

NOTES AND REFERENCES

INTRODUCTION

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- ² Coombe, C. (2000) *Managing the impact of HIV and AIDS on the education sector in South Africa*. Pretoria (Briefing paper commissioned by the UN Economic Commission for Africa)
- ³ Department of Education (2001) *Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System*, Department of Education: Pretoria
- ⁴ Department of Education *South African Schools Act (1996)* Department of Education: Pretoria
- ⁵ Department of Education (1999), *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions*. Department of Education: Pretoria
- ⁶ The concept of a **community of practice** (often abbreviated as CoP) refers to the process of social learning that occurs and shared sociocultural practices that emerge and evolve when people who have common goals interact as they strive towards those goals. Although the term is attributed to Barbara Rogoff (1985) it has more commonly come into use through the work of Etienne Wenger, an educational theorist and practitioner, who with Jean Lave holds that “*learning is an inherently social process and ... it cannot be separated from the social context in which it happens*”. (http://en.wikipedia.org/wiki/Etienne_Wenger) accessed 8 September 2009.

UNIT ONE

- ¹ Bloch, G., Chisholm, L., Fleish, B. and Mabizela, M. (eds) (2008) *Investment Choices for South African Education*: Wits University Press: Johannesburg
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- ³ Claasen, M. (2006) *2006 Budget Allocations for the Provincial HIV/AIDS Sub-Programmes Community and Home-based Care programmes: Where do orphaned and vulnerable children feature?* IDASA Budget information service accessed from date accessed www.idasa.org.za
- ⁴ Richter, L. (2004). *The impact of HIV/AIDS on the development of children*. In Pharoah R. (Ed.), *A Generation at risk? HIV/AIDS, vulnerable children and security in South Africa* (Vol. ISS Monograph No 109, pp. 9-31). Cape Town: HSRC Publishers
- ⁵ Richter, L., Manegold, J. & Pather, R. (2004) *Family and community interventions for children affected by AIDS*. Cape Town: HSRC Publishers
- ⁶ HIV and AIDS statistics on www.avert.org sourced from UNAIDS (2008) *Report on the Global AIDS Pandemic*
- ⁷ *Poverty and Inequality in South Africa: Meeting the Challenge* May, J. (2000) in Borhat, H., Poswell, L., Naidoo, P. (Eds) (2004), *Dimensions of Poverty in Post-Apartheid South Africa 1996 – 2000, A Poverty Status Report*, Page 3, Development Policy Research Unit, School of Economics, University of Cape
- ⁸ Committee of Inquiry into a Comprehensive Social Security System. (2002) *“Transforming the Present, Protecting the Future: Consolidated Report”*. p15.
- ⁹ These statistics were reported seven years ago, in 2002, and in the mean time the Child Support Grant has been introduced. However, for many people, not much has improved. As this guide goes to press, the current global and local down-turn in the economy has resulted in many hundreds of thousands of people being retrenched and losing their jobs thus worsening the cycle of poverty.
- ¹⁰ Stavrou, V. *Psychological Effects of Criminal and Political Violence on Children in The Child and Care Worker*, Vol 11 No 7, July (pp3-5) and No 8 August 1993 (pp7-9)
- ¹¹ Department of Education (2001) Education White Paper 6 *Special Needs Education: Building an Inclusive Education and Training System*, Department of Education: Pretoria
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- ¹³ Coombe, C. and Kelly, M.J., *Education as a Vehicle for Combating HIV/AIDS*, in Prospects, (Vol. XXXI, no. 3, September 2001).
- ¹⁴ Department of Education (2000 a) *Implementation Plan for Tirisano 2000-2004* Department of Education: Pretoria

- ¹⁵ Connolly M, & Stirling M., (2004) *A framework for the Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV/AIDS*. International Conference on AIDS (15th: 2004 : Bangkok, Thailand).
Int Conf AIDS. 2004 Jul 11-16; 15: abstract no. E10364. UNICEF New York.

UNIT TWO

- ¹ Department of Education (2001) *Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System*. Department of Education: Pretoria
- ² Department of Education (1999), *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions*. Department of Education: Pretoria
- ³ Ibid. p6
- ⁴ Department of Education (2000 a) *Implementation Plan for Tirisano 2000-2004*. Department of Education: Pretoria
- ⁵ Department of Education (2000 b) *The HIV/AIDS Emergency: Guidelines for Educators*. Department of Education: Pretoria
- ⁶ Department of Education (2000 c) *Norms and Standards for Educators*. Department of Education, Republic of South Africa: Pretoria Government Gazette Vol 415, No 20844
- ⁷ Ibid.
- ⁸ Having a School-based Support Team (SBST) to identify and assist with support for OVC is a requirement set out in the National Policy on HIV / AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions. (DoE:1 999)
- ⁹ Jonathan Jansen, *Defy the legacy of our past*. The Times, March 19 2009 (Johannesburg).

UNIT THREE

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- ² Marneweck, L., Bialobrzeska, M., Mhlanga, E. and Mphisa, P. (2008) *Enhancing school leadership: Meeting the challenges of HIV and AIDS*. Research paper presented at the Teacher Education Project Conference, Johannesburg September 2008: SAIDE
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- ⁴ UNICEF (2009) *Situational Analysis of Children in South Africa (2007-2008)*, The Presidency, Republic of South Africa.
- ⁵ The Effects of Poverty on Teaching and Learning accessed on <http://www.teach-nology.com/tutorials/teaching/poverty/>
- ⁶ The WHO Strategy (2003) *Treating 3 Million by 2005: Making it Happen*, in HIV and AIDS stigma and discrimination, AVERT accessed on <http://www.avert.org/aisstigma.htm>
- ⁷ Coombe, C. and Kelly, M.J. *Education as a Vehicle for Combating HIV/AIDS*, in Prospects, vol XXXI. No3. September 2001.
- ⁸ The Journal of Epidemiology and Community Health, *The association between school attendance, HIV infection and sexual behaviour among youth*. Hargreaves, J. et al. Epidemiology Community Health.2008; 62: 113-119.
Further information:
jech.bmj.com/cgi/content/full/62/2/113?rss=1 www.lshtm.ac.uk
- ⁹ UNICEF (2009) *Situational Analysis of Children in South Africa (2007-2008)*, The Presidency, Republic of South Africa.

UNIT FOUR

- ¹ Lasker, R. and Weiss, E. Adapted from *Broadening Participation in Community Problem-Solving*, New York Academy of Medicine, Journal of Urban Health, 2003 in *Citizens at the Centre, Aids Councils as Catalysts for Unlocking Citizen Power*, (2005) IDASA publication: Cape Town.
- ² Michael Fullan is Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognised as a worldwide authority on educational reform. He serves as Special Adviser in Education to the Premier of Ontario, Canada and to the Minister of Education.

Fullan's work is based on linking moral purpose, which he describes as a deep commitment to all students in raising the bar and closing the gap in student achievement, and capacity building which involves developing the knowledge, skills and competencies required to get better results.

- ³ Adapted from: *The Three Stories of Education Reform*. Fullan, M. Phi Delta Kappan 81.8 (April 2000): p581.
- ⁴ Soul City, Institute for Health and Development Communication (2006) *Supporting Vulnerable Children, A Guide for School Governing Bodies*. Soul City: Johannesburg.

UNIT FIVE

- ¹ Department of Health (1999) Integrated Nutrition Programme, accessed on http://www.capegateway.gov.za/Text/2003/inp_foundation_for_life_1to12.pdf
- ² Department of Education (2009) *National School Nutrition Programme, A Guide for Secondary Schools*. DoE: Pretoria. Accessed on <http://www.education.gov.za>
- ³ Ibid (pp3-5)
- ⁴ Kiti, Z. *Breaking the shackles of poverty through education enhancing programmes: A glimmer of optimism in the School Nutrition Programme* in Maile, S. (ed.) 2008 Colloquium Proceedings, HSRC Press: Cape Town.
- ⁵ University of South Africa (UNISA) Household Food Security Programme, Module 4, *Nutrition for Family Health*, (DRAFT 2009).

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- ² Department of Education (1999), *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions*. Department of Education: Pretoria.
- ³ Ibid (pp 9-13).
- ⁴ Education Labour Relations Council Resolution (ELRC) No: 7 of 1998: Annexure A: *Workload of Educators (School Based)*. ELRC: Centurion.

- ⁵ DramAidE (Drama AIDS Education) is a KwaZulu Natal (KZN) based NGO that undertakes a range of projects ranging from HIV and AIDS prevention projects offered in schools and communities to the training of the carers of orphans in psychosocial support. It is an accredited service provider for both the Departments of Education and Health in KZN. More information about DramAidE can be obtained on their website: www.DramAidE.co.za The DramAidE office are based at the University of Kwa Zulu Natal Tel: 031 2601563.

UNIT SEVEN

- ¹ Alliance OVC Support Toolkit (www.ovcsupport.net) accessed 21 August 2009
- ² Department of Education, (1999) *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions* DoE: Pretoria

UNIT EIGHT

- ¹ Civicus World Alliance for Citizen Participation, Toolkit on Overview of Planning, <http://www.civicus.org/resources>
- ² Ibid
- ³ The Pareto Principle is also referred to as the 80:20 rule. It states that, for many events, roughly 80% of the effects come from 20% of the causes. Business management thinker Joseph M. Juran suggested the principle and named it after Italian economist Vilfredo Pareto. It is a common rule of thumb in business; e.g., "80% of your sales come from 20% of your clients."
- ⁴ At the time of our research, the Education Labour Relations Council (ELRC) was in the process of instituting a Prevention, Care and Treatment Access (PCTA) programme nationally. The PCTA is aimed at educating and informing teachers about the HIV and AIDS epidemic and what teachers infected and/or affected could do about their situations. A network of school-based peer counsellors is intended to support teachers by listening to their problems and ensuring that teachers have time to go for consultation and treatment when necessary. A privately sponsored programme allows teachers to call a toll-free number which directs the teacher to a private doctor for free counselling, testing and treatment. You can read more about this intervention on the ELRC website www.elrc.co.za
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