeks to foster collaboration and potential links between schools and community health workers. It advocates the need for multidisciplinary and inter-sectoral partnerships in HIV and AIDS interventions in schools and focuses on issues of equity and social justice. It aims to facilitate collaboration between schools (teachers) and the local clinic (the community health care workers that are working in communities around the schools), with an emphasis on vulnerable high-risk young rural women between the ages of 15 and 25 living in areas of high poverty. Collaboration in the fight against HIV and AIDS is advocated in policy and legislation.

Initially the Learning Together project involved three schools, a local clinic, and community health care workers attached to the clinic. Sessions were held at the clinic and were attended by teachers and the principals of the three schools. One school withdrew from the project citing immense work pressure, time constraints and a drop in performance in external exams as reasons for withdrawing. The principal was of the opinion that the project was going to

consume much of their valuable time which they wanted to invest on examinable curriculum activities. In 2006 the project moved to the school sites to facilitate collaboration between schools and community health care workers.

My research filed was the remaining two secondary schools which I named schools A and B, and the sessions. These two secondary schools will be described in the following discussion. Learning Together sessions conducted in these schools involved the use of visual and arts based methods. My research study sought to assess the role of the manager in facilitating collaboration between the schools, the community health care workers and the UKZN facilitators, and also assess the Learning Together project.

School A

As one approaches school A, one is met by learners in uniform coming in and out through the school gate which had recently been manned by an elderly guard. The guard opens and closes the gate for learners without discretion, and regardless of the fact that it is teaching and learning time and not break time. Leaner movement all around the school was a major feature of the school. A pile of broken furniture – desk and chair frames, was stacked upon the roof of a small disused room. The school had a solid fence which had been reinforced with razor wire, but had experienced vandalism and theft of classroom fixtures, from doors to windows and electric fixtures and office equipment. The staffroom block had a number of disused rooms. A whole block of classrooms lay empty, disused and neglected. The administration block was the only place in the school that had electricity. In winter educators huddled together in the secretary's office to warm themselves over a heater and to boil water for tea and coffee. The secretary's computer was fitted into an awkward

metal case for safe keeping. The secretary worked within the restricted space of the metal case. The school presented a picture of many typical rural schools in South Africa, which operate on bare minimum resources and are situated in needy communities. However, notable in this school was the fact that not all learners were in class during teaching time.

School B

Contrary to the image presented in school A, and regardless of the fact that the school is also a rural school, school B presents a slightly different picture. The school had two parallel rows of classes. A lawn grows between these two rows with young trees protected by rings of stakes. The computer room which houses these expensive equipment is located closest to the principal's office on the first row. No break-ins have been experienced at the school as it has a security system with a burglar alarm and movement sensors, and the premises are guarded. Adjacent to these rows is the woodwork workshop and the hall. Flowers grow on either sides of the path leading to the hall and workshop. Noise levels and learner movement along the corridors are low, a sign of school effectiveness. Teachers are in class teaching and learners learning. A pleasant aura and purposeful ethos pervade the school. The two schools project two kinds of managers.

DESIGN AND METHODOLOGY

A research design or strategy is a plan that specifies what the researcher wants to find out, and the best way of going about it (Babbie & Mouton, 2004, p.74). This is a qualitative study within the interpretive paradigm. Qualitative research is a generic social research approach that prioritises the insider perspective or "emic" perspective (Babbie & Mouton, 2004, p.271). The

insiders in this case are the teachers, the community health care workers and the facilitators because they are insiders to the Learning Together project. In other words, it is the type of enquiry that gives an account of people's actions and behaviour in their natural setting, through their own eyes and in their own understanding.

Qualitative researchers stress that reality is socially constructed (Denzin & Lincoln, 2003, p.271). Description and understanding are the ultimate intent of qualitative research. It is characterised by data collection methods that encourage and create rapport, mutual trust and honesty between the researcher and the researched. Consequently it offers thick detailed textual descriptions of people and phenomena in their natural context. Researchers are in essence expected to be personally involved with the subjects that they are investigating. As the researcher is a participant observer who learns to feel, think and behave like the insider, Tedlock (2003, p.168) cautions that the researcher should 'maintain a polite distance … cultivate rapport, not friendship; compassion, not sympathy; respect not belief; understanding not identification; admiration not love.' This stance protects the researcher from "going native" and losing sight of the purpose in the field, and similarly uses data analysis methods that "stay close" to the participants and subjects being researched (Denzin & Lincoln, 2003, p.168).

In this study, the focus was on the principals and other managers in two schools involved in the 'Learning Together' project and how they view their role in the implementation of HIV and Aids programmes in their schools. Management is an activity that takes place in a social setting. Schools are social systems in which children are taught various skills, knowledge and values (Green, Erickson & Seidman, 1980, p.3). Teachers, learners and various

stakeholders interact at schools in order to construct knowledge, skills and values that they hope will lead to socially acceptable, responsible sexual behaviour that will reduce the rate of HIV infections particularly among the youth. It is fitting therefore that this study takes the qualitative design within the interpretive paradigm. Rich data was generated from observations, interviews and the analysis of documents. Sources of data included the observations and field notes, interview transcripts, transcripts of discussion sessions and the Learning Together proposal, policy and legislation.

A paradigm is a model for observation and understanding, which shapes what we see and how we understand it. 'A paradigm is an accepted tradition or set of beliefs / values that guide research' (Babbie & Mouton, 2004, p.645). The interpretive paradigm is a branch of hermeneutics which was used in the 17th century to interpret religious texts. 'Hermeneutics is an approach to the analysis of texts that stresses how prior understandings and prejudices shape the interpretive process' (Denzin & Lincoln, 2003, p.39). Phenomenology is concerned with understanding social and psychosocial phenomena from the perspectives of the persons involved - the participants. According to Huysmen (2001, p.166) 'We cannot detach ourselves from the presuppositions of our cultural inheritance, especially those concerning the philosophical dualism between the observable body and the intangible mind and our glorification of technical achievement'. It is to be noted that there are individual interpretations and interpretations that one makes in relation to society or to the cultural group that one is affiliated to and shares common values with. Researchers therefore attempt to experience phenomena as people experience them in their natural setting. The researcher's task is to observe and interpret rather than to predict. Apparent in this paradigm is the requirement that the inquiry be done in the natural setting in order to get the interpretations of the

people in their natural real life worlds and their truths (McNiff & Whitehead, 2000, p.160). Research in this paradigm aims at interpreting and understanding human behaviour rather than explaining or predicting it.

As humans are social beings, social science knowledge is socially constructed and changed by people from their own understanding and experiences. 'Knowledge is subjectively created and inter-subjectively negotiated' (McNiff & Whitehead, 2000, p.162). Inter-subjectivity is about getting into the world of the research subject and experiencing the lifeworld of the insider. The interpretive paradigm was therefore appropriate for undertaking this study as it also emphasises the social nature and significance of human reality, meaning-making and understanding.

During this study I observed 'Learning Together' sessions at the school (natural setting) and the general daily activities taking place at school. I was also able to casually interact with some learners and teachers and to gain insight on attitudes with regards to management's role in the era of the scourge of HIV and how Nguni culture might influence behaviour, attitudes and practices. In one school I was able to observe and experience how the laxity of management created conditions that endangered learners and were conducive to the spread of HIV. This observation was tacitly confirmed by teachers and learners, community health care workers and the 'Learning Together' project facilitators. I followed up observations with formal face to face interviews.

THE SAMPLE

I did purposive sampling of the participants. Participants in this research were those involved in the 'Learning Together' project namely UKZN researchers,

educators, community health care workers and the managers of the schools (and to a limited extent, learners). In this instance, sampling is called purposive sampling, as specific groups of people involved in a specific programme were selected for the study (Rallis, 2003, p.497). Purposive sampling is used in field research with a specific purpose. Purposive sampling produces rich descriptions of human behaviour, actions, experiences, thoughts, feelings and opinions. The sample size is inevitably minimized to illuminate in depth the issues under investigation in each case. Participants were from two different secondary schools within the same geographic region of Vulindlela district in a rural area in Pietermaritzburg, KZN. Seventeen interview transcripts were generated, comprising of one principal, one deputy principal, three Heads of Departments, nine educators, three community health care workers and three academics from the University of KwaZulu-Natal (UKZN). The input of these participants is vital as it offers an insight on how management practices in the school can be improved to enhance collaboration and the achievement of educational goals. Their input enabled me to determine the extent to which management was playing its role of ensuring that teachers understood what they were supposed to be doing in the project, and ensuring that all participants were engaging in activities that would maximise the achievement of educational goals

DATA COLLECTION METHODS

1. Data was initially collected through observations. Thirteen visits were made to the schools between 2005 and 2006, in which observations of 'Learning Together' sessions were made. Learning Together project implementation sessions were observed in school A where learners were using visual approaches to reflect stigmatisation in 2005. They were given still cameras to

pose for and take pictures around the school, projecting the scenes which reflected issues around HIV and stigmatization. In school B observations were made of school based teacher training sessions, HIV awareness and prevention drama performances and the commemoration of the HIV and AIDS day. Seven subsequent visits were made to school A in 2006 while five were made to school B. I participated in and observed the video-making sessions conducted in each school. Small groups of learners first discussed social problems that they thought were the most serious ones affecting the quality of life in their communities; subsequently they wrote a short story this, which they filmed using video cameras that were brought by the UKZN facilitators. During my visits, I spent between 2-5 hours in each school.

Observations enable one to directly see what people do without relying on what they say they do, and they give access to contextual factors in their natural social settings (Johnson & Turner 2003). Data on the socio-cultural context, social groupings, interactions, verbal and non-verbal behaviour and the physical environment were gathered and recorded in an observation schedule (refer to Appendix 10 & 11). This enabled the researcher to understand and describe the situation and to gain firsthand experience with the participants. Observations are 'useful in exploring topics that may be uncomfortable for participants to discuss' (Creswell, 2003, p.186). I also observed how learners' lateness and bunking off could be attributable to the teachers' lack of professionalism. In particular, issues of improper or unprofessional practice such as the use of corporal punishment were observed. The researcher played the role of observer-as-participant since contact with the group would not be extensive (Cohen, Manion & Morrison, 2000, p.188).

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These observations were unstructured hence issues emerged and were not predicted in advance (Cohen, Manion & Morrison, 2000, p.305). I took field notes during these observations. Observations were followed by interviews.

2. Interviews were conducted with managers, teachers, UKZN facilitators and community health care workers. I tape recorded and transcribed them to elicit the meanings and interpretations that the participants made of the role of the principal, the project and the process of its implementation. Interviews are an effective data gathering method that gives the researcher the opportunity to access what is in the mind of a participant, making it possible for the researcher to measure a participant's knowledge, values, attitudes and beliefs (Cohen, Manion & Morrison, 2000, p.268).

Each group of participants was asked different open ended questions which however concerned similar issues, in order to increase comparability of responses and enhance data organization and analysis (Cohen, Manion & Morrison, 2000, p.270) (see Appendix 12-16). Open-ended questions are flexible, allowing participants to express their views and lived experiences and understandings in their own words. Semi-structured interviews with open-ended questions encouraged cooperation and helped establish a rapport between the researcher and the participants (Cohen, Manion & Morrison, 2000, p.270). As the interviews were semi-structured, the questions were re-ordered and rephrased. Probing questions were asked to provide clarification and further discussion of issues, including digressions (Cohen, Manion & Morrison, 2000, p.270). All participants were asked about the roles that they played in the project. This was done to determine whether they understood what they were supposed to be doing in the project and to determine the extent to which management was playing its role of ensuring that teachers understood

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their tasks and roles and engaged in activities that would maximise the achievement of educational goals.

Tape recorded interviews are not without short-comings. On one occasion I realized at the research site which was school A that I had bought the wrong size batteries, having habitually used electricity. At this school, electricity was only available in the administration block and not in the classes and staff rooms. Fortunately, I used the voice recorder facility on my cellular telephone. Interviews in school B were conducted on another day using a smaller tape recorder that would stop as soon as the speaking ceased. Recording would be automatically prompted by the commencement of speech. Because the technology in the tape recorder was slow and gradually accelerated to the correct speed, much of what was said at the beginning of a statement or sentence was distorted. I managed to pick up many of the omissions and distortions on the cellular phone recordings. The cellular phone had its own limitations. It did not have a rewind and a fast-forward facility. Accidentally stopping and or not hearing clearly and missing a segment of what was said meant that I had to start the whole arduous process of listening to every thing again. These shortcomings were time consuming but did not affect the nature of the data. I made several follow up telephone interviews with a teacher from school A, and the principal and one teacher from school B, seeking clarity on issues arising from previous interviews.

Written interviews were administered to two of the UKZN facilitators. Ideally they would have been administered in the form of semi-structured oral interviews. However, due to the nature of the researchers' employment which keeps them constantly travelling and occupied in meetings, they were sent by e-mail. Written interviews are suitable for acquiring information from busy

academics that are unavailable due to academic business. These were administered through e-mails. The third facilitator's interview was tape recorded. No follow up questions were made to them.

3. Data sources: These included transcripts of interviews with teachers, principals, community health care workers and UKZN academic facilitators, the 'Learning Together' proposal, project and official government policies and legislation such as, the Employment of educators Act 76 of 1998; South African Schools Act 84 of 1996; Personnel Administrative Measures (1999b) and The Norms and Standards for Educators (2000). Legislation and policy document analysis was done to compare recommended policy to actual practice and to identify the gaps and factors that hinder or enable good practice. Policy documents provide the legal framework for the duties of the principal and of educators in general. Based on the recommendations of policy documents it can be deduced that programmes fail because the context in which they are to be implemented and the roles of individuals within them are not clearly understood. Managers and educators practices suggested that they were ignorant of the contents of documents. The project proposal was analysed to assess the Learning Together project, its successes, challenges and opportunities.

VALIDITY AND RELIABILITY

Interpretive paradigms prioritize meaning over measurement. They assess research in terms of credibility (validity) which is concerned with how a researcher can convince his audience that the findings are worth taking into account (Babbie & Mouton, 2004, p.122). Credibility entails convincing the reader that the findings occurred as the researcher says they did including

confirmation of report by participant (Durheim & Wassenaar, 1999, p.64). Transferability (reliability) is the extent to which findings can be applied to other contexts and respondents. Transferability offers assurance that if the research were to be carried out again with the same or similar subjects, under the same or similar circumstances / context, its findings would be similar. Confirmability occurs when people other than the researcher endorse and corroborate the report findings as the product of the inquiry and not of the biases of the researcher (Babbie & Mouton, 2004, p.276). The supervisors of my research endorsed the findings.

I used triangulation to enhance transferability and credibility. Triangulation is the use of multiple methods (Babbie & Mouton, 2004, p.275). The methods used to collect data for this study were observations and interviews, conversations and document analysis. Observations were followed up with interviews. Where issues needed further clarification, participants were contacted and interviewed over the phone. To minimise the possibility of bias, participants' responses to conversations and interviews were returned to them for checking of errors, misinterpretations, corrections and for confirmation. This is called member checks (Babbie and Mouton, 2004, p.275).

DATA ANALYSIS

In this section I discuss how I analysed the data presented in the findings. Data analysis is the process of systematically organizing and interpreting data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the inquiry (Babbie & Mouton, 2004, p.499). Analytical strategies used involved organizing raw data into categories that the researcher

manipulated in order to identify patterns. These patterns were then condensed into thematic codes and provided a focus for the findings.

Codes are labels attached onto texts. Coding is a flexible process that allows the researcher to modify the code (and concept) if s/he discovers a more appropriate one. The codes attached to the data in this study were inevitably influenced by pre-existing theory, literature, experience and exposure to educational discourse (Neuman, 2006, p.460). Previous knowledge and theories do not have to be ignored; sometimes they may merge with emergent theory. The point is not to force data to match pre-existing theory and categories.

Coding is mechanical data reduction and analytic categorization (Neuman, 2006, p.460). When coding, one condenses raw data into small manageable units. Codes are tags or labels for assigned to units of meaning in a study (Neuman, 2006, p.460). An effective code will capture the concept or phenomena in its totality in a single term or short phrase. Codes are attached to texts of varying sizes from words to phrases, sentences and paragraphs.

Open coding was used during the data analysis. In open coding, data pertaining to a similar theme or phenomena are grouped together / categorized under a super-ordinate name or code (Strauss & Corbin, 2004, p.304). This is the phase at which the researcher first identifies themes and patterns and attaches the first codes in the initial attempt to condense data. In the process of coding, data are broken down or analysed examined and compared for similarities and contrasted for differences; and questions asked about the phenomena as reflected in the data such as 'What does this mean?' and 'What's going on here?' or 'What does this tell me?' (Babbie & Mouton,

2006, p.500). Codes are open to modification and change hence this kind of coding is named open coding. Data analysis began during the course of fieldwork and extended into the actual analysis (interpretation) of the various data sources which included field notes, interview transcripts, transcripts of Learning Together discussion sessions, and the project proposal. These data sources were read through for critical terms, events and ideas which were broken down into shorter thematic segments. Interpretations, patterns and themes emerged and labels or codes attached to the data. The data was coded (categorised) during and after the completion of fieldwork. The goals of this strategy are to develop in-depth description of the phenomenon and identify key themes (Rallis, 2003, p.501).

An example is that of the initial code of 'sexual abuse, harassment, and rape' which was modified in the initial stages to 'sexual misconduct and offences' as it was more appropriate language for describing school based impropriety. However, on closer examination of the circumstances in which it occurred, the code managing in the context of social issues was given since it was more analytic and able to encapsulate the richness of the phenomena. The diverse sources of data offered numerous examples to support the code. Some examples are those of boys using deception to look up the skirts of girls; and that of teachers using sexually lewd monologues that had no educational value and also apparently engaging in sexual relations with girls. Neuman (2006, p.60) asserts that 'micro-level events are analysed to form a foundation for macro-level explanation' and transferability. Single social incidents can be gathered and critically analysed to illuminate social practices, interactions, attitudes and values prevalent in a certain community. Master codes or super-ordinate codes that eventually emerged included situation analysis, managing human resources, managing resources and infrastructure, control as a

management activity, teacher turnover, safety and security, collaboration and the Learning Together project.

ETHICAL ISSUES AND ACCESS

Ethics are moral principles which guide a researcher's conduct and activities during the process of research. Ethics require the researcher to have integrity and strong principles (Neuman, 2006, p.130). In research, ethical considerations are concerned with protecting participants' rights, protecting the participants from exposing themselves to personal, psychological, career and physical harm. In this work, codes are used in the place of names and to reference the quotation of participants. For school A the codes are AP1 for the deputy principal and AT1-AT6 for the teachers. School B's principal is BP1 and the teachers are BT1-BT3. Facilitators are F1-F3 while community health care workers are C1-C3. Disclosure of information by the participant and the disclosure of the source of information by the researcher may expose the participant to embarrassment, loss of self esteem, loss of dignity, loss of career opportunities, loss of friendships and may lead to the alienation and the endangerment of the participant and her / his family and associates (Babbie & Mouton, 2006, p.132).

Protecting participants from harm entails drawing a contract in which a researcher makes a moral undertaking verbally and in writing to minimise and eradicate possible harm to the participant. The researcher undertakes to observe confidentiality and anonymity of persons and places and to allow participants to withdraw in part or fully from participating in the research and allows participants to decline to answer questions and to decline to be observed. These ethics are explained in all research application letters, which I

made to various key structures. Applications assured the University Ethics Committee and the DoE's Research Unit that the research was not deceptive and was not intended to harm, prejudice, traumatise nor shame participants and was not targeted at people with vulnerabilities. As proof of this, all research instruments used were attached to the applications.

An ethical clearance application was made to the university ethics committee to conduct a research as required by the University of KwaZulu-Natal's research policy. It was approved and the ethical clearance approval number given for this work is HSS/06175A (see appendix 9). Another application was made to the Department of Education (DoE) seeking permission to do research in the schools (see Appendix 5). The Department of Education approved it and sent a letter to this effect, with the condition that no contact is made with the schools in the fourth semester as it was exam time (see Appendix 6, 7). Included in this reply was a letter for the principals of the participating schools, informing them that the research had been approved.

Principals as gatekeepers and accounting officers of the schools were given applications for permission to conduct research in their schools (see Appendix 1). They were also given copies of the department's approval letter. Teachers were initially verbally requested to participate in the study. Subsequently, they were issued with formal request letters which outlined the overall purpose and objectives of the study (see appendix 2). The letter set out the ethics explained above. Prior to their signing the consent form, the contents of the letter were verbally explained to them to ensure that even those that would not read the letter fully understood the contents.

Research on HIV and AIDS inevitably involves issues of sexual propriety. At one point I found myself in an ethical dilemma as I had an uncomfortable encounter which bordered on sexual harassment. The ethics of research obligate one to maintain confidentiality. This is to protect a participant who is engaging with a researcher in good faith. Ethical considerations are not designed to protect impropriety. Stake (2003, p.155) rightly argues that 'Where an expectation has been raised that propriety is being examined and no mention is made of serious impropriety observed, the report is deceptive'. I did not disclose the name of the culprit, however I informed the school manager about it, and wrote of it in the report that I submitted to the school.

In spite of the public interest and concern that HIV and AIDS and education generates, the fact that I am researching it does not in any way presuppose that I have a privilege to or a right to the knowledge and experiences of others. Stake (2003, p.156) warns that 'funding, scholarly intent … does not constitute a licence to invade the privacy of others'. Interviews were conducted in different rooms, depending on availability of the rooms. If rooms were occupied, or when teachers arrived from class, interviews had to be moved to other quiet places. This was done in order not to interrupt the normal routine of non participating teachers. Appointments were made with participants and confirmed a day in advance. All attempts were made to be courteous and to avoid intrusion on those who were not involved. In one school where the venue and conditions were not conducive for a fruitful engagement as noise and interruptions were frequent, the interviews had to be conducted in a car.

To cultivate an open and honest rapport with teachers, and to assure them that I did not wish to misrepresent their views, I obligated to offer participants individual transcripts and individual draft reports. Participants thus had the

opportunity to confirm, challenge and clarify statements made, check for errors and compromising information. Only in one instance did I get a response to a report that I submitted. As a representative of the school, the principal of school A offered clarity on issues that arose from a previous visit. He explained the decline in the pass rate of the previous year. I kept transcripts of interviews safe and locked away. On completion of this work I disposed of them by shredding them.

LIMITATIONS

Access was the main limitation of this study. The schools are located in a remote rural area at Vulindlela in Pietermaritzburg, which is about 175 kilometres away from the University campus. The roads are not tarred and transport is scarce. The schools are also located several kilometres apart from each other and from the clinic and several more from the main town where teachers lived. This affected one to one interviews as teachers were eager to catch the earliest means of transport after school and could not dedicate adequate time to the interview process. Access was worsened when other teachers left the school due to transfers, promotions and career change. Further, many of the teachers involved in the programme also teach grade 12 and did not have adequate time for interviews as they were under pressure to invest more time towards preparing grade 12 learners for their final external exams at the end of the year.

Schools in this study are African schools in rural areas. Transferability of findings from these schools to other African and "non-African" schools across the province are limited as contexts, resources and experiences differ. The withdrawal of the third school from the project limited the data in terms of

experiences and perceptions gathered, thus minimising further opportunities for transferability.

People generally do not feel comfortable about being interviewed. Interviews may be perceived as being intimidating and humiliating; and may reveal intellectual, linguistic and knowledge inadequacies and challenges (Babbie & Mouton, 2006, p.132). Participants may not be entirely honest and may want to save face and or give responses that they perceive to be politically correct. Although participants in school A discussed the issue of the exodus of 16 teachers, they were not forthright about the reason behind the exodus. This created a gap in the data. Only one disclosed the truth in a subsequent telephone interview after much probing.

SUMMARY

In the first section of this chapter I discussed the importance of management in creating a structure or system that will harmonize the collaboration between schools, the health sector and other government service providers and organizations in promoting the health of learners. I showed that systems management achieved this by outlining the function of each system or sub-system within the collaborative relationship. In the second section I discussed the research design, starting with a description of the research field. I explained that it was a qualitative design in the interpretive tradition. The methodology section followed, describing the ways in which data was generated and collected, verified and analyzed. Subsequently under the ethical considerations, I explained how participants and their schools identities were protected through the use of codes. The chapter ended with a discussion of the limitations of which accessibility was the major one. In the following chapter,

I present the findings of this study in two parts. The first part discusses the roles of principals while the second part discusses the Learning Together project at the two schools.

Chapter 5

FINDINGS

PREVIEW

In the previous chapter I discussed the theoretical framework and the methodology. I discussed the systems management theory, the concept of the health promoting school as well as the concept of collaboration which is key to this study. In the second section of the previous chapter I discussed the research methodology, the research field, data collection methods and ethical considerations. Data for this qualitative study was generated from observations of Learning Together sessions, semi-structured interviews with teachers, principals, facilitators and community health care workers, and from conversations with learners.

The focus of this study was to assess the role of school managers in fostering collaboration between schools and other sectors. Therefore, this chapter presents the findings which attempt to respond to the following research questions that I mentioned in chapter two:

1. What is the role played by management in the implementation of participatory approaches to HIV interventions in schools?
2. How does the school management support and facilitate collaboration between the school, community health care workers and the Learning Together research team?
3. How does the manager provide leadership and support to teachers involved in the Learning Together project?

4. To what extent do visual and arts based participatory approaches enhance collaboration among the different stake holders (educators, community health workers and others)?

I begin by discussing the roles of the school principal as manager, leader and administrator. I further discuss the school manager's roles of managing information, communication, networking and collaboration. The school manager's roles are not carried out in isolation but are inextricably linked to and harmonized with those of other major role players in schools and in the school context such as teachers, governors and other stakeholders in the environment. Lastly I discuss the findings on the Learning Together project.

SCHOOL MANAGERS' ROLES

The role approach to management proposes that certain observable behaviours and personal qualities are expected of educational managers in pursuit of optimum educational goals. As indicated in chapter three, according to Van der Westhuizen (2003, p.93), managers have the interpersonal role, the information monitoring role and the decision making role. All educators including the principal have seven roles designated to them in terms of the Norms and Standards for Educators (2000). These roles are learning mediator; interpreter and designer of learning programmes and material; leader, administrator and manager; scholar, researcher and life-long learners, community citizenship and pastoral care, assessor, and learning area specialist. The roles of leader, administrator and manager plus community citizenship are pertinent to this study. Personnel and Administrative Measures (PAM,1999b) present general administration, personnel, teaching, promoting extra-curricular activities, interacting with stakeholders and communication as the core duties and responsibilities of principals. These roles are relevant to this study.

Levels of proficiency in executing principalship roles may be determined by factors such as training, experience and organizational culture and socio-economic background as well as the school context. The apartheid legacy in South Africa left principals (particularly in disadvantaged schools) with inadequate skills and knowledge to effectively manage schools in a market oriented environment (Davidoff & Lazarus, 2002, p.3). Disparities in the management styles of the two principals in this study support this. While the principal in school A was confronted with an unstable acrimonious organizational environment in which he was perceived as an imposition that had driven out teachers, school B was stable with a teaching and learning culture and amiable relations among teachers.

The principal as manager, leader and administrator

Generally prior to the commencement of any project that is run in a school, a dexterous school manager will be expected to request and receive correspondence from the project proponents in the written and verbal form. Handling correspondence and keeping records of them is an important administrative task that school managers must undertake. It forms the first set of core responsibilities and duties of principals in the Personnel and Administrative Measures (1999b). The purpose of administration is to store data and make information available to the principal, staff and other stakeholders (Van der Westhuizen, 2003, p.446). Both school managers in school A and B admitted that they had neither sought nor been offered written documents on the project and its objectives and the anticipated outcomes. The principals also did not ask for these from the research team. The principal of school A explained that:

> ... it was not written but we had a meeting and they explained what it entailed... on that ground we agreed. There was nothing written or documented. (AP1)

Omission of this important administrative task deprives the school of information resources that it may require in future for various educational and administrative purposes. These records are the instruments that they may use to monitor projects.

On receipt of a project proposal, the manager is supposed to make a generic assessment of the proposed project on the basis of the overall aims and objectives contained therein. The principal matches these aims and objectives to the needs of the school and to the general aims of education. Overall, the proposal is the basis on which the principal can permit or reject a proposed project. Principals in both schools did this to varying degrees. The principal of school B explained that based on the verbal submission of the project proponents he was able to:

> ... weigh the need for such a [project]... allow ... it ... if ... it was going to complement that which teachers know ... make them be able to solve some of the socio-economic problems ... re-enforce the knowledge that he has and also he starts to learn better ways of doing it. (BP2)

Based on what he was told by the project leaders, the principal was able to identify the benefits of allowing the project at school. It matched a need that they had, which was that of developing teachers with counselling and problem solving skills and complemented the knowledge they already had, hence it was a worthwhile project.

When satisfied that the project is relevant to the school programme, and that the school possesses basic human and physical resources needed, and an organizational culture that will enhance the success of the project, the principal has to consult with the SMT after which he then informs the teachers about it in order to generate their interest in it and get their buy in. Information dissemination is a vital role played by the principal and is an effective way to elicit views on a new project and to garner support for it. The SGB and parents should also be informed in order to get their endorsement of it. Van der Westhuizen (2003, p.203) contends that if staff are informed about the objectives and possible results of a project or programme, they are inclined to cooperate more and feel that they are part of the project. However, if they do not know what they are supposed to be achieving, they will show little interest and little motivation to support the project.

Human resources management

Principals need to take a holistic view of the resources implications of accepting a project. They need to ask themselves whether or not they have the necessary human, financial and physical resources, infrastructure and security necessary to facilitate the successful implementation a project. These are the domains of human resources management and physical resources management.

Projects are driven by people and therefore the principal has to identify possible candidates suitable for the project. This is the realm of human resources management (Foskett & Lumby, 2003, p.66). Principals have to make an audit of human resources. Candidates selected and appointed into projects that deal with sensitive health issues such as HIV must bear certain personal qualities such as compassion, commitment and confidentiality. The

PAM (1999b) have assigned to principals the personnel duty of ensuring that workloads are equitably distributed among the staff; and the extra-curricular duty of serving in recruitment, promotion, advisory and other committees as required. Data revealed that principals from the two participating schools did not apply any selection criteria for teachers who would participate in the project.

Instead, teachers volunteered to participate in the project and this was not worked out in relation to their qualities and existing workloads. The principal of school B acknowledged an omission on his part in that he had not been critical in his selection of volunteers to be involved in the Learning Together project. In school A teachers came in and out of the project as there was a high teacher turnover in the school, which I will discuss later in this chapter. School B's principal admitted that:

> ... the number of teachers who went there who are no longer giving us the service ... were not the people who were supposed to have gone... but for future we would be able to say be committed before you go and maybe have some form of a written commitment ... ensure that people don't just take time off from the school. (BP2)

On hindsight the principal realised that some form of stringent selection process was necessary when appointing teachers into projects that deal with sensitive issues such as health and HIV. Several teachers had stopped attending Learning Together sessions and in that sense had taken time off teaching duties while not seriously participating in the project with the aim of disseminating information to the school. Foskett and Lumby (2003, p.67) contend that when selecting teachers for a particular project and or post, there

is a need for a psychological contract and commitment on the part of the candidate and for principals to motivate their staff to giving their best.

Subsequent to selection and appointment the principal must ensure that the teachers are developed and trained to be in a position to apply the new knowledge and skills effectively. The PAM document (1999b) under the personnel duties and responsibilities states that principals have the responsibility to supervise, offer professional advice on work, performance and development of staff, with a view to improving teaching and learning. Responses from the UKZN project facilitators and teachers indicate that development and training in the project took place. One facilitator explained that:

> We have conducted workshops where teachers have been given support in terms of understanding psychosocial development... provided activities that would reinforce what they were doing in the classroom in relation to HIV and AIDS... (e.g. ... drama ... developed photo exhibits they could use in their schools, made it possible for several teachers to attend a conference ... (F1)

Another facilitator added that:

> ... for optimal participation ... each session began with a briefing on what is to happen ... in English and translated to isiZulu and opportunity to ask questions... After each session, feedback from individuals or groups were requested to ascertain the success, possible future needs ... (F2)

A third facilitator concurred that:

> ... there was training for example to use the cameras ... photo voice at the clinic first with the teachers and then with the children. With

the video session we did it with teachers, learners as well as parents. (F3)

Teachers and the principals were developed with knowledge and trained to use the technology of cameras at the local clinic, prior to the project being taken to the school sites. This development and training was presented in the form of activities that schools could engage in, in furthering HIV and AIDS messages by using photo-voice, video making and drama presentations. Development and training also included collaborating with other organizations so that they present drama and other performances to learners at school - a form of peer education displaying how drama could be used to communicate certain messages.

To effectively manage health matters, the school needs to form a structure (team) that focuses on health issues and pastoral care (Davidoff & Lazarus, 2003, p.154). Ideally, health is promoted through curriculum, the school organization, ethos and culture and through collaboration with other organizations. Collaboration is a means by which schools can improve professional practice and facilitate change and innovation (Frost, Durrant, Head & Holden, 2000). Inherent in the concept is the assumption that collaboration takes place in a cordial environment conducive to participation, communication and shared decision-making. Teachers would be expected to be cooperating / collaborating, meeting and planning among themselves on a regular basis. However, in environments marked by uncertainty, high teacher turnover, low trust, acrimony and poor interpersonal relations; cooperation and collaboration are not likely to succeed or to yield positive results (Troman, 2003, p.171). This was the case with school A where there was a high teacher turnover, which I shall discuss later in this chapter.

Once teachers have been developed, principals have to create an organizational structure and ensure that its members know the roles they are expected to perform within the project. Van der Westhuizen (2003, p.413) rightly states:

> In creating an organizational structure ... the principal creates a plan in terms of which everyone knows precisely what his particular task and responsibility is so that overlapping and duplication of work is prevented.

The creation of an autonomous structure that deals with pastoral care, health and welfare, may be perceived as a form of job enrichment which is an honour and a reward that shows that teachers are trusted (Foskett & Lumby, 2003, p.79). In school B, the principal created the Teacher Support Team (TST). The team comprised of the four teachers involved in the Learning Together project – three females, one of whom was an HOD, and one male teacher. The TST was commissioned with the duty of pastoral care, to look after the learners' health and welfare. Poverty, rape and abuse were some of the major health and welfare concerns that the team had to tackle. It was an effective referral system. The team meets regularly and submits reports of their work to the principal.

If the principal fails to create an objective structure, teachers are less likely to know what their roles are as they have not been given any direction. In school A, data indicated that educators were generally unsure of their roles in the 'Learning Together' project and associated roles with the characters that they played in the videos (refer to figure 1). For instance one teacher said:

> There is no specific role I played except in the play that we performed. (AT3)

For others the question of their role had not been fathomed because they were still new in the school and were enticed by the thrill of making videos:

> Let me say it was my first time for now, to be part of the group. I joined to make videos. (AP1)

A health care worker echoed the same sentiment:

> It means we learned together and then performed stage plays. That means I was like a woman who sold her body. (C2)

If teachers and community health care workers do not know their roles within a school based HIV intervention programme, then the principal is neglecting his role of giving teachers direction towards the fulfilment of educational goals. The principal in consultation with the teachers should have developed a common vision, a plan of action, objectives and outcomes, some form of appraisal of teachers involved, and evaluation of the programme, to give the project greater chances of sustainability.

Teachers in school A complained that they were overworked and did not have enough time to incorporate HIV and AIDS messages into their teaching. Those who understood their roles within the project in school A appeared to appreciate the fact that part of their role was advocacy - creating awareness; imparting the HIV and AIDS knowledge to the learners and integrating it with the subjects that they taught; promoting prevention through curriculum, and peer education and critical thinking. Teachers' understanding of their roles was consistent with that of UKZN facilitators. In addition facilitators had expected

to be given progress reports on the usability of their methods. Experience rather than effective management could be attributed to these teachers' confidence and certainty about their roles. These same experienced teachers could have been commissioned by the principal to orientate and mentor the less experienced ones and to lead the structure that would be responsible for pastoral care. This would have prevented teachers complaining about being overworked and not having adequate time to incorporate HIV issues into their subjects of specialization.

Findings indicate that of the nine educators involved in the project, six educators (three from each school) and only one of the three community health care worker interviewed understood their roles. In school A one teacher and two community health care workers associated their roles with performing in the videos; two teachers were not sure of their roles; and two made reference to the increased work load. Few teachers from school A appeared to understand their roles in the project.

Figure 1 Visual and arts based methods
Visual and arts based methods are a broad category that includes drawing, photography, electronic media like video and computers, dramatic performance, traditional and modern dance, music, poetry recitals, used as tools to entertain, teach and learn, foster creative self-expression, interpersonal communication, and to foster an understanding of the relationship between visual arts, history, culture, and society (South Dakota DoE, 2004).

Managing resources and infrastructure

As alluded to earlier in this chapter, principals need to assess the implications of such a project in terms of resources. For instance does the school have the financial and physical resources and infrastructure needed for successful

implementation? Since the Learning Together project employs visual and arts based methods (see Figure 1), it requires a electricity, a hall, television set, video player and a projector screen, to name a few. How can the school improvise to compensate for its inadequacies?

In terms of the PAM (1999b) document, the principal has the core duty and responsibility of inspecting the school and ensuring that the premises and equipment are used properly and maintained. Both schools have inadequate basic resources as they fall within a large number of disadvantaged rural schools in the KwaZulu-Natal province. A teacher complained that:

> ... there is no electricity, it doesn't work. When the principal is not at school certain things cannot happen... The principal used to attend [Learning Together sessions at the clinic] ... he also got a certificate...But when it came to school ... we were supposed to be given an appropriate room for this thing. (AT6)

The teacher was implying that since the principal was aware that the facilitators used technology such as cameras, television and overhead projectors, he should have ensured that he prepared a suitable large classroom with electricity for them so that they can conduct sessions. Having known about the constraint of not having electricity in the classrooms, both the school and the research team did not bring extension cords to bring power into the multi-purpose room (where the sessions took place) to connect the projector and allow larger groups of learners to view the videos. Consequently the viewing of the videos had to be done in the school's small reception area. Only in the last visit was an extension cord offered to connect the video equipment to electricity from the administration block.

Acquiring and maintaining stock and equipment; maintaining and repairing school buildings and facilities is the responsibility of the principal (Van der Westhuizen, 2003, p.497). Schools must have all necessary stock, equipment and resources, technology and infrastructure to make school life conducive to effective teaching and learning. The mismanagement and lack of resources and the lack of administrative support affect and undermine the morale of teachers (Davidoff & Lazarus, 2002, p.126). Resources and infrastructure shortages were a problem in both schools. The teacher convenor complained that:

> … teachers were complaining about … classes which are having no doors, windows and as you see it is winter now. So the kids are very shivering … it's not conducive for learning and teaching.… minor things which make teaching and learning effective... Sometimes you find here there is no chalk … broken machines. We don't have photocopying machines … and we say we will resolve these problems later. No one will answer. (AT6)

Conditions of the school buildings were themselves a threat to the health of both teachers and learners. In winter the broken windows and doors let in much cold. This was a condition that could also account for the high truancy among learners which will be discussed later in this chapter. Davidoff and Lazarus (2002, p.6) rightly argue that the classroom environment 'its resources - whether there are sufficient desks, books, doors… its general conditions – whether the windows are broken, whether it can be kept relatively warm in winter… affect the kind of teaching and learning occurring'. The lack of basic teaching stock, equipment and infrastructure resulted in the frustration and demoralization of both teachers and learners.

A subsequent conversation with the convenor in school A revealed that the reality of the situation in rural schools was not as idealized as policies set them

out to be. The policy states that when resources and services were being rolled out, priority would be given to rural schools in impoverished communities (National Norms and Standards for School Funding, 1998). However, impoverished rural schools still had difficulty in accessing the resources and services promised. Consequently the school had to rely heavily on payments made by learners while waiting for resources from the department of education to be available. Teachers also reported numerous delays in the administrative processes of procuring resources and services. The schools desired to become section 21 schools in which case money from the department would be deposited into the school's account however they still did not meet the basic requirements (See figure 2 for the definition of section 20 and 21 schools).

Figure 2 Section 20 & 21 schools
Section 20 schools procure goods and services according to existing departmental arrangements and are informed of their budgets.

Section 21 schools have a lump sum of money deposited into their accounts because they have the necessary financial management capacity, and annually present consistent proof of this to the DoE. Such schools show the capacity to: (1) Handle and account for public funds (2) Meet on going contractual obligations to suppliers of goods and services (3) carry out their own procurement and deal directly with suppliers and contactors
(South African Schools Act 84/1996)

Control as a management activity

Control entails checking, receiving plans, feedback and reports from teachers on their activities. Van der Westhuizen (2003, p.95) categorises control under the information monitor and evaluator role. In this role, the principal has to scrutinize projects that come to the school, and manage 'the flow of external influences and their impact on internal processes, and manage internal

processes to meet the requirements of the external world' (Foskett & Lumby, 2003, p.88) for their relevance, evaluate their benefits and costs, and inform other staff and stakeholders about them.

Different management styles and the roles that the two principals played in the project regarding control and managing activities impacted on the success and failures of project sessions. While sessions ran smoothly in school B, in school A they did not. When the project has matured into a long term programme running in the school, the principal must put in place control measures to ensure that activities are consistent with the set plans, goals and outcomes. 'Control is what the manager does to assess and regulate work in progress and completed' (Van der Westhuizen, 2003, p.216). Control measures ensure that teachers do their work, including preparation, teaching and evaluation and that tasks are carried out. It is apparent that in school A, management is not adequately cognizant of its role of monitoring and evaluating projects.

Ideally, principals must check all work done by teachers and ensure that it conforms to agreed plan and is consistent with the overall aims of education (PAM, 1999b). This protects the school from possible harm, loss and wastage of time and other resources on things that are of little significance in the achievement of educational goals. When teachers participate in professional and personal development projects, they are expected to share their new knowledge with other teachers who did not participate.

Because of management's omission of requesting information on sessions, teachers neither planned nor prepared for the activities of the session, much time was wasted explaining and preparing learners for the day's session and tasks n school A. The teacher convenor and one lady teacher offered an

interpretation of the day's task. However, the language that was used to explain the task was vague and insufficient for the learners to fully understand the task. It was evident that the teachers had not previously met to discuss it and plan the day's exercise. The task involved making representations of HIV and AIDS. The lady teacher made an example of a snake which had the adverse effect of making many of the learners to draw a picture of a snake.

During a performance by learners involved in Learning Together at school A, there was much noise and disorder. Only one of the teachers involved in the project assisted and tried to control the entire body of learners. At the same time he had to help to set up a 'gallery' and prepare the corridor for the learners to perform; and also tried hard to maintain order and keep the learners quiet. Other teachers sat in the staff room and ignored the proceedings. In contrast, the performances at school B were well coordinated with various staff members assigned different tasks which they performed enthusiastically.

TEACHER TURNOVER

In schools experiencing high teacher turnover, principals must ensure that adequate induction and mentoring of new teachers takes place, in order to improve the project's chances of sustainability. Conditions in the two schools were different; school B was stable with permanent teachers whereas school A was unstable with a high teacher turnover that militated against effective project implementation. School organization, ethos and culture in school A were unstable and therefore not conducive to project sustainability and learner achievement. One teacher explained this state of affairs:

> The status of this school is very strange. It's abnormal; even the structure ... 16 teachers left in 2004 because they said that management is not that good, is not that approachable ... decisions are made unilaterally by the principal. They displaced themselves:
> if you are displaced ... you go out with that position. ... so we didn't have permanent ... teachers here ... the department helped us now with those teachers being surplus in other schools ... they stay here then they leave because they are not belonging here. (AT6)

Confirming this, the deputy principal explained that:

> ... between 2003 to 2004, there was unrest. In 2004 ... about 16 teachers decided to leave the school because they were not happy with the head teacher. That harmed the tone of the school. (AP1)

A subsequent telephone interview with another teacher revealed that prior to the exodus of the 16 teachers, 3 others had left in a similar fashion. The root cause of the unrest had been the appointment of a new head after the promotion of the previous head. Apparently, the three educators were opposed to this appointment. They had hoped that as long serving members in the school, one of them would have been appointed to this position in an internal promotion fashion. This discontent spread to the ignorant learners and community and eventually ignited a riot at the school. Fearing for their lives the 16 teachers left because they claimed that their lives were under threat in the community. To date, management has not been able to replace all of them with permanent teachers. The quality of education and programme sustainability in school A was seriously compromised.

Teachers' displacement and turn-over and indiscipline all took their toll on learners' performance in the matric exam and on the enrolment. According to the convenor:

> This school can ended up being closed ... last year we had 650 enrolled in this school. This year we have only 530 ... even matric pass rate was a disaster ... it came from 59 comma, around 60% if you round off ... But this year it's 31 comma something. (AT6)

Within a single year, the school had lost 120 learners which translated to an 18% drop in enrolment. Teacher shortages and declining student performance made some parents to withdraw their children from the school and to enrol them in others.

MOTIVATION AND SUPPORT

Management has the important task of motivating teachers to perform to the best of their abilities (Fosket & Lumby, 2003, p.76; Van der Westhuizen, 2003, p.204). Management's observable involvement and participation in co-curricular activities such as the Learning Together project relating to HIV has the effect of motivating teachers. By participating in the video making sessions, managers were modelling good practice and leading by example (Anderson, 2003, p.22). Van der Westhuizen (2003, p.296) rightly states that 'motivation includes all efforts that a... leader makes to incite his colleagues to voluntarily perform to the best of their ability'. School B's principal and school A's deputy participated in the video making sessions. Their participation had the effect of raising teacher morale, giving the project the symbolic stamp of approval and formed part of the community, citizenship and pastoral role (Norms and Standards for Educators, 2000). One UKZN facilitator had indeed anticipated that principals would play three roles:

> ... a supporting role because they need to support the intervention first ... play a supportive role in accessing the intervention and second they need to participate and ... see to it being sustainable. (F3)

Observable participation and presence were vital support factors. Direct participation and observable involvement in co-curricular and community building activities are important core duties and responsibilities performed by the principal (and management).

All indications were that the absence of the principal of school A was a major impediment to teachers successfully executing their duties. The following response arose from a discussion on the problems that teachers encountered during the Learning Together project. The convenor in school A noted that certain decisions that the principal had the authority to endorse were not taken as he was constantly absent:

> Maybe in school you find that that thing has not happened. On our own as teachers, if the principal is away, or busy, then that thing will not be followed up. (AT6)

What this teacher seems to be implying is that if the principal is away, certain decisions requiring her / his endorsement cannot be made.

Based on the responses of school A's teachers, findings revealed an inclination by the principal to focus on a limited set of management, leadership and administrative roles. These were allocating resources, giving permission for the use of school facilities and allowing teachers and learners time to participate in non-timetabled activities inside and outside school. Granting permission for the commencement of projects and allocating resources is not sufficient to sustain a programme.

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TEACHER PROFESSIONALISM AND CONDUCT

Maintaining order and discipline is part of the principal's control activity, and it ensures that teachers are taking responsibility for the children entrusted in their care by teaching and monitoring their activities (PAM, 1999). Teachers in the two schools displayed differing degrees of conduct and professionalism. While teachers in school B generally displayed good conduct, those in school A displayed conduct ranging from good conduct to misconduct. Noise, learners' movement around the school during teaching time, lateness and bunking off which are indicators of the lack of order, discipline and control were the observable practices of school A. On the day of the first interviews which was an extremely cold day, I observed that teachers did not promptly go to class after the bell had rung. In spite of corporal punishment having been banned and criminalized, it was still used at this school. A teacher involved in Learning Together, with whom I had made an appointment for an interview, spent the whole day waiting for transport to take him away. It was for this reason that he declined to be interviewed.

Learner indiscipline can be attributed to teachers' lack of professionalism. I observed in one visit how several teachers busked in the winter sun and delayed going to class after the bell had rung marking the commencement of after lunch classes. Learners in turn delayed going to class and loitered around and outside of the school premises. Through out the entire school day, learners moved in and out of their classes to buy refreshments from the vendors who sold food on the school premises, while others went out of the school premises, which might be an indication that no effective teaching and learning took place in the classrooms.

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SAFETY AND SECURITY AT SCHOOL

Ensuring the safety and security of learners and school property is the principal's responsibility. As the highest authority in the school the principal is accountable for the learners and the teachers. If left unattended with the liberty to leave the school at will, learners are exposed to various forms of danger. The DoE (2001) drew up the Sign Posts for Safe Schools advising school managers to keep learners in school in order to keep them out of trouble and danger. Truant learners are likely to be involved in crime and substance abuse. Studies have shown that juveniles arrested while truant tested positive for drugs (DoE, 2001). Truancy is a sign that something is bothering the learner. It is to be expected that the unoccupied learners find alternatives to occupy them in the absence of teachers, teaching, guidance and discipline.

These "occupational alternatives" include vandalising school property, stealing electric and other fixtures in their classrooms, planning break-ins and sexually molesting others. Teachers in school A insinuated that the learners were involved in the numerous break-ins that the school had experienced. The posting of a security guard at the gate appeared to be a luxury for the convenience of the learners who wished to abscond or play truant as the guard opened and closed it for the learners without discretion (regardless of the time and without seeking a permission slip) through out the school day. Ironically the school was not guarded at night, when it was most susceptible to break-ins. A few weeks after the collection of this data, the school was broken into again, and office equipment such as computers and printers were stolen.

Learners' unrestricted movements into and out of the school made them easy targets for 'sexual predators'. One teacher lamented that:

> We were talking about these learners going out as they like. You see as it is break now, some of them will just go for good and will not come to school, taking that advantage. Miss ... was pointing out that ... rape is high in this school and abuse is high in the school ... we haven't yet addressed this thing. (AT6)

Learners were unwittingly being exposed to danger, rape, molestation and violent attacks because of the principal and teachers failure to control and discipline learners, and to keep them occupied with learning activities. The participant above admitted that teachers were aware of this but were doing nothing.

MANAGING THE SCHOOL IN THE CONTEXT OF SOCIAL ISSUES

In the context of the patriarchal, rural, Zulu community, it is the responsibility of the principal to make the teachers and learners conscientious about social justice issues in order to minimise and prevent the abuse of girls and women (Pounder, Reitzug & Young, 2002, p.273). Patriarchy creates social constructions which stress male dominance and control (Guma & Henda, 2004, p.102). Men continually act out and refine those behaviours and qualities assigned to masculinity such as 'chatting up' every female that one comes across. This culturally based power, dominance and control manifests itself as harassment, violence, molestation and rape that is perpetrated against girls, women and children. Boys in both schools acted this out this kind of behaviour in their videos. Teachers acknowledged that the environment was to blame for the myths and abuses and the disintegration of the moral fibre of society.

Most teachers believed that learners were generally highly sexually active. It was their responsibility to minimise and discourage early sexual activity and to encourage responsible sexual behaviour. Their early sexual experimentation could be attributed to peer pressure, misinformation and the lack of guidance at home and at school. It exposed them to disease, HIV infection, sexual abuse, manipulation and rape as they did not fully comprehend relationships and sex. These youth did not understand that being in a relationship with someone did not obligate that person to have sex. One teacher lamented that:

> There is this misunderstanding about what rape is. A person thinks that since I am in love with this person, I have to give him my body even if I do not want to do so. If a person does not want to do so, she must understand that that is rape. (BT3)

Girls were unwittingly being coerced into engaging in sex against their will because of ignorance on the boundaries of sex, rape and relationships. This teacher was confirming what one group of girls had admitted they thought was the natural course that a relationship between boyfriend and girlfriend took. They described relationships as being marked by bullying, violence and obligatory sex.

Sexual impropriety and harassment perpetrated against girls appeared to be rife among boys and male teachers at school A. However the principal only reacted to impropriety after he had witnessed some boys playing degrading tricks on the girls. One teacher disclosed that:

> Some [boys] have been suspended ... they were too troublesome... they would put a boy inside the drain ...she is not aware that someone is inside... then [playfully] kick her feet so that she parts her legs

> while talking to her. She's not aware... Then one day they were unlucky, the principal was watching... they are impertinent. (AT4)

Certain boys in school A tricked girls into standing over a man-hole with a lid that had openings. Concealed in that man-hole was a boy who was waiting to look up the skirts of girls. Girls would be lured to stand over the lid and would somehow be tricked into parting their legs without realizing that they were unwittingly revealing themselves. The boys who were found guilty of looking up under girls dresses had been expelled.

As earlier indicated in chapter 3, in patriarchal societies, gender, age and status determine power differentials (Guma & Henda, 2004). Accordingly, undue influence, manipulation, deception and force can be exerted on those without power. This makes girls particularly vulnerable to older males, especially those in positions of authority and trust who may, through force or deception obtain undesired sexual intercourse. Male teachers too were perpetrators of girl and woman abuse. Teachers were branded by learners involved in Learning Together as lewd and often expressing inappropriate and unnecessary obscenities during lessons. Boys accused them of perpetrating sexual harassment against girls. In one of the teachers' discussions, it transpired that a teacher had been accused of sexual misconduct. Senior teachers who had been at the school for a number of years confirmed that there had been instances of sexual misconduct by teachers:

> Yes previously but not in these years... in the early 2000 there was something like that. (AT1)

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The matter was so serious that the governing body was called in to intervene. They cautioned the teachers. No evidence was found against the alleged perpetrator. He was said to have felt threatened and left the school.

At this same school I got first-hand experience of the existence of sexual misconduct by teachers. One male teacher, regardless of my verbal decline of his advances and regardless of the fact that I told him I was married, persisted.

COLLABORATION AND TEAMWORK

In order to deal with complex health, social and welfare challenges of the HIV and AIDS era, to secure services, support and resources, and project a sense of purposefulness, principals must establish collaboration with various organizations and government departments. Principals have to play the role of liaison, cordially interacting with numerous people. As the liaison person, the principal forms contacts, relationships and networks with individuals, groups and organizations in the hope of getting assistance for the school (Van der Westhuizen, 2003). This role may be delegated to a team as was the case in school B where it was delegated to the Teacher Support Team (TST). The TST dealt with pastoral care and health issues and also collaborated with providers of health and welfare, safety and security services. The principal explained that:

> We have been able to use the same team with the assistance of other supporting organizations e.g. CONGO to offer ... sex education dealing or reporting any incident of sexual harassment ... which starts as something minor could develop into being a rape ... teaching them how to report rape and how to avoid it ... because you become raped when you are vulnerable ... making himself not vulnerable so that he

can be safe... how to overcome such a trauma and how to ... to counsel them ... (BP2)

When teachers identified troubled learners, in their classes, they informed the Teacher Support Team. The effectiveness in this referral system was facilitated by the facts that a healthy rapport existed between teachers, learners and management. Issues that were addressed included substance abuse, and eligibility for welfare grants. Meetings of the team were often convened to discuss matters that had been brought to them and reports given to the principal on the cases and action taken.

The TST had successfully collaborated with the police on criminal offences such as assault and attempted rape committed against learners. Before taking action on matters reported to them, the learners were informed of the (legal) options available so that they were able to make informed decisions regarding the choices of action they wanted taken against offenders. Though evidently functional, the Teacher Support Team faced the challenge of learners changing their minds on cases reported to the police. Learners / children were often influenced at home to withdraw charges. This tended to defeat the efforts of the teachers in bringing abusive familial offenders to book. Aggrieved and abused learners at the initial shock stage were willing to lay charges. Unfortunately after undue influence of family members, coupled with feelings of guilt, shame fear and pity, they decided to withdraw charges.

If principals fail or neglect to inform and involve parents about their activities they are less likely to enjoy parental support and participation. In terms of PAM (1999b) principals must interact with stakeholders and serve on the SGB, co-operate with its members in maintaining an efficient and smooth

running school. In contrast to school B which had a member of the SGB participating in the video-making sessions, school A did not appear to have a healthy rapport with the SGB and with parents. Of the three parents that attended the video making session, two of them were cleaners employed by the school. The deputy admitted that:

> ... members of the governing body ... they are distant from the school ... even to come to school ... But maybe we've never tried ... to involve them... maybe we're to blame ... we don't involve them, ... like invite them to the school ... When there are things that need to be done by the governing body, [the SGB says] the principal will sort it out... that culture that the school is the teachers' domain. (AP1)

One UKZN facilitator observed that:

> In one of the schools I didn't think there was much parental support. There was in one of those an obvious parental support system... one of the roles ... it became obvious that that school needed to develop that aspect further. (F3)

It was encouraging that this manager acknowledged their responsibility to make efforts to involve parents and the SGB in school activities and not just when there was a crisis, because they were in a reciprocal dependent relationship with them.

Failure by principals to establish collaborative networks with health, welfare and other service providers deprives learners of much needed assistance for their social problems. When teachers try to deal with learners' social problems they become demoralized as the personal and financial burden becomes too

heavy for them. One teacher mentioned that she already carried the burden of assisting a learner. She said:

> Every time he has to go to town, I have to take money from my own pocket for transport. If he wants to phone him [a private benefactor] I give him money from my own pocket to phone him and make an appointment on where they will meet. (AT3)

Collaboration is likely to succeed in well managed schools. If the school set up a proper structure with competent, principled and caring teachers to manage pastoral care, they would be more likely find a solution by pooling ideas.

Evidence from both schools suggested that minimal collaboration between the school, clinic and community health care workers was unstructured, incidental and reactionary, to address a particular situation that had arisen. This is a re-active stance rather than a pro-active one. Ideally strategies for addressing HIV and AIDS issues should be preventative rather than reactive. The schools' lack of commitment to collaboration with community health care workers could be attributed to the absence of clarity on the specific roles that community health care workers could play within the schools. This anomaly could be cleared if the principal would incorporate the community health care workers into the Teacher Support Team. As a requirement by the Norms and Standards for Educators (2000) educators particularly the principal must play a community, citizenship and pastoral role. In this role, among other things, teachers develop supportive relations with parents and other persons and organizations in responding to HIV and other health related issues (Norms and Standards for Educators, 2000).

THE LEARNING TOGETHER PROJECT

In school B, the 'Learning Together' project was met with enthusiasm by teachers, learners and parents. They enjoyed the Saturday video-making sessions and were also impressed with their own abilities to write scripts that could be acted, and to operate a video camera and actually record their own 'films'. They expressed a desire to have their work exhibited to the school and community. Teachers were grateful to have received certificates at the end of sessions that were conducted at the clinic.

One teacher who was passionate about assisting the orphaned and the underprivileged felt that she gained knowledge on how to motivate others and to teach them about caring for and assisting the underprivileged. They acknowledged that working with people from other areas gave them the opportunity to get new ideas on how young and old from other areas solved their problems. Teachers were thankful that more girls had started reporting cases of harassment, abuse and rape at school and to the police. Teachers were particularly delighted to have interacted with learners on an informal level. This gave them an opportunity to bond with learners, break down communication barriers and create trust and openness. Though successful in school B, in the context of school A the project was not perceived to be as effective.

In a conversation with the principal of school B about the effects of the visits by the 'Learning Together' project, the principal indicated that the benefits of the visits exceeded the costs. The cost in terms of time were minimal and of no consequence in comparison to the benefits of getting learners and teachers involved in activities that provided variety and exposure to other activities and individuals from different parts of the world. The monotony of transmission

type teaching and the monotony of rural life were broken and it was a welcome shift from the usual formal classroom activities, and made the whole schooling experience interesting – a point made earlier in this works. The principal has a role of introducing new methods or ideas of teaching and learning, and attending to learners and community needs, which are tailored to suit a particular context or task. This is what Crow, Hausman and Scribner (2000, p.193) call innovative customized responses. It broadened the scope of thinking of both teachers and learners. The principal acknowledged the personal and professional benefits of the training of teachers in lay counselling that teachers received from the Learning Together team.

The project was an effective means of expression of and for the "othered", the underprivileged, the destitute and the marginalised. Various pictures taken by learners depicted images of people that had adversely been affected by the stigma associated with HIV and AIDS. Some of the most powerful images included one of a learner committing suicide and others on various forms of alienation and isolation – stigmatization of those infected and affected by HIV. Visual arts based approaches 'offer individuals whose main road blocks are in the area of linguistic expression an opportunity to engage in an alternate form of communication' (Cole & Knowles, 2001, p.173). Learners depicted various forms of suffering and stigmatisation emanating from HIV and its effects, which they may have had difficulty in expressing on their own. This form of representation was a complex language that empowered participants by giving voice to their experiences and fears. Stigmatization was still a barrier to voluntary counselling and testing.

A facilitator noted that visual and arts based methods were successful in enabling learners, parents, teachers and community health care workers to air

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their views and feelings regarding gender issues, sexual relations and the spread of HIV:

> The community … have been provided opportunities to give voice to their concerns and envisaged solutions around HIV and AIDS. … exploring issues … (F2)

Another facilitator noted that they succeeded in:

> … getting issues out. It's very difficult to get issues out in an interview … especially with children. With teenagers issues of sex and sexuality are very difficult to get out. But through visual and arts based methods it was very easy for them to talk about them, to be objective. (F3)

Visual and arts based methods are indeed effective in breaking down communication barriers and barriers that are culturally based including patriarchy. These methods are enabling society to open up to issues that are difficult and / or uncomfortable to discuss in different circumstances.

Visits to the schools by facilitators gave teachers an opportunity to air their concerns regarding their schools and other social and community concern. Teachers in school B were particularly concerned about their community's lack of a library, sports and recreational facilities. Sports were a deterrent to crime and substance abuse. At present, learners had few options for recreation and their knowledge was further limited by the absence of a library.

Originally, the Learning Together project was intended to identify ways in which community health care workers and teachers could work together using visual and arts based methods and in particular photo-voice (pictures).

Through these methods, facilitators had successes some of which were unforeseen. Firstly there was an increase in the pool and type of participants and an addition of video making as a methods and technology:

> ... we have gone beyond our original ideas to include video ... we have extended our work to include youth and parents ... We have also seen the value of expanding participant communities to include teachers and learners. (F1)

An increase in participants in HIV related matters is a positive sign. It implies that critical life saving messages will spread out and will reach a wider community. The inclusion of video-making made Learning Together interesting and appealing to learners at school, and the wider community in the environment. Since learners, teachers and parents were involved in shooting and acting, they were given a sense of ownership, and a sense of responsibility towards behaving appropriately in gender and sexual matters in order to curb the spread of HIV; and responsibility to encourage others to change their attitudes and behaviours.

Challenges and Contrasting views

Sessions conducted at school A had the effect of disrupting normal school activities. On the days on which sessions were scheduled, some teachers had to be released early. Some classes were left un-attended and consequently learners made a lot of noise. Indiscipline among learners was another challenge that needed to be addressed. Learners were very noisy and were not controlled.

In school A there were contrasting views regarding whether or not the school had benefited from the 'Learning Together' project. One member of the SMT believed that the school was improving especially:

> ... in terms of behaviour of the staff which had contributed a lot to the behaviour of learners in the school. (AT1)

Some teachers acknowledged a slight change in learners in school A, in that they (learners) felt more responsible and more open to talk about relationships, careers and the usefulness of the 'Learning Together' certificates in their CV's and future careers:

> Ya, I've noticed a change ... I notice that they feel responsible. They ... talk to us about these things. ... "Will this knowledge ... from this project and these certificates help us after school?"... They are so enthusiastic about it, whether it will help them with their CVs ... (AT1)

Contrary to this, one female teacher said:

> I haven't seen any change. What I have seen is that the school is doing nothing and the same goes for the community. (AT5)

The principal of school B contended that the project reinforced their encouragement of abstinence and HIV prevention. It reinforced the cultural activity of virginity testing as this was seen by the community as an effective practice in preventing the spread of HIV infection and promoting values and appropriate moral behaviour. In Nguni culture, the value of a girl and young woman is measured by her chastity and sexual history. Conversely, female teachers were opposed to the practice of virginity testing. They claimed that girls did not like it and that girls engaged in sexual intercourse in order to

avoid this intrusive practice which violated their bodies and privacy. They did not have to undergo virginity testing if they had started engaging in sexual intercourse.

A daunting challenge that the facilitators encountered was the manner in which gender, sex and sexuality were perceived by learners. Boundaries between sex and rape were unclear and the challenge was for facilitators to find ways to clearly demarcate these boundaries and dispel all myths that had proliferated in the community and through prolonged practice and abuse. A facilitator explained that:

> ... rape was presented ... in problematic ways where boys were saying you meet a girl you like, you sleep with her ... in very gendered and violent ways... the challenge for us then was how do we ... engage with these issues that were obviously problematic... We need to teach them ... that's not the way ... There wasn't time and space to do it. (F3)

Facilitators realized that the misconception about sex among youth was serious and wide spread and needed intensive sessions and more time in order to be adequately addressed. Additional intervention sessions with learners had not been anticipated in terms of the project. The gravity of the challenge was exacerbated by the fact that 'teachers struggled to get other teachers involved in a sustainable way.'

Sustainability was also hampered by time lapses between sessions. Because of the long time lapses between sessions, one participant admitted that he forgot much of what they learned. He complained that:

There is a lot of time in between... whereas if there were shorter time lapses, we would wake and sleep on it, concentrating on it. They don't do a follow up that this thing is it successful... They don't give us any guide... we have too much intervals. (AT6)

Another challenge facing facilitators was the question of developing school managers. When questioned on how they intended to develop managers in order to sustain programmes, one facilitator acknowledged the importance of management in endorsing and sustaining programmes. The facilitator tacitly admitted that they had not considered this in the Learning Together project but would remedy this in a future project:

... it has become clear that managers are central to developing sustainable programmes. One thing we have done is develop a five year research proposal on whole school development that places leadership at the centre. (F1)

Yet another refuted this stating that:

The purpose was not to develop managers but to give voice to the participants to engage in taking action and together solving problems. (F2)

Management development had been omitted yet the school managers are vital to the success and sustainability of any project that comes to the school. To remedy this, principals would be targeted in a subsequent study that is a follow up to the Learning Together project.

One facilitator disputed the claim implied in this study which is to the effect that it is management development that can solve the challenges faced by

school A. She identified a number of variables that could be attributed to the belligerence at school A:

> … it's not as simple as … developing management capacity … it's a more ambitious problem of developing a unified school … in the current environment of teacher unions, you can't really coerce teachers into doing what you want them to do. You have to negotiate, convince them… Perhaps it's diplomacy coupled with management capacity and communication skills … a whole school approach … 100% attendance because children are not taking care of parents … 100% pass rate … get rid of … HIV, illness, bunking off school because the school is not being managed well, because teachers are also absent… (F3)

The point here is that there are a complexity of problems that militate against successful programme implementation and sustainability. These include management capacity, unionization, personalities, human relations, communication skills and general discipline as well as social factors including HIV and AIDS.

VISUAL AND ARTS-BASED PARTICIPATORY APPROACHES

Visual and arts–based participatory approaches appeared to be an excellent tool for pedagogy. Data from the study indicated that the visual approaches used were effective in creating awareness of issues and challenges that compound the HIV and AIDS pandemic. Pictures and videos recorded typified the general attitudes and behaviours of people living in the HIV and AIDS era. For one educator it was an intriguing eye-opener as he said:

> We take photos and interpret those photos. We didn't realise that pictures could talk; but they were talking to us and you just tell the meaning behind… like if you take an empty class, you realise … that

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means people are no more there. That means HIV is killing people. (AT6)

Although photographs were taken and some returned to the schools, they were not used but stored away. One educator complained that:

> It's a cabinet thing because they come with these photos ... they plan for us to paste it on the wall as a gallery but it doesn't work because they don't come and help us. (AT6)

Setting up a gallery was not an activity that the teachers were familiar with and thus were not able to set one up. They did not have screens and an appropriate room in which to set up the gallery and rather than placing them outside where the undisciplined learners might steal them or vandalise them, they stored them away. Facilitators were said to have not followed up on whether their suggestions on how the schools could make use of pictures had been successful.

Videos made were taken away by facilitators and copies were not made timeoulsy for the schools. As a result one educator complained that:

> I cannot tell you what we were doing because I forgot... I know we were playing stories ... I don't think this thing can be held together... It seems their organizing has loopholes a little (AT6)

Visual approaches can be a source of distraction. All learners involved in the exercise had never had the opportunity of using a camera. It can be safely assumed that many other learners in the school had not either. This distracted the other learners who wanted to pose for and use these cameras. Many evidently took a keen interest in them and envied those that participated. When

the films had been developed, pictures enlarged, framed and exhibited with the assistance of UKZN facalitators, there was much commotion. Participants feared that their pictures would be taken away by their school mates.

The success of the visual and arts based methods also presented challenges for the facilitators. One facilitator explained that:

> The project started out as a research project and not as an intervention ... there were never any expectations of sustainability ... it has gone far beyond a research study, in that the approaches we are using are more like interventions ... (F1)

Facilitators had not envisaged that the project would evolve into a continuous intervention involving them. The question of sustainability and continuity has financial implications. It also has implications in terms of human resources. It also raised expectations of further assistance among teachers, as indicated earlier.

RAISING EXPECTATIONS

Learning Together was helpful to all schools concerned. But it raised expectations of further assistance with funds and material resources such as television sets and video cameras for screening the videos made with the schools. This was especially the case in school B. On the advice of the Learning Together team, teachers in school B had written a proposal requesting funding for learners to get drivers licence and first-aid training and certificates. Life Orientation lessons advised that learners should get driving and first-aid skills in grade ten in order to be employable temporarily and on leaving school. They had not received any reply at the time of compilation of

this works. Visitors from Canada had given the school flash-disks, but this had done little to dispel their hopes.

Having been trained as lay counsellors, one teacher in school B had hoped that the Learning Together team would link them up with people or organizations that would assist them by building an appropriate room where counselling would take place. Unlike school A, school B had a dire shortage of rooms. One teacher stated that:

> We don't mean that we blame them, but we would have thought that having met with these people, maybe there was something big or something that we could get or that would help us acquire things. (BT3)

Among the things that they had hoped for were books, equipment and funding for a building. Teachers hoped that one day soon, the team would return to show the videos to the rest of the school.

In response to teachers' expectations, and in order to reinforce the visual and arts based methods in addressing HIV and AIDS at school, one facilitator disclosed that they had applied for a grant to buy the schools the basic technology for applying these methods:

> We are applying for a grant for what we call media in a box as a package for each school, that will have a camera, video, a laptop etc... we think they can use the strategies that they have been using ... and we plan to continue working with the schools. (F3)

If this grant is approved, the teachers' yearnings for assistance with resources and expectations will be fulfilled. Such technology would enable the teachers to be creative and would make schooling interesting for the learners.

PARTICIPATION

Observation data for the year 2005 showed a continuing decline in teachers' attendance and participation in sessions in school A, which I attributed to the activities which were exclusively learner-centred to the point of completely excluding the teachers. Teachers had absolutely nothing to do except to watch and leave or to avoid attendance altogether. In the first meeting with teachers to inform them of the forthcoming video-making sessions in 2006, one UKZN facilitator had dominated the meeting with a long monologue explaining sessions. The facilitator asked a series of questions in this monologue hardly giving the participants a chance to answer comment. Contrary to widely held principles on participatory approaches, participants had little room for participation.

In addition, observations revealed that researcher / facilitators made assumptions that tended to "other" the communities they worked with. Destitute learners were assumed by researchers to be "AIDS orphans". The participants (teachers) noticed this and their tone changed on hearing this. And though they did not directly register their distaste for this categorization of destitute learners, they tacitly objected. A teacher explained that some learners had been abandoned by one or both parents; some parents were migrant labourers who only returned home occasionally, some were unfortunately unemployed while others had indeed died but not necessarily of HIV and AIDS.

One participant had misgivings about the fact that the researcher / facilitators came to their school took and left. He complained that:

> ... they come with these photos and they just bring and they plan for us to paste it on the wall as a gallery. But it doesn't work because they don't come and help us ... they don't do a follow up to find out is it successful. ... this thing collects dust ... They don't give us any guide that next time we do this ... We still do nothing here. I don't know where they play it somewhere. Because those video they don't have them here. In other words they just come... and we help them to do, and they take ... So, I cannot tell you what we were doing because I forgot what we were doing... (AT6)

This participant questioned the usefulness of the activities they had engaged in. He had drawn the conclusion that they were for the benefit of the researcher / facilitator as some material recorded had not been returned. He felt exploited and was protesting.

The same participant expressed a feeling of being exploited when he was requested to participate in a conference hosted by UKZN after an absence of a year. He complained that:

> ... there was a time whereby I was very busy ... I could not attend at all. But they couldn't take that concern to find out why I was absent ... they just called me to go there to [the conference]. But what about transport ... will you provide? They said ok... I did the presentation there and I had to come back later. I struggled with the public transport... will you give me something that I've gotten there and they said ok we will sign the forms for education. It didn't happen. Even today I'm still crying ... I'm thinking twice now. How can I continue this thing, because I'm using my family money ... (AT)

Observation notes indicate that this participant had not participated in any of the sessions held in the year 2005. Nevertheless, he was sought when the UKZN researcher / facilitators needed his submission in an academic conference. The participant appears to suggest that they were only interested in him when there was a gain to be made by them. There was a lack of mutual interest and benefit. Fortunately the facilitators were informed about this and reimbursed him (several months after the conference).

Facilitators presented a variety of ways in which findings had been made available to participating schools:

> Each school and the community clinic were presented with a collection of enlarged and laminated photographs ... copies of video documents ... we are ... generating teaching material to use in collaboration with the video documentary. (F2)

In addition findings would be made available through:

> ... annual reports for the centre for visual and arts methods, conferences, presentations ... in this last one, the rural teachers' forum a few of the teachers actually presented ... publish articles ... write reports for the participating schools. (F3)

Findings are being made available in very practicable ways.

SUMMARY

Findings presented in this chapter indicate that in carrying out their management roles, principals have to assess their schools needs and circumstances before approving the commencement of a project. This is followed by an assessment of the implications of starting the project in terms

of human resources, development and training; and the implications in terms of other resources such as the infrastructure, equipment, services, stock, finances and time. After commencement, the principal has to put in place control measures that encourage and direct activities towards the plan and goals. Principals have to continually create diligence and commitment to their jobs by offering support and motivation and ensuring appropriate professional conduct and a safe healthy environment. Though there were challenges that the project encountered overall it was enjoyed and was effective in enhancing participation by different stakeholders. The challenge was for school managers to devise a strategy for incorporating community health care workers into their schools health and pastoral care referral systems. In the following chapter I present an analysis and recommendations of the findings.

Chapter 6

ANALYSIS, RECOMMENDATIONS AND CONCLUSIONS

PREVIEW

In the previous chapter I discussed the findings of this study. The main findings indicated that principals did not appear to be adequately proficient in performing their roles. This lack of management capacity could be attributed to factors including inadequate training, organizational culture of the school and general indiscipline and mismanagement. In this chapter, I discuss the analysis of the findings. In discussing the analysis I have organized the ideas under the three key research questions that I highlighted in chapter two (question three and two were fused):

1. What is the role played by management in the implementation of participatory approaches to HIV interventions in schools?
2. How does the school management support and facilitate collaboration between the school, community care health workers and the Learning Together research team?
3. To what extent do visual and arts based participatory approaches enhance collaboration among the different stake holders (educators, community health workers and others)?

In my discussion I also integrate the concepts that I discussed in chapter four which are, systems management, the health promoting school as well as the concept of collaboration.

What is the role played by the school manager in the implementation of participatory approaches to HIV interventions in school?

The school should be functional as a system for it to be able to network in harmony with other systems in an effort to promote health. Each system is an integrated whole, composed of diverse specialized structures and functions. Systems management is an approach that seeks to bring about the smooth functioning of different parts by determining the functioning of each part (Van der Westhuizen, 2003, p.78).

What happens in the school as a whole influences the overall nature and quality of educational experiences and relationships with other systems. In the two schools involved in the study, disparities in the levels to which principals played their roles may be attributed to the relative stability of the school. School A's management had difficulty in assimilating the project as it was launched at a time when the school was experiencing problems relating to adjusting to the appointment of a new manager. The manager as the leader of the school system has the crucial role of setting up other subsystems to meet the needs of the school. He was unable to form a system that would be responsible for networking or collaborating with other systems in the environment in promoting the health of the learners. As a result various areas that were critical to the health of learners were neglected.

While the facilitators of the project had a clear objective to foster collaboration between educators and community health care workers working on issues of HIV, youth and gender, the principals of schools did not seem to have full understanding of this. The principals did not see that they had a leading role to play in ensuring that this collaboration happens and is sustained. There were

no criteria for participation or involvement in the project. School A's principal omitted discussing with teachers and facilitators the roles that teachers would play on or after receiving the knowledge and training hence participants in school A did not know what their roles were. Both principals did not confer with participants on how they would incorporate the community health care workers into their school activities thus the doubt that collaboration between the schools and the community health care workers would be maintained. No control measures were put in place by the principals to ensure that activities in the project were consistent with the planned objectives and outcomes.

Linked to the point above is that the school managers did not see themselves as having an administrative role to play in the project. For instance they did not request a written document from the UKZN facilitators, which would outline the purpose, the resources implication, the benefits and the outcomes of the project. Such a document would be used as a reference when this project was presented to the teachers and to the SGB for consideration.

Principals did not adequately assess the projects in terms of outcomes and benefits; resources implications and the schools capacity to accommodate the project. This was the reason why teachers in school A were frustrated about the non availability of resources in their school to enhance the project at the school. As indicated earlier, Fosket and Lumby (2003, p.88) assert that the school principal should manage 'the flow of external influences and their impact on internal processes'.

It is doubtful that principals consulted their SMTs in order to make them understand the project and to get their views and their buy in. SMTs were established by the DoE to promote participative management and collective

decision making in schools. They comprise of the principal, the deputy principal and the heads of departments.

One of the challenges of principals is to manage in the era of the social context of HIV, high rape and gendered violence and poverty. Data suggests that the manager in school A was overwhelmed by the enormity of the challenges facing his school as he had not taken any serious measures to protect the learners, teachers and school property as conditions in the school continued to be conducive to sexual impropriety, crime and the endangerment of learners. School A generally had little or no transparency and accountability.

How does the school manager provide leadership and support to the teachers involved in the project and facilitate collaboration?
Principals provided some degree of support to teachers involved. Participants received training to use cameras. Though necessary and important, it was not sufficient if teachers were expected to incorporate knowledge and skills gained from sessions into their teaching. Teachers had expressed a desire to have reading material to refer to and to use in order to prepare for sessions and for future reference.

Participation by the principal in the project was valued as it was perceived to be a key feature of the principal's support. By so doing, the principal was modelling good practice.

The failure of school A's principal to ensure teachers were fully informed about the project resulted in teachers being uncertain about their roles in the project. Neglect of documents outlining the project's main aims and objectives and the structuring of the sessions resulted in teachers being unprepared for

sessions and spending valuable time looking for effective translations of words and concepts. It also resulted in learners regurgitating teachers' examples possibly because the explanations and translations were not understood and not well matched to the concept.

Principals delegate some of their duties to a team of teachers. Delegation is an act of trust and a form of job enrichment. As indicated in the preceding chapter, according to the PAM (1999b) document, the principal was responsible for the health and safety of the learners and teachers. The principal of school B delegated the role of liaising and collaborating with other relevant Government Departments on learners' health and related matters to the TST but always received reports of their work. The TST was the health referral system that the school used. The principal supported the TST by allowing them to use the schools communication system to contact the necessary sector to seek assistance whenever there was a need. He supported the teachers involved in TST and Learning Together by allowing various organizations to visit the school and to address the learners on various issues of concern. In addition, he allowed them time to attend various professional development meetings. He supported them by giving them the freedom to act on cases as they saw best fit. However, collaboration with the community health workers and the schools appeared to be unlikely and both teachers and management had not thought of ways of incorporating them into the schools health referral system.

Collaborating with community health care workers has financial implications. Community health care workers live far from the schools that they are expected to assist. They are unemployed and offering a voluntary service. If and when a well planned programme is in place, it will require money for bus

fare and refreshments for the community health care workers who will be coming into the schools to assist them on HIV and health related issues and other social issues.

To what extent do visual and arts based participatory approaches enhance collaboration among the different stakeholders?

The Learning Together project was an initiative by a team of UKZN academics aimed at facilitating collaboration between two sectors, that is, schools and clinics and between teachers and community health care workers attached to the clinics. Its second aim was to ascertain whether visual and arts based methods could facilitate collaboration between educators and community health care workers. However, the project succeeded in areas it had not anticipated.

The project succeeded in creating a dialogue between teachers and community health care workers. They were able to develop an acceptance and an understanding of each other and of each other's work on HIV interventions. It was doubtful though that they could work together in a sustainable way in the absence of the facilitators.

The project had much success in areas that it had not anticipated. Firstly, it was met with enthusiasm by learners and parents who had not originally been intended or targeted to participate. It broke the monotony of rural school life with its "fun filled" methods and technology. For instance, acting out scenes, video-taping them and watching themselves act on television created enjoyment and amusement to all participants while at the same time being didactic and exposing the social ills that the youth suffer. It tapped the creativity of learners in posing for meaningful photographs and in acting and

script writing. Learners were given the opportunity to use the English language by interacting with first language speakers of English who were not from South Africa.

By enabling parents to participate, teachers earned support and displayed their own purposefulness and commitment to their jobs. Many teachers in each school attended the video making session. This was evident when parents expressed a wish to have their other children involved in similar activities. Since learners, teachers and parents were involved in shooting short video documentaries and acting; they were given a sense of ownership, and a sense of responsibility towards behaving appropriately in gender and sexual matters; and responsibility in encouraging others to change their attitudes and behaviours in gender and sexual matters in order to curb the spread of HIV.

Visual and arts based methods prompted discussions on serious social issues and concerns that affect the youth. The lack of sports and recreation facilities was identified as a major contributor to substance abuse and crime among the youth; while the development of research skills was undermined by the lack of a library. The project revealed the paradoxical effect of the cultural practice of virginity testing; and the need for the intensive development of learners and teachers on social justice, relationships and sex crimes.

The project gave voice to learners. Learners were able to express their suffering, fears and concerns without fear, shame or guilt. Cultural barriers that discouraged or prohibited discussions about sexual matters were being broken. Patriarchal tendencies that silenced girls and subjected them to unquestioning obedience and abuse were being broken as learners including the boys were exposing these abuses and condemning them. Learners

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including boys were able to confront the teachers about their bawdiness, and their tendency to sexually harass and molest the girls.

Participating in Learning Together was empowering learners to take control of all aspects of their health from the physical to the social. Participation was rightly identified by learners as improving their CVs and enhancing their career prospects, and complementing their knowledge and skills.

CHALLENGES

In impoverished rural communities, visual and arts based participatory approaches could be used to a limited extent that would mainly involve performance theatre. Visual arts based approaches are expensive. Using photography and video documentary requires expensive equipment such as cameras, electricity, projectors, screens, compact disks (CDs), a hall for exhibitions, films and shows, and skills for using the equipment all of which require money. Schools are presently struggling to make learners pay school fees, and are not likely to accumulate adequate funds to buy such technology in the near future. Acquiring technology has security and administrative implications. Schools would have to store these in a secure place and put in place administrative procedures for requisitioning the items.

Participatory research idealizes the equality of the researcher and researched. This egalitarian value presupposes a mutual understanding of the roles and relations between the researcher and the researched. Conversely, data suggested that there were elements of unequal participation and misrepresentation. Findings indicated that researchers too were stigmatizing learners by labelling all learners without parents as AIDS orphans.

Researchers have been accused of dominating research beginning with the choosing of the topic, to the methods, questions and imposing their own framework on the research findings (Madris, 2000, p.839). One participant had complained earlier that the researchers asked them to make a gallery but did not assist them nor follow up on whether they had succeeded in doing so.

RECOMMENDATIONS

To protect themselves and their staff, principals must perform their administrative duties of requesting all documentation pertaining to projects that are being proposed. As indicated earlier, such a document outlines the purpose of the project, the objectives and the outcomes. In addition it sets out the implications of the project in terms of resources including time, money, equipment, human resources, training infrastructure and services required, and in terms of the benefits. Documents pertaining to a project are a tool that the principal may use to inform the SMT and the teachers about it; to justify its necessity; control and assess the project, and also use to account to stakeholders.

School principals' leadership capacity need to be developed. In the context of projects run by academics who are aware that in many rural African schools, principals are not adequately trained (owing to the apartheid legacy), they can devise basic management development that would better prepare managers to sustain such projects. Principals should question academics and request all the necessary preparatory documentation that all educators working in a school must have, in order to prevent the loss of time. As indicated previously much time was wasted finding suitable Zulu synonyms to translate concepts raised

by facilitators. Teachers also indicated that they had hoped to receive preparatory reading material.

Principals need to interact with teachers. They need to generate a culture that will encourage interaction among teachers, between learners and teachers and management. Such an interactive culture would encourage teachers to communicate with management on pastoral care issues that require the intervention of other government departments. They need to set up communication channels that will enable teachers to report cases and to assist learners expeditiously without overburdening the teacher that is attending to that particular matter. This had been the case with a teacher who found herself financially burdened every time a learner needed to travel to the grant pay-out point or to the food distribution point and also when he needed to make phone calls to arrange a meeting with a private donor. She had to give him bus fare and money to phone her private sponsor.

Schools with high teacher turnover need to ensure that teachers who join the school and the projects are adequately orientated to the roles they need to play in the Learning Together project. This will ensure that they understand their roles and perform them as expected.

Principals and the SMT should seize this opportunity to spearhead programmes against women and child abuse or strengthen an existing programme. In addition they must put in place stringent security measures to protect learners, including prohibiting learners from leaving the school premises during school hours as this endangers them. This will be made possible only if the principal plays his role and takes control of the teaching

and learning process in the school. He must ensure that teachers go to class so that learners too have no excuse for being outside class.

School management must embark on an intensive whole school development process. Much planning and conferring still needs to be done to sell the messages and get buy in from other non-participating and participating members of staff. The school needs to re-culture itself and breed a new culture that will be characterised by communication, discussion, unity, common vision and goals that will enhance the health and safety of all members of the school community, consistent with one of the aims of the Learning Together project.

When projects are run in a school, the roles of individuals must be clarified beforehand. Principals must lead this process of ensuring that roles are clarified. Applying a formal managerial / bureaucratic style of leadership in the initial phases of programme implementation is an effective way of getting a project started and ensuring that roles and responsibilities are logically spelt out. In this leadership style the specific roles of each individual are clarified. It spells out the aims, objectives, projected outcomes and who does what, and who reports to whom and how. Bureaucratic leadership puts emphasis on compliance, rules and written documents (Van der Westhuizen, 2003). This would give the programme a structure and the authority to act and make decisions. It needs to be clarified as to exactly how the Community Health Care Workers are going to work with the schools. Drawing up their roles within the school is a task that should be done collaboratively by the schools, Community Health Care Workers, the clinics and or organizations and sponsors that they might be affiliated to, and the UKZN facilitators.

The SGB and the learners should be informed and the SGB should give the principal permission for the project to take place. Bush (2003, p.101) rightly observes that information is an important source of power; and principals are the main recipients of external information and may use this to influence decisions. As part of the process of managing, the principal must provide all stakeholders with relevant information such as legislation and policy. For the parents this can be done by way of a news letter. Learners can be informed at assembly and by class teachers, and be encouraged to explain this to their parents in case they have not read the news letter or cannot read. Considering that the schools are located in rural areas under tribal administration, it would also be advisable to inform the local chief, and have major events communicated to them.

School managers need to be developed and capacitated regarding their roles when projects are being run in school. Visual and arts-based methods need to be explored further on how they might be used to teach sensitive issues including life skills. The DoE needs to improve its resources allocation and dispatching processes, giving priority to impoverished rural schools as promised.

CONCLUSIONS

The study has attempted to assess the role of the principal in the implementation of an HIV programme that was facilitated by UKZN facilitators using visual and arts based methods. Data for this qualitative interpretive study was generated through interviews and observations. Principals should make an assessment of the need for the project and of the resources implications on joining a project. Principals have the duty and

responsibility of ensuring that teachers' specific roles within projects are clearly spelt by the project facilitators and understood by the teachers. This information must not only be communicated verbally but also documented. They should manage consultatively and inform the SMT and the SGB for their approval and support of the project. Since these schools are set in the context of HIV and AIDS and rising crime statistics, the managers have to ensure that the school ethos, culture and human relations at school are conducive to encouraging propriety and social justice and that these values are exemplified in the behaviour of the principal and the staff. This is followed by the principal informing teachers to enable them to understand it and also to get their input. Subsequently, principals must ensure that teachers are adequately developed and prepared and check session plans which should contain objectives and outcomes. When fully operational principals must assess the project and support it by making it an independent health referral system that has the authority to deal with learners' pastoral care and health issues. It must also have the power to liaise and collaborate with other with relevant government departments and other organizations on issues of learners' health and security.

Visual and arts based methods proved to be an exciting and powerful medium for creating dialogue between parents, learners and community health care workers and teachers at an informal level. However in the absence of UKZN facilitators, it is doubtful that this dialogue may be sustained.

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APPENDICES

Appendix 1

Letter to the school principals

<div style="text-align: right">

Zolile Ndlovu
University of KwaZulu-Natal
Edgewood Campus
P/B X03
Ashwood
3605

08 November 2005

</div>

The Principal
High School

Dear Sir

Re: Request for permission to do research in your school

I hereby request your permission to conduct a research in your school. My name is Zolile Ndlovu. I am a student at the University of KwaZulu-Natal, Edgewood campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview the principal and educators concerning the implementation of HIV and AIDS intervention programmes in your school which is involved in the Learning Together project.

My study is titled 'Assessing the role of school managers in facilitating the implementation of HIV and AIDS interventions in schools: a study of the 'Learning Together' project'. The main objectives of this study are to:
1. To determine how the manager supports and facilitates collaboration between the school and the Learning Together research tea and the community health workers
2. To establish how the manager provides leadership and support to

teachers involved in the programme.
3. To determine the extent to which visual and art-based participatory approaches enhance collaboration among these different stake holders.

Findings from this study will be used in writing my dissertation. The names of the educators, the principal and the school will not be divulged in my dissertation and in subsequent writings. Participants will not be obliged to answer questions if they so wish; and may withdraw from the research at any time. It is anticipated that findings from this study will assist in improving practice that leads to successful HIV and AIDS programme implementation and sustainability in schools.

If you have any questions you may contact me on 0312603619 or 0734829102. You may also contact my supervisors at Edgewood. They are Dr Thabsile Buthelezi on 0312603471 and Mr Sibusiso Bayeni on 0312607026.

Yours truly,

Zolile V. Ndlovu

Appendix 2

Letter to the participating teachers and community health

> Zolile Ndlovu
> University of KwaZulu-Natal
> Edgewood Campus
> P/B X03
> Ashwood
> 3605
>
> 08 November 2005

Dear Participant

Re: Request for your participation in research project

My name is Zolile Ndlovu. I am a student at the University of KwaZulu-Natal, Edgewood campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am conducting several interviews with principals and educators concerning the implementation of HIV and AIDS intervention programmes in the three schools involved in the Learning Together project.

My study is titled 'Assessing the role of school managers in facilitating collaboration and partnerships in the implementation of HIV and AIDS interventions in schools: a study of the 'Learning Together' rural project'. The main objectives of this study are to:
1. To determine how the manager supports and facilitates collaboration between the school and the Learning Together research tea and the community health workers
2. To establish how the manager provides leadership and support to teachers involved in the programme.
3. To determine the extent to which visual and art-based participatory approaches enhance collaboration among these different stake holders.

I request you to participate in my research project. I also request your permission to ask you questions and to record our discussions, for the purpose of analysing the information that you give me. Your name and the name of

your schools will not be divulged. Findings from this study will be used in writing my dissertation. It is anticipated that findings from this study will assist in improving practice that leads to successful HIV and AIDS programme implementation and sustainability in schools. You are not obliged to answer all of the questions asked and you are free to withdraw from the study at any time and free to stop the tape-recording at any time. However, your full participation and honest answers will assist me to come up with 'true' findings.

If you have any questions you may contact me on 0312603619 or 0734829102. You may also contact my supervisors at Edgewood. They are Dr Thabsile Buthelezi on 0312603471 and Mr Sibusiso Bayeni on 0312607026.

Yours truly,

Zolile V. Ndlovu

Appendix 3

Letter to academic facilitators

Dear participant

As part of the requirements for the degree of Master of Education, I am conducting several interviews concerning the implementation of HIV and AIDS intervention programmes in the schools involved in the Learning Together project. As you are a co-researcher in the 'Learning Together' project, I wish to ask you questions regarding the project, which is in part related to the study I am undertaking.

My study is titled 'Assessing the role of school managers in facilitating collaboration in the implementation of HIV and AIDS interventions in schools: a study of the 'Learning Together' project'. The objectives of this research are:

1. To determine how the school manager supports and facilitates collaboration between the schools, the 'Learning Together' research team and community health workers.
2. To identify the ways in which the school manager provides leadership and support to teachers involved in the project.
3. To determine the extent to which visual and art-based participatory approaches to HIV and AIDS interventions enhance collaboration between stakeholders.
4. To assess the impact of the 'Learning Together' project on school leadership and management.

Yours sincerely

Zolile V. Ndlovu

Zolile V. Ndlovu
University of KwaZulu-Natal
Edgewood Campus
Private Bag X03

ASHWOOD, 3605,
KwaZulu-Natal
South Africa

Zolile V. Ndlovu
P.O. Box 2755, Mbabane, Swaziland, H100

073 4829102 (cell RSA)
031 260 3619 (Residence UKZN)
09268 4044413 (Swaziland home telephone)
09268 6023651 (Swaziland cell)

E-mail 204515976@ukzn.ac.za
E-mail zolilezv@yahoo.co.uk

Appendix 4

Declaration of participation

I_____ (full name) understand the contents and nature of the research project and consent to participate in it. I agree to be interviewed, tape recorded and observed.

I understand that I am at liberty to stop an interview, to stop a tape recording, to stop an observation and to withdraw from the project at any time, should I so desire.

Please sign below

Signature:

Date_____

Appendix 5

Letter to the Department f Education

<div align="right">

Zolile Ndlovu
University of KwaZulu-Natal
Edgewood Campus
P/B X03
Ashwood
3605

08 November 2005

</div>

Mr S.R. Alwar
Dept. Research Strategy, Policy Development and ECMIS
Private Bag X05
Rossburgh
4072

Dear Sir

Re: Request for permission to do research in Vulindlela, Pietermaritzburg

I hereby request your permission to conduct a research in three schools in Vulindlela, Pietermaritzburg. The schools are Kuhlekonke High School, Gobindlovu High School and Sibanesihle High School. My name is Zolile Ndlovu. I am a student at the University of KwaZulu-Natal, Edgewood campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview principals and educators concerning the implementation of HIV and AIDS intervention programmes in the three schools involved in the Learning Together project.

My study is titled 'Assessing the role of school managers in facilitating collaboration in the implementation of HIV and AIDS interventions in schools: a study of the 'Learning Together' project'. The main objectives of this study are to:

1. To determine how the manager supports and facilitates collaboration between the school and the Learning Together research team the school and the community health workers
2. To establish how the manager provides leadership and support to teachers involved in the programme.
3. To determine the extent to which visual and art-based participatory approaches enhance collaboration among these different stake holders.

Findings from this study will be used in writing my dissertation and will be made available to the department. The names of participants and the names of their schools will not be divulged in my dissertation and in subsequent writings. Participants will not be obliged to answer questions if they so wish; and may withdraw at any time from the research. It is anticipated that findings from this study will assist in improving practice that leads to successful HIV and AIDS programme implementation and sustainability in schools.

If you have any questions you may contact me on 0312603619 or 0734829102. You may also contact my supervisors at Edgewood. They are Dr Thabsile Buthelezi on 0312603471 and Mr Sibusiso Bayeni on 0312607026.

Yours truly,

Zolile V. Ndlovu

Appendix 6

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that Z. **Ndlovu-Mamba** has been granted permission to conduct research with the following terms and conditions:

➤ That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.

➤ Z. **Ndlovu-Mamba** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.

➤ No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

M. G. Gumede

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

Appendix 7

INHLOKOHHOVISI   **PIETERMARITZBURG**   **HEAD OFFICE**

Enquiries:
Imibuzo: Sibusiso Alwar
Navrae:

Reference:
Inkomba: 0128/06
Verwysing:
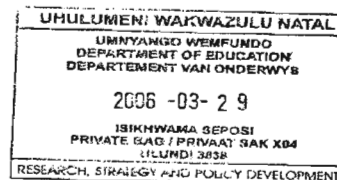
Date:
Usuku:13 March 2006
Datum:

To: **Z. Ndlovu-Mamba**

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted,** except in exceptional cases with special approval of the KZNDoE.
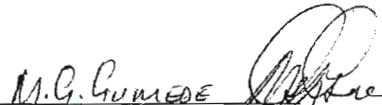
The research is not to be conducted during the fourth school term, except in cases where the KZNDoE deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.
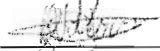
M.G. Gumede

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

Appendix 8

<u>Declaration and Understanding</u>

I the undersigned declare that I acknowledge that I have read and understood the abovementioned terms and conditions and agree to abide by them. The Research, Strategy, Policy Development and EMIS Directorate reserve the right to withdraw my approval should I be found not to abide by the terms and conditions. I undertake to bide myself to the RSPDE directorate, to submit a copy of the completed report, dissertation or thesis as per terms and conditions.

Name (print): _Zohle V Ndlovu_____

Date: _25 July 2006___ Signature of applicant: _____

Appendix 9

UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL: ximbap@ukzn.ac.za

29 JUNE 2006

MS. Z NDLOVU-MAMBA (204515976)
EDUCATION

Dear Ms. Ndlovu-Mamba

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/06175A

I wish to confirm that ethical clearance has been granted for the following project:

"**Assessing the role of school managers in implementing integrated participatory approaches towards HIV and AIDS interventions in schools: A study of the 'Learning Together' rural project**"

Yours faithfully

MS. PHUMELELE XIMBA
RESEARCH OFFICE

PS: The following general condition is applicable to all projects that have been granted ethical clearance:

THE RELEVANT AUTHORITIES SHOULD BE CONTACTED IN ORDER TO OBTAIN THE NECESSARY APPROVAL SHOULD THE RESEARCH INVOLVE UTILIZATION OF SPACE AND/OR FACILITIES AT OTHER INSTITUTIONS/ORGANISATIONS. WHERE QUESTIONNAIRES ARE USED IN THE PROJECT, THE RESEARCHER SHOULD ENSURE THAT THE QUESTIONNAIRE INCLUDES A SECTION AT THE END WHICH SHOULD BE COMPLETED BY THE PARTICIPANT (PRIOR TO THE COMPLETION OF THE QUESTIONNAIRE) INDICATING THAT HE/SHE WAS INFORMED OF THE NATURE AND PURPOSE OF THE PROJECT AND THAT THE INFORMATION GIVEN WILL BE KEPT CONFIDENTIAL.

cc. Faculty Research Office (Derek Buchler)
cc. Supervisor (Mr. S Bayeni and Dr. T Buthelezi)

Appendix 10

Observation Schedule

School A

	Teachers	Learners	Researchers	Parents & Guests
Session & duration				
1 Introduction and orientation (12-1pm)				
2 Representations of HIV – Learners (11:30-1pm)				
3 Photo voice making (11:1pm)				
4 Discussion of learners' pictures (11:30-1pm)				
5 Photo exhibition & performance (12-2pm)				
6 Proposing video making (1-2pm)				
7 video making (9am-3pm)				
8 Viewing video and discussions				
9 interviews				

Appendix 11

Observation schedule

School B

	Teachers	Learners	Researchers	Parents & guests
Session duration				
1 Introduction and orientation (12-1pm)				
2 Community HIV day Performance (11-3pm)				
3 Counselling training (12-2)				
4Counselling training (12-2)				
5 drama Performance by visiting youth				
6 Visit with Canadian group (11-12:30)				
7 video making (9am-3pm)				
8 Viewing video and discussions				
9 Interviews				

Appendix 12

Questions for the principals

1. What was your role as the principal in the four sessions of the school based project?
2. How did you facilitate collaboration between the teachers and the research team and between the teachers and the community health workers?
3. How did you support teachers involved in the programmes sessions?
4. How do you intend to sustain the programme?
5. What kind of resources do you need in order to sustain the programme?
6. Rape appears to be a major concern in all schools and has been worsened by recent events in published in the media. In what way can you assist the boys in fighting against this incident?

Appendix 13

Questions for educators

1. What was your role in the project?

2. What did you expect to learn and gain? What were the weaknesses and strengths of the programme?

3. In what way did the principal support teachers involved in the programme?

4. Rape appears to be a major concern in all schools and has been worsened by recent events in published in the media. In what way can you assist the boys in fighting against this incident?

Appendix 14

Questions for health care workers

1. What was your role in the project?

2. What did you expect to learn and gain? What were the weaknesses and strengths of the project?

3. In what ways can you assist schools in fighting HIV?

4. Exactly what would you require in order to be in a position to assist schools on a regular basis?

5. Rape appears to be a major concern in all schools and has been worsened by recent events in published in the media. In what way can you assist the boys in fighting against this incident?

Appendix 15

Questions for academic facilitators

Kindly answer the questions below in writing and send the answers to me by E-mail.

1. Visual and arts-based methods
a, Were the visual and arts-based methods used in the programme successful in achieving the objectives set out in the project proposal?
b, What have the successes of the project been to date?
c, In which targeted areas has the project not succeeded?
d, What form of support did researchers offer to teachers before and after the projects sessions?

2. Roles
a, What roles did you anticipate teachers, managers and community health care workers to play in the project? What is your comment on how the participants played their roles in the project?
b, What other roles emerged for teachers and managers?
c, How does the research team intend to develop managers to be in a position to sustain such HIV and AIDS programmes at school?

3. Expectations
What did teachers who participated in the project expect to gain / receive from the project? Were their expectations met? If yes, how? If not, how will this issue be addressed?

4. Collaboration
a, Do you think 'Learning Together' has succeeded in making teachers work collaboratively with other government departments and other sectors. Please give reasons for your answers?

5. Findings

How do the facilitators intend to make the findings accessible to the schools and communities in which the research was conducted as well as other schools in similar communities?

Thank you for your time.

Appendix 16

Participant Profile

(Circle the correct answer)

1. Gender: *Female*   *Male*

2. Age: 20+   30+   40+   50+

3. Qualification: non   Cert.   Dip.   BA   BEd. MEd. PhD   Other (specify)

4. Years teaching: 1-5   6+   10+   15+   20+

5. Schools taught: 1   2   3   4   5

6. How would you grade the professional development you attended?

    Excellent   Good   Average   Poor   Don't know

7. Are you presently attending any out of school professional development

    courses?   yes   no

8. Are you willing to attend future professional development courses

    designed to enhance your ability to implement and sustain HIV

    intervention programmes?

      yes   no