

**MANAGING AND IMPLEMENTING OCCUPATIONAL HEALTH AND SAFETY
POLICIES IN SELECTED TSHWANE SOUTH PRIMARY SCHOOLS, GAUTENG
PROVINCE**

by

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MASTER OF EDUCATION in the subject EDUCATIONAL MANAGEMENT

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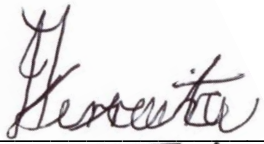
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January 2015

DECLARATION

I declare that **MANAGING AND IMPLEMENTING OCCUPATIONAL HEALTH AND SAFETY POLICIES IN SELECTED TSHWANE SOUTH PRIMARY SCHOOLS, GAUTENG PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.



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ABSTRACT

Occupational Health and Safety focuses on the well-being of individuals or groups of people in the workplace. Barnett-Schuster (2008:1) states that Occupational Health and Safety is a concept compiled from many different disciplines. Among others, it includes: biological hazards, physical hazards, chemical hazards, mechanical/electrical hazards and psycho-social hazards. The employer has to understand that Occupational Health and Safety should follow a holistic approach.

Occupational Health and Safety is a Constitutional imperative – a command, - not a request. Chapter 2 of the Constitution of South Africa no. 108 of 1996, The Bill of Rights provides protection to such an extent that human dignity may remain intact. Therefore, compliance with Occupational Health and Safety legislation is of cardinal value to any organization or business. An organization or business can also improve their financial standing and public image by complying with Occupational Health and Safety legislation. Occupational Health and Safety in the workplace is guided by the Occupational Health and Safety Act of South Africa no. 85 of 1993, which was implemented in 1994.

The Occupational Health and Safety Act further aims to present clear explanations on concepts related to Health and Safety and enables both employers and employees to gain an understanding of their distinct responsibilities. Occupational Health and Safety is a concept that has been around for decades – especially focusing on the mining sector of South Africa. Occupational Health and Safety is observed in the South African technical schools. Statistics from the Children's Institute show that 350 000 of these children are currently not attending school. In most cases, many parents/guardians do not take the time to assess the safety of their children at school before enrolling their child. This assessment should not only be looking at security measures applied in the school, but if and how true Occupational Health and Safety measures are in place. Occupational Health and Safety (OHS) is measures put in place so that learners/children are free from risk, injury, disease or harm. The lack of Occupational Health and Safety in South African

schools is in direct conflict with the Constitution of South Africa. As stated earlier, Occupational Health and Safety is a Constitutional imperative which is the responsibility and the right of each individual in South Africa. The lack of Occupational Health and Safety in South African schools is a human rights issue based on the dignity of children.

The lack of Occupational Health and Safety in South African schools can be seen as a policy flaw. This study intends to create a holistic view of the managing and implementing Occupational Health and Safety in the South African school environment. Occupational Health and Safety is an integral part of teaching and learning. The research problem addressed in this study is: “How School Management Teams (SMT) experience, manage and implement Occupational Health and Safety policies in South African schools?”.

The main aim of the research is to investigate how School Management Teams (SMT) experience, manage and implement Occupational Health and Safety policies in South African schools. By exploring Occupational Health and Safety in South African schools, this study would strive to obtain clarity on whether enough is being done to ensure the health and safety of learners in the school environment by means to explore the current Occupational Health and Safety management in the South African schools, identify the guidance provided on the Occupational Health and Safety implementation policy, investigate provisions for continual assessment of the process of the Occupational Health and Safety policy and provide recommendations for the lack of Occupational Health and Safety in South African schools.

Key Concepts:

Occupational Health and Safety (OHS), Occupational Health and Safety Act, Occupational Health and Safety Policy, Constitution of South Africa, Occupational Health and Safety management, South African schools, risk, injury, disease/harm, School Management Teams (SMT), guidance provided on the Occupational Health and Safety implementation policy, investigate provisions for continual assessment of

the process of the Occupational Health and Safety policy. Recommendations for the lack of Occupational Health and Safety in South African schools.

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CHAPTER 1

ORIENTATION

1.1 Introduction and background to the study

According to Levy *et al* (2011:803) Occupational Health and Safety focuses on the well-being of individuals or groups of people in the workplace. It consists of preventing injuries, preventing damage to property and the environment and enables one to avoid diseases that are related to one's workplace, which includes mental conditions. Barnett-Schuster (2008:1) states that Occupational Health and Safety is a concept compiled from many different disciplines. The main objective is the safekeeping and welfare of those individuals that are employed or are involved in the work operations. The secondary effect of Occupational Health and Safety stretches the network much wider and includes the safekeeping and welfare of all that the workplace might have an effect on. This includes family members, the community and any members of the public who are influenced. It is of great importance to understand that individuals find themselves in constant potentially hazardous environments – this is created whenever an individual interacts with his/her surroundings. It would be impossible to remove all potentially hazardous components but it is the duty of employers and all stakeholders in an organisation to ensure an environment or workplace that is free from harm as far as humanly possible.

Mannan (2012:67) advocates that it is of the utmost importance that all hazards identified in a workplace are taken into consideration. Among others, it includes: biological hazards, physical hazards, chemical hazards, mechanical/electrical hazards and psycho-social hazards. As observed by Bratton and Gold (2001:129), the employer has a responsibility to provide a safe workplace where the safety risks are deemed acceptable. The responsibility that the Occupational Health and Safety Act places upon employers is to provide a workplace that is safe and not harmful to the health of employees as far as “reasonably practicable”. The employer has to understand that Occupational Health and Safety should follow a holistic approach.

Globally, the Constitution of a country is considered the highest form of legislation of that specific country. The Bill of Rights forms part of the Constitution which makes it essential to adhere to.

Occupational Health and Safety is a Constitutional imperative – a command, not a request.

In the Constitutional Court Case *MANKAYI v ANGLOGOLD ASHANTI LTD* 2011 32 ILJ 545 (CC) it is evident that the Constitutional Court was challenged on the jurisdiction of the Court concerning matters relating to Occupational Health and Safety. (Tshoose, 2011).

In the Mankayi case (Tshoose, 2011:261), a constitutional matter, according to the Court, involves the following:

- a) the interpretation, application or upholding of the Constitution itself,
- b) the development of (or the failure to develop) the common law in accordance with the spirit, purport and objects of the Bill of Rights,
- c) a statute that conflicts with a requirement or restriction imposed by the Constitution,
- d) the interpretation of a statute in accordance with the spirit, purport and objects of the Bill of Rights (or the failure to do so),
- e) the erroneous interpretation or application of legislation that has been enacted to give effect to a constitutional right or in compliance with the legislature's constitutional responsibilities, or
- f) executive or administrative action that conflicts with a requirement or restriction imposed by the Constitution.”

Tshoose (2011:261) furthermore indicated that the Constitutional Court, through this case, created a standard from which the responsibilities of the employer could be defined and evaluated.

Compliance with Occupational Health and Safety legislation is of cardinal value to any organization or business. Compliance results in employees being protected from harm, danger or loss which would lead to greater productivity and more commitment in the workplace. By complying with the relevant legislation the organization or business would have an improved relationship with trade unions for the reason that the organization or business demonstrates that the rights of employees are respected and protected. An organization or business can also improve their financial standing and public image by complying with Occupational Health and Safety legislation. This is done by minimizing or eliminating claims for compensation due to negligence of the employer or harm sustained by the employee.

In the 2010/2011 annual report of the Department of Labour (2011b) it was announced that the Compensation Fund paid out over R 2,7-billion during the 2010/2011 financial year due to injuries and diseases in the workplace. The majority of payments were mainly due to non-adherence to Occupational Health and Safety law and regulations. The result, in a nutshell, is that there is an annual leakage of approximately R 2, 7 billion from the South African economy which has a negative effect on its economy.

Occupational Health and Safety in the workplace is guided by the Occupational Health and Safety Act of South Africa no. 85 of 1993, which was implemented in 1994.

The motivation behind this act is to provide for the Health and Safety of the South African workforce and bring forth boundaries as to what are acceptable working conditions. The Health and Safety Act further aims to present clear explanations on concepts related to Health and Safety and enables both employers and employees to gain an understanding of their distinct responsibilities. (SA Department of Labour, 2013).

It is clear from the amendment of the Occupational Health and Safety Act of South Africa no. 85 of 1993 that the protection the Act offers, applies to all employed in the

public or private sector – even agriculture and private households are included. The Occupational Health and Safety Act no. 85 of 1993 further states that all individuals in contact with/ exposed to hazards will find protection under this Act – whether they are employed on the premises or not (SA Department of Labour, 2013).

Occupational Health and Safety is a concept that has been around for decades – especially focusing on the Mining sector of South Africa. The Mine Health and Safety Act no. 29 of 1996 was created in order to ensure that the rights of employees are protected and that employers are made aware of their responsibilities. Through the Mine Health and Safety Act the Inspectorate of Mining Health and Safety and the three-party Mine Health and Safety Council were founded in order to monitor implementation, provide guidelines on interpretation and create a system of accountability. (SA Department Mineral Resources, 2006).

Occupational Health and Safety is observed in the South African technical schools. Unfortunately, this is a relatively - new concept for the non-vocational schooling environment.

Against this background, the Children's Institute of the University of Cape Town is taking a lead concerning the protection of children's rights through the development of policy focusing on children. Through social research the Institute aims to provide data from which policy and programmes can be developed, in order to support the education and safekeeping of children in South Africa.

According to Hall and De Lannoy (2014:1) of the Children's Institute of the University of Cape Town, there are currently 11, 3 million children, of school-going age, in South Africa. Statistics from the Children's Institute show that 350 000 of these children are currently not attending school. These numbers indicate that there are more than 11 million children in South Africa in school for 30 - 40 hours per week who might not be sufficiently protected. (Hall & De Lannoy, 2014:1) Further statistics from the Children's Institute show that 89% of South African schools have access to water on, or near the school site, with only 61% of our schools having adequate

sanitation facilities for their learners and staff. (Hall & De Lannoy, 2014:2) This situation poses a major health threat to the children, teachers, parents and the greater community – even the environment could be harmed.

The media informs the public on a regular basis of playground accidents at schools, pedestrian accidents around the school grounds, chemical exposure (chemical hazard) and unsafe electrical conditions (mechanical hazard). On 19 August 2011, Carte Blanche (programme on MNET) aired a documentary on a Montessori school on a wine farm where children were exposed to pesticides. The pesticides were used to spray the vineyards, but the wind factor caused the pesticides to be blown over to the school grounds. Many children and teachers suffered from allergic reactions and asthma after this happened. According to the health view point in the present study this is deemed not acceptable and seen as a contravention to the Occupational Health and Safety Act due to the fact that the school environment is regarded as the place where the minds of tomorrow is being cultivated. The school environment is furthermore regarded as the place where the most precious assets of our country are found and taken care of. However it seems as if the school environment might be the one place that is least protected, as far as the implementation of Occupational Health and Safety principles are concerned.

A significant number of people believe that attending school and applying appropriate teaching strategies is enough to safeguard learners/children. In most cases, many parents/guardians do not take the time to assess the safety of their children at school, before enrolling their child. This assessment should not only be looking at security measures applied in the school, but if and how true Occupational Health and Safety measures are in place. Security, in this context, can be defined as the measures implemented to ensure that learners/children are free from fear or anxiety of an attack on their person. These include bullying, corporal punishment, "gangsterism" and the like. Occupational Health and Safety (OHS) if measured, put in place that learners/children are free from risk, injury, disease or harm. It is clear that security forms part of OHS, but it is only a sub discipline. OHS entails all situations that can pose a risk or cause harm.

Accidents at school happen almost on a daily basis. Accidents can range from missing a step on a staircase to sustaining brain-injury from falling from a second floor corridor. The question is whether some of these occurrences, which are often called an accident, not rather be identified as Occupational Health and Safety incidents? If this was the case, these incidents could have been prevented with the correct control measures being in place.

According to Grammeno (2009:116) the hierarchy of control measures should be used based on its effectiveness for a given situation/hazard. Control measures available include elimination of the risk, isolating the risk and contractually transferring the risk. Grammeno (2009:116) further states that control measures should be well-matched to the work procedures involved; to allow an integrated work system. Administrative controls, which should always be used with other control measures, include training, development of safety rules and establishing safe working procedures.

As stated by Gillham and Thomson (1996:1) the responsibility to protect the children of the country rests upon the shoulders of every individual. When an incident or an accident occurs it is very easily blamed upon the professionals involved in working with children. With hindsight, appropriate strategies and precautions are always very clear. However, when an individual is in a situation the dangers might not always be as obvious. Many a time professionals' failure to deal with a situation is not due to reluctance, but due to a lack of knowledge and resources in order to assess the environment/situation and then manage it efficiently.

In the school environment, professionals would mostly refer to the educators involved in the education of the learners/children. Unfortunately, educators are not trained in Occupational Health and Safety and for this reason there exists a knowledge-gap which should be addressed in order to allow educators to fully perform their role of acting in 'loco parentis'.

The lack of Occupational Health and Safety in South African schools is in direct conflict with the Constitution of South Africa. As stated earlier, Occupational Health and Safety is a Constitutional imperative which is the responsibility and the right of each individual in South Africa. As the Constitution lends itself to this topic, the discipline of Human Rights has to be considered as well.

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” (The Universal Declaration of Human Rights - Article 1, n.d.)

Seen from the quote above, all individuals are equal in dignity. How can this be said while children in South African schools do not have enough sanitation facilities, some do not even have any sanitation facilities? How can this be taught to children who do not even have safe drinking water on the school premises? What are the children being taught if one thing is being said but they are experiencing an entirely different situation?

The lack of Occupational Health and Safety in South African schools is a human rights issue based on the dignity of children and can be seen as a policy flaw - an unpopular topic that was overlooked in part and purposefully avoided in part.

Against this backdrop, Occupational Health and Safety knowledge and management skills gap in the education system; creates an entryway for instructional leadership in the field of education. According to Seperich and McCalley (2006:192) instructional leadership requires that the manager can be trusted in terms of being factually correct and that frequent communication would occur in order to support employees, allow for questions to be asked and ensure continuous commitment. This form of leadership is synonymous with regular contact between the leader and those implementing ideas and enforcing ideas. The study intended to create a holistic view of the managing and implementing Occupational Health and Safety in the South African school environment. In addition, the study has a potential of filling the

knowledge gaps that exist in policy, training, management and implementation; and to assist in ensuring a safer, healthier environment for the learners at school.

1.2 Problem statement

The current occupational health and safety situation in South African schools has been portrayed in a negative light through the media over the past few years. The media coverage on situations such as food poisoning at school, drownings in sanitation facilities and deaths due to maintenance done during school hours are examples that urge further investigation.

The general perception that children find themselves in a safe environment while at school is clearly not the status quo in reality. Such incidents are occurring on a more frequent basis, which indicates a lack in occupational health and safety knowledge and experience in keeping children safe in a school environment. Therefore none of the legislative requirements are being adhered to.

Occupational Health and Safety is an integral part of teaching and learning. It should not be seen as separate silo – it has a symbiotic relationship. At the heart of the study is the assumption that the Occupational Health and Safety policy implementation and management should be driven from instructional leadership perspective.

1.3 Purpose and rationale of the study

The purpose of the study was to determine the experience, management and practical implementation of the Occupational Health and Safety Policies in South African schools by the specific School Management Teams, as the Occupational Health and Safety Policy is a requirement by the Department of Education. The study further strived to determine the level or degree of guidance provided by the Department of Education to School Management Teams in compiling, implementing and modify the required Occupational Health and Safety Policy.

As children are the future of any country, their health, safety and well-being should take the highest ranking in the order of priority of all role players in the education environment.

1.4 Significance of the study

Research in the field of Occupational Health and Safety has not yet been done in South African schools, although some Health and Safety guidelines were prescribed to Technical high schools. This study focussed on Occupational Health and Safety in the primary school environment which renders the provided Health and Safety guidelines impractical for the purpose of the study.

Individuals and groups involved or interested in the South African schools environment would be able to draw information from the study. Education professionals would be able to use the study as a guideline of what is being done and what has to be done. The study would provide recommendations and suggestions as to how conditions in South African schools can be improved and how management of Occupational Health and Safety can be developed.

1.5 Aims and objectives of the study

The main aim of the research was to investigate how School Management Teams (SMT) experience, manage and implement Occupational Health and Safety policies in South African schools. By exploring Occupational Health and Safety in South African schools, the study strived to obtain clarity on whether enough is being done to ensure the health and safety of learners in the school environment. The Occupational Health and Safety policy, if one was available, has been viewed critically in order to obtain a clear indication of what is expected at schools. The objectives for the study was to:

1. Explore the current Occupational Health and Safety management in the South African schools.
2. Identify the guidance provided on the Occupational Health and Safety implementation policy.
3. Identify the process/channels in place to ensure control of the implementation of the Occupational Health and Safety policy.
4. Investigate provisions for continual assessment of the process of the Occupational Health and Safety policy.
5. Propose recommendations for the lack of Occupational Health and Safety in South African schools.
6. Propose guidelines for the school-based Occupational Health and Safety policy implementation?

1.6 Research question of the study

The research problem addressed in the study is “how School Management Teams (SMT) experience, manage and implement Occupational Health and Safety policies in South African schools”. In line with the central question, the guiding research sub-questions are:

1. Is there currently sufficient Occupational Health and Safety management in the South African schools?
2. What guidance is provided on the Occupational Health and Safety implementation policy?

3. What process/channels are in place to ensure control of the implementation of the Occupational Health and Safety policy?
4. Are there provisions for continual assessment of the process of the Occupational Health and Safety policy?
5. What recommendations would be provided for the lack of Occupational Health and Safety in South African schools?
6. What recommendations could be made for school-based Occupational Health and Safety policy implementation?

1.7 Definitions of key terms/concepts

Concepts are building blocks of theory – ideas are expressed as symbols or words. As Neuman (1997:40) puts it, everyday culture is filled with concepts, but many of them are vague and full of definitions. In addition, values and experience of people in a culture may limit everyday concepts. The use of everyday words in specialised ways in social science may create confusion. Hence, Stacks and Salwen (2009:15) argue that concepts and the operational definitions are generally accepted as organised thinking usually begins at the conceptual level. Therefore it is imperative to clarify concepts in the study as it may bear different meaning for different people, and as a result, may lose its connotative meaning. The concepts clarified below are critical to an understanding of the discourse in the study. More detailed explanations are provided in relevant sections of the study.

1.7.1 Occupational Health and Safety

Hattingh and Acutt (2003:86) define Occupational Health and Safety as an environment that is free from any physical and emotional harm. This environment needs to consist of individuals that are healthy, physically and emotionally and individuals that possess sufficient knowledge on health and safety matters.

Individuals need to have an enthusiastic attitude towards health and safety and understand the importance of compliance. A simpler definition is given by Barnett-Schuster (2008:1) where Occupational Health and Safety is defined as a multi-discipline concerned with the safety, health and welfare of people in a workplace.

The concept 'Occupational Health and Safety' refers to the health, safety and wellbeing of all individuals (children and adults) that might find themselves within an environment where education is being offered (school).

1.7.2 Reasonably Practicable

"Reasonably practicable" can be defined as the actions and precautions taken in order to guarantee health and safety, taking all aspects that might influence the situation into consideration. "Reasonable practice" further refers to past, present and future actions. The concept 'Reasonably Practicable' refers to the care and prevention, a caring parent would undertake to ensure the safety of children.

1.7.3 Hazard

Jensen (2012:14) emphasises that there are different perspectives from which a hazard can be defined. As defined by Health and Safety Executive (HSE 1998) a 'hazard' can be defined as any occurrence, object or matter that can cause unfavourable or harmful effects. With relevance to the study the term "hazard" is seen as any incidents, object or matter that have the potential to harm individuals (children and adults) in an educational environment (school).

1.7.4 Occupational Health and Safety Act no.85 of 1993

The definition of the Occupational Health and Safety Act no. 85 of 1993 can be found in the legislation itself. The Occupational Health and Safety Act no.85 of 1993 is the highest form of legislation pertaining to Occupational Health and Safety in South Africa. The Occupational Health and Safety Act no. 85 of 1993 strives to provide the

legislation necessary to provide all individuals with the guarantee of health and safety within the workplace.

1.7.5 Instructional leadership

Zepeda (2007:3) states that a comprehensive definition of instructional leadership is dependent upon the context for which the instructional leadership is needed. The context determined the characteristics needed in order to provide such leadership. In the study instructional leadership was defined as being supportive of the school vision and developing and promoting systems, processes and programmes supportive of achieving this vision.

1.8 Scope and delimitation of the study

The study was conducted in primary schools based in rural and urban areas of Centurion, as part of Tshwane South District. The coverage of the study included the understanding of Occupational Health and Safety by school management teams, the application of knowledge, the implementation of programmes and policies and the continuous management of these programmes and policies. The study consisted of information obtained from school management teams, irrespective of age, race or gender.

The study did not cover educational institutions beyond the scope of primary schools. The research was limited to data obtained from South African primary schools in the specific demographic area only.

1.9 Chapter division

Chapter 1: Introduction

Chapter one focuses on explaining the problem at hand and stating the need for research in the field of Occupational Health and Safety in the school environment.

The chapter indicates the significance of the research and emphasises the aims and purpose of the study conducted.

No environment will ever be completely free from hazards. In order to ensure that our most valuable asset in South Africa, our children, is protected; we need to make it our responsibility to attempt to make their environment as safe as possible. Occupational Health and Safety is a well-discussed and applied area in all sectors of the economy. The South African school environment however, sees a great deficiency in the application of this concept.

Chapter 2: Literature Review and Theoretical Background

Chapter two focuses on exploring applicable legislation and placing it in context with the study conducted. It further investigated past and current trends regarding the field of Occupational Health and Safety in the school environment.

The Occupational Health and Safety Act of 1993 and the Occupational Health and Safety policy from the Department of Labour were used as a foundation for the research project. Further publications focusing on occupational health and safety in South African schools are limited. For this reason international publications were incorporated in order to create a benchmark theoretical framework through which comparative study occur.

Chapter 3: Research Design and Research Method

A descriptive research approach was applied by making use of interviews, questionnaires, and observation methods. Interviews were conducted through open-ended questions to allow the individuals the freedom to communicate their personal views and ideas. Observations took place in the natural surroundings of those observed – no meddling was allowed as the latter would influence the validity of the findings. During the observation a safety inspection was done of the school grounds to collect non-verbal data for analysis.

The positive paradigm allowed for observations of the school environment, as well as the observations of the interaction between individuals with the school environment. The anti-positive paradigm and the paradigm of critical theory enabled the study to allow for opinions, experiences and possible modification of current state of affairs.

Chapter 4: Results, Analysis and Discussion of Research Results

Data was collected through observation, questionnaires and interviews. The results were evaluated and discussed, linking the theoretical framework created from the literature study done.

Chapter 5: Recommendations and Conclusion

The research project aimed to provide well-argued recommendations to improve the policy and ensure continuous growth and development within Occupational Health and Safety in the South African school environment. The conclusion attempted to bind the research in order to create a focal point where the literature study, observations, questionnaires and interviews come together.

1.10 Conclusion

In this chapter an introductory overview, background and aims to the investigation were presented. Also, the research methodology was outlined and the key concepts used in the study were clarified. In the next chapter, the literature review and theoretical framework were discussed.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The study uses the literature study as a process to discover the availability of information concerning Occupational Health and Safety in South African primary schools. Amongst others, it will include the critical review of books, articles, journals, policies, etc. In addition, the research attempts to create an understanding of available literature and ensure appropriate interpretation in context. Through the evaluation of information value, validity and suitability of data are determined. The literature study will enable the researcher to acquire the knowledge needed to view, discuss and interpret the topic of Occupational Health and Safety in South African schools, critically. The literature study enables the research to find areas of strengths and pinpoint areas for improvement. The importance of this research topic will be highlighted and will show the need for further exploration to ensure development in this field of study.

The literature study will serve as a guide to form a reference pond from where a structure of theory, to build a framework for this research project, can be constructed.

2.2 Section A - Legal Framework for Occupational Health and Safety in schools

2.2.1 The Constitution of the Republic of South Africa, 1996

The Constitution of South Africa no. 108 of 1996 was founded upon the principles of equality, respect and continuous growth and development. The Constitution regards all individuals as equal; empowered with equal rights and encumbered with equal responsibilities. The South African Constitution does not distinguish or show

prejudice based on race, culture, language, gender, religion or age, but rather aims to cultivate a level foundation from which all can prosper and excel.

The Constitution of South Africa no. 108 of 1996 is the highest form of legislation found in South Africa. All legislation stems from the foundations laid by the Constitution and should conform with the regulations found within.

From the above it is clear that all legislation pertaining to the provision of education, the environment in which education is provided, labour relations and Occupational Health and Safety should not be regarded as separate legislation with no regard for the Constitution. These forms of legislation should in fact be viewed as extensions of the Constitution of South Africa no. 108 of 1996.

2.2.2 The Bill of Rights

Chapter 2 of the Constitution of South Africa no. 108 of 1996 contains the Bill of Rights which provides the framework of rights which all individuals in South Africa are entitled to. The Bill of Rights provides protection to such an extent that human dignity may remain intact and that individual differences are allowed, respected and encouraged.

2.2.3 A critical view and discussion of the Bill of Rights:

- **Equality**

“Everyone is equal before the law and has the right to equal protection and benefit of the law. Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.” (*The Constitution of South Africa no. 108 of 1996: Chapter 2: Section 9*).

From the above, it is clear that the right to equality is applicable to everyone; whether it be the elderly, the workforce or the children of South Africa. The right to equality refers to treatment by the state or other parties, opportunities provided or allowed and protection.

In the light of the research, it can be concluded that all individuals have the right to be protected from undue harm in the workplace; or in the case of children – the place of learning and teaching. All sectors and sections of our economy should be thoroughly protected by having sufficient legislation and policies in place that are monitored on a continuous basis.

- **Human dignity**

“Everyone has inherent dignity and the right to have their dignity respected and protected.” (*The Constitution of South Africa no. 108 of 1996: Chapter 2: Section 10*)

Human dignity ensures the emotional well-being of the individual. Human dignity assists in creating a positive self-worth, which stimulates success and accomplishment. Every individual has a right to feel that he/she is worthy of respect and protection in a democratic society.

The provision of a safe school environment, entails the provision of an environment that is free from bullying, abuse, harassment, weapons and gangs. The provision of a healthy school environment requires the provision of adequate sanitation facilities, fresh drinking water and privacy. This right should be extended to all children, staff and visitors to the school environment.

- **Life**

“Everyone has the right to life.” (*The Constitution of South Africa no. 108 of 1996: Chapter 2: Section 11*).

The right to life provides every individual with the right to live without fear of harm or injury. The right to life, for the purpose of this study, creates a responsibility with all adults and children to produce an environment where all feel safe from harm, injury and victimization.

- **Privacy**

“Everyone has the right to privacy, which includes the right not to have:

- a. their person or home searched;
- b. their property searched;
- c. their possessions seized; or
- d. the privacy of their communications infringed.”

(The Constitution of South Africa no. 108 of 1996: Chapter 2: Section 14).

All individuals have the right to be treated with respect and dignity at all times. If the suspicion arises that an individual is in contravention of laws or policies, the necessary procedures should be followed with regard to the overall foundation of respect and dignity.

The school environment is no exception to the above mentioned. All individuals entering the school environment are subjected to the Code of Conduct, as set out by the school. This, however, does not provide the school with the authority to act beyond the scope provided in the Bill of Rights. Additional action should be taken to safeguard the freedom and security of individuals who are not yet of age.

- **Environment**

“Everyone has the right:

- a. to an environment that is not harmful to their health or well-being; and

- i. to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that prevent pollution and ecological degradation;
- ii. promote conservation; and
- iii. secure ecologically-sustainable development and use of natural resources while promoting justifiable economic and social development.” (SA Department of Justice & Constitutional Development, 2005).

All individuals have a right to an environment that is free from chemical, mechanical, electrical and biological hazards. Schools need to be a safe environment where children, staff members and the broader community can come together in support of creating a sheltered learning culture. In the case where this environment is habitant of chemical waste, building material, human waste and open electrical wires, it will become a place that is avoided instead of a place that supports learning.

▪ **Health care, food, water and social security**

“Everyone has the right to have access to

- a. health care services, including reproductive health care;
- b. sufficient food and water; and
- c. social security, including, if they are unable to support themselves and their dependants with appropriate social assistance.

The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of each of these rights.

No one may be refused emergency medical treatment.” (SA Department of Justice & Constitutional Development, 2005).

Health care, food and water can be seen as the basic conditions that have to be met in order to survive. All individuals deserve to be in a position where they can, at least, survive and no individual should be denied these basic conditions. The school environment should be able to assist in ensuring the health of all individuals present on the premises, whether it is on a daily basis or on a more irregular basis. The

school environment has a duty to ensure effective education; but without the basic elements for survival present, this will not be a reality.

children

“Every child has the right

- a. to a name and a nationality from birth;
- b. to family care or parental care, or to appropriate alternative care when removed from the family environment;
- c. to basic nutrition, shelter, basic health care services and social services;
- d. to be protected from maltreatment, neglect, abuse or degradation;
- e. to be protected from exploitative labour practices;
- f. not to be required or permitted to perform work or provide services that
 - i. are inappropriate for a person of that child's age; or
 - ii. place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;
- g. not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be
 - i. kept separately from detained persons over the age of 18 years; and
 - ii. treated in a manner, and kept in conditions, that take account of the child's age;
- h. to have a legal practitioner assigned to the child by the state, and at state's expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
 - i. not to be used directly in armed conflict, and to be protected in times of armed conflict.

A child's best interests are of paramount importance in every matter concerning the child.

In this section "child" means a person under the age of 18 years." (SA Department of Justice & Constitutional Development, 2005).

It is clear from the above that children cannot protect themselves. It is the duty of the parent or the guardian to ensure that every child is informed about his/her rights and that these rights are protected.

The school, acting in the place of a caring parent, shares this responsibility. The school has a duty to ensure the health and safety of every child, while under the school's supervision, during school hours, but also during extra-mural activities.

- **Education**

“Everyone has the right

- a. to a basic education, including adult basic education; and
- b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:

- c. equity;
- d. practicability; and
- e. the need to redress the results of past, racially discriminatory, laws and practices.

Everyone has the right to establish and maintain, at their own expense, independent educational institutions that

- f. do not discriminate on the basis of race;
- g. are registered with the state; and
- h. maintain standards that are not inferior to standards at comparable public educational institutions. ” (SA Department of Justice & Constitutional Development, 2005).

Education, for the purpose of the research project, will refer to education based on health and safety issues. All individuals involved in the school environment need to be informed and trained on health and safety matters in order to ensure the protection of themselves and others.

- **General**

The Bill of Rights within the Constitution of South Africa no.108 of 1996 provides the foundations on which society should be built. It is not suggestions or guidelines, but unavoidable legislation that must be adhered to at all cost. Within the Constitution ample reason can be found for why Occupational Health and Safety should be incorporated into the school environment. It is every child, every staff member and every visitor to any schools right to be free from harm, free from injury and free from fear.

2.2.4 Occupational Health and Safety Act no.85 of 1993

The Occupational Health and Safety Act no.85 of 1993 is the highest form of legislation, pertaining solely to Occupational Health and Safety in South Africa. The focal point of this legislation is found in its concern for the individual regarding health and safety in the workplace. As a secondary focus the Act is concerned with the health and safety effects to those in contact with the workplace, on a temporary basis or the adverse effects the health and safety of an employee can have on other individuals, including family and the community.

- **The Workplace**

According to the Occupational Health and Safety Act no.85 of 1993 the workplace is defined as –“any premises or place where a person performs work in the course of his employment”.

If the focal point of the legislation is taken into consideration only, then individual employees such as the mineworker, the accountant and the teacher will be under the magnifying glass. For the mineworker the workplace can refer to any part of the mine premises, for an accountant the workplace can refer to any office space that he occupies and areas that he uses to consult with clients and for the educator the workplace will refer to the classrooms, the corridors, the sport fields, the administration buildings, bathrooms and parking areas.

The secondary focus of the Act shows concern for those who are not employees, but do enter the workplace - sometimes once and sometimes on a regular basis. In the private sector the secondary focus of the Occupational Health and Safety Act no.85 of 1993 will be on clients that enter the workplace, inspectors, members of head office and trainees. The secondary focus in the education environment is not much different. Instead of clients, the field of education has parents, instead of inspectors and members of head office, the education environment has members of the Department of Education and instead of trainees, the field of education has learners enrolled in the schools.

- **The Employer**

According to the Occupational Health and Safety Act no.85 of 1993 an employer can be defined as: “any person who employs or provides work for any person and remunerates that person, or expressly or tacitly undertakes to remunerate him, but excludes a labour broker’.

The employer has a responsibility towards the employees, any individuals that may enter the workplace and the broader community to provide an environment that is

safe. When determining the safety of a work environment, a few factors will be taken into consideration to determine whether the employer complies with requirements. The safety of an environment will be determined by considering the safeguarding of systems, machinery and substances. The employer has to be held accountable for providing employees with sufficient information and training in order to perform their duties risk free and without fear of sustaining harm. The employees have to be provided with sufficient supervision while performing duties and the appropriate protective clothing and equipment must be provided.

In order to enable the employer to comply with the above requirements, the employer himself has to be informed and up to date on systems, processes and duties to be performed in the workplace. If the employer is in possession of cutting-edge knowledge and can use this knowledge to create a higher level of understanding, he will be able to guide his staff in working safely, protect his business financially and morally, and comply with the Occupational Health and Safety Act no.85 of 1993 with ease.

The field of education creates some questions as to who exactly the employer is, that is responsible for providing the safe working environment. Some would say the Minister of Education; some would say the provincial Department of Education and some might even lay this responsibility at the feet of the school Governing Body or the Principal of the school. The employer in the field of education, is a series of responsible employers. The top of the hierarchy starts with the Minister of Education which delegates responsibilities and duties to the National Department of Education, who delegates responsibilities and duties to the Provincial Department of Education, which delegates responsibilities and duties to the District Department of Education, which in turn, delegates responsibilities and duties to the school Principal and Governing Body. In the case of private schools the employer is much less complicated to determine – the Directorate of the school take on the role of the employer.

Overseeing all labour relations, accordingly, determining the duties and responsibilities of the employer, is the Department of Labour. The Department of Labour is responsible for the overall safekeeping and implementation of all policies and legislation influencing the labour force.

- **The employee**

The Occupational Health and Safety Act defines an employee as “any person who is employed by, or works for an employer and who receives, or is entitled to receive any remuneration, or who works under the direction or supervision of an employer or any other person”.

Under the Occupational Health and Safety Act no.85 of 1993; employees have been given the responsibility to take reasonable care in performing given tasks and ensuring personal compliance with rules and regulations pertaining to health and safety in the workplace. The employee is entrusted with reporting dangerous situations, hazardous conditions and incidents that might occur in the workplace.

In the education environment educators, ground workers and administrative staff, together with, the school management team, are all classified as employees under the Occupational Health and Safety Act no.85 of 1993. This places the responsibility of reporting dangerous situations, hazardous conditions or incidents that affect the Occupational Health and Safety of the school to the employer in a reasonable time period squarely on the shoulders of educators, ground workers, administrative staff and the school management team.

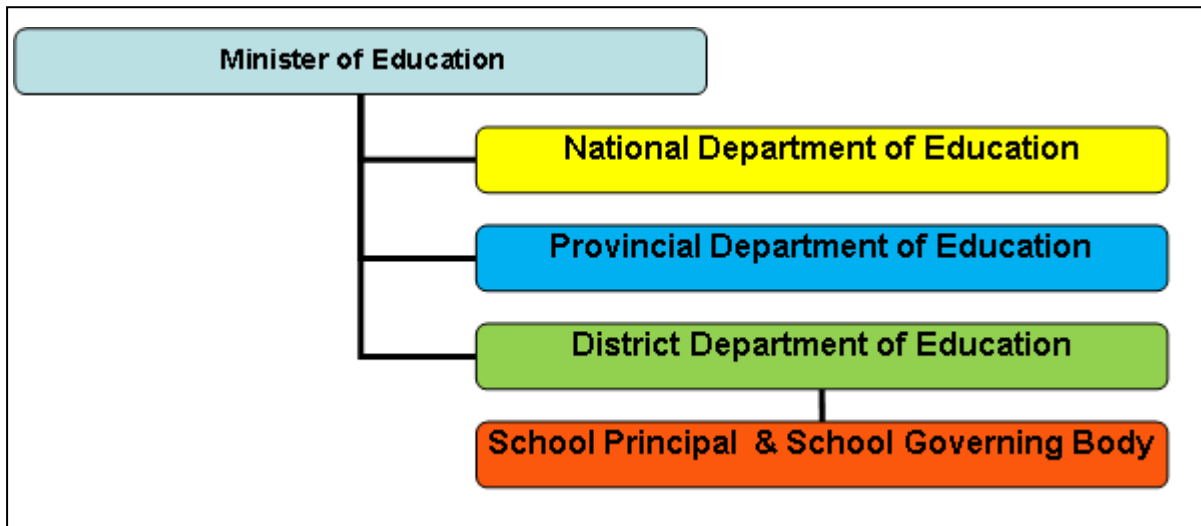


Figure 1.1: Hierarchy of responsibility for Occupational Health and Safety in South African Schools

- **Health and Safety Representatives**

Legislation clearly states that any employer employing more than 20 individuals are under the obligation to appoint a health and safety representative. The health and safety representative can only be appointed from the group of employees that are employed on a full-time basis and are familiar with the circumstances and procedures in the workplace.

The duties of the health and safety representative include examining and monitoring the workplace in order to evaluate the effectiveness of control measures put in place to prevent or minimize risk. The health and safety representative has the responsibility to assess potential hazards and incidents; notify the employer of such conditions and investigate incidents that do occur. Employee complaints, concerning health and safety, will also be directed to the health and safety officer. On a more administrative note, the health and safety representative is required to collaborate with the inspector, attend health and safety meetings, channel information between the legislation, employer, trade unions and employees; and show commitment to creating a safety culture at all times.

In the field of education, it is suggested that the safety representative should be appointed from the School Management Team (SMT). Members of the SMT are in a position of authority, which clears the way for information to be communicated horizontally and vertically between the employer and the employees. From the Occupational Health and Safety Act no.85 of 1993, stipulating the duties of the health and safety representative, it is lucid that any individual will not be able to perform the tasks required. Extensive knowledge and training is needed before an individual can become a contender.

2.2.5 Implications of Occupational Health and Safety Act in the South African school

The Occupational Health and Safety Act no. 85 of 1993 provides clarity on most important terms and concepts. The act presents the responsibilities of both the employer and the employee and give guidelines for the forming of a health and safety committee. No topic concerning Occupational Health and Safety can be sufficiently dealt with without ensuring full compliance with the Occupational Health and Safety Act of 1993.

A very important aspect of the Occupational Health and Safety Act no. 85 of 1993 are the guidelines it provides concerning the implementation of a safety policy and the continuous maintenance of Occupational Health and Safety in the workplace. As stated previously, South African schools do not have sufficient knowledge on Occupational Health and Safety. Most principals and members of management, do not comprehend the basic definition of what this concept entails. The Occupational Health and Safety Act no.85 of 1993 will be an excellent starting point in the aim of creating understanding.

The Occupational Health and Safety Act, together with the Constitution, places the responsibility upon the school management team to ensure that health and safety awareness are created amongst learners, teachers and members of the community. It calls for a thorough assessment to be done of the school grounds and then a

safety policy can be created from the assessment. All risks have to be identified and there has to be appropriate control measures in place to eliminate, avoid or minimize the possible effects the risk might present.

Responsibilities concerning the effective management of health and safety in South African schools are further expanded by including the communication of the safety policy, the assigning of responsibilities under the safety policy, successfully implementing the safety policy and then maintaining the safety policy through regular inspections and continuous improvement of the current safety plan.

- **General**

The Occupational Health and Safety Act no.85 of 1993 defines safe as “to be free from any hazard”.

This definition constitutes that control measures should be able to compensate for human action, which is impulsive and volatile at the best of times. Individuals should be expected to take responsibility for the working of machinery and systems; that can be unpredictable.

The first question that arises from this definition is whether it is really possible to be free from *any* hazard?

We live in a hazardous world, where almost every individual uses a different composition paradigm from which ideas and opinions are formed. Danger to one can be an adrenaline rush for another. It is humanly impossible to escape from all hazards existing in the world. It is ludicrous to imagine that a world free from any hazards and hazardous situations can ever exist.

For reasons mentioned above, the Occupational Health and Safety Act no.85 of 1993 makes provision for the term ‘reasonably practicable’. Reasonably practicable refers to the elimination or minimizing of effects of hazards/risks, while taking into

consideration the harshness of the effects, the existing knowledge available on this hazard/risk, the appropriateness and applicability of control measures and the cost associated with managing the hazard/risk.

Consequently, the Occupational Health and Safety Act no.85 of 1993 requires that the workplace, the school environment, should be free from any hazards or risks as far as it is reasonably practicable.

2.2.6 Summary of legislation

Current policy issues in education in South Africa focus mainly on the qualifications framework, school fees, quality education assurance and the restructuring of teacher education. The policy issues that can be found on school governance puts the spotlight on democratic school decision-making and development towards a decentralized system of involvement in the school's authority.

The Education White Paper no. 4 was developed in 1995 in order to place the South African education system within the national reconstruction programme. One of the aims of this document was to discuss and determine the implications of the new Constitution for the schooling system, children and staff members.

The Bill of Rights states clearly that the Constitution applies to all citizens of the country, irrespective of age, race or gender. The Bill of Rights provides protection for the safekeeping of all individuals where they live or work. This protection is against undue harm or damage or loss to the individual or his/her property. The children who attend South African schools are included in the Bill of Rights. For this reason the Bill of Rights, as the highest legislation in South Africa, should be read in conjunction with any other legislation concerning Occupational Health and Safety in South African schools.

The South African Department of Labour is very informative concerning Occupational Health and Safety. This department provides clear guidance on how

the workplace should be maintained and managed on a continuous basis. The scope of the Department of Labour does not include schools in an adequate manner. The Department of Education has not provided schools with a Health and Safety policy. However diminutive guidelines have been provided for each school to compile their own Health and Safety policy. Verbal contact with Department might develop more clear guidelines. Schools have been instructed to compile a Health and Safety policy that is unique to their school. Critically reviewing these unique policies could be indicative of strengths and weaknesses in the approach from the Department. These individual policies can possibly assist in determining the true situation at our South African schools. Schools should understand the difference between security and health and safety before an OHS Policy can be created to the specific needs and uniqueness of the school.

2.3 Section B - Historical background of school safety

School safety has always been a point of concern for educators, concerned parents and the government. Mostly the focus has been on bullying, school violence and the disruption of the education process. Considerable time has been spent debating and arguing the management of such occurrences and the consequences that should follow. Many studies have been done in order to determine the causing factors for these children's behaviours in order to try to eliminate the occurrence of abhorrent incidents.

Health issues and the management of diseases have also been addressed in the South African school environment. During the 1980's and early 1990's, schools in South Africa were regularly visited by nurses who completed whole body examinations, eye tests, hearing proficiency tests and vaccinations. Unfortunately these privileges were only available to some children in South Africa and not all South African schools were included. These visits created awareness amongst children, teachers and parents concerning diseases and managing health.

The involvement of Children's Services in the education environment has played a considerable role in the past. Children's services were concerned with the emotional well-being of the child, as well as the care and safekeeping of the child. South African schools and Children's Services had a very unique and secure bond. Both parties actively worked towards ensuring the emotional and physical well-being of the children – assisting children in dealing with stress, coping with loss and working through traumatic experiences - also a sub-field of Occupational Health and Safety. Occupational Health and Safety does not only focus on security, biological health and emotional health, but also on the physical structures on a school ground, the mechanical factors and the electrical and chemical considerations.

In earlier years regular school inspections were conducted to ensure the safe environment of the school, evacuation plans and so forth. Again, this arrangement did not extend to all schools in South Africa and sadly the development of some school grounds were left behind. This situation is very often seen in rural communities where school grounds do not have fences; classes have broken windows with shards of glass and electrical wires are left open with an electrical current flowing through it – these are just a few examples of the physical state of some of the schools in South Africa.

Netshitahame and van Vollenhoven (2002:313 -318) state that the responsibility of creating a safe school environment rests upon the shoulders of the school principal. The school principal should be well-informed on policy and legislation concerning safety. The school principal further has the responsibility of ensuring that safety strategies are developed, explained and implemented. It is of the utmost importance that safety awareness is created amongst the learners, staff, parents and broader community.

In past decades South African schools experienced many occurrences of inequality and discrimination based on the level of support and guidance that was provided by government departments. Some schools prospered in respect of policy, development, resources and financial support while many schools suffered due to a

lack of structure, a shortage of funds and the scarcity of necessities needed in the school environment. Some schools were fortunate to have involved communities, educated teachers, the active involvement of health care professionals and the commitment of the Department of Social Welfare while many schools were left to fend for themselves, provide for themselves and create structure with limited knowledge and education. In reviewing the past situation in South African schools, it is therefore necessary to distinguish between supported schools and unsupported schools.

- **Supported schools**

Occupational Health and Safety in supported schools existed in the form of strict security measures, well thought out and practiced emergency and evacuation plans, regular inspections from the Department of Education, maintenance of the school buildings and grounds, regular visits from the district nurse and strict regulations from the government on allowed practices. Constant involvement from educational psychologists, parents, the broader community, social workers and the police played an invaluable role to ensure the health and safety of both learners and educators in the school environment.

Inspections by the Department of Education were quite extensive. The reason provided for the inspections was always academic in nature but the true focal point was the inspection of the school grounds, buildings, facilities and the existence of a proper emergency and evacuation plan. Inspectors also requested to view documents pertaining to school visits made by the district nurse and the nature of the visits.

The district nurse was responsible for all issues health-related. The tasks of the district nurse included full body examinations to search for any abnormalities or signs of abuse and the administering of vaccinations. The full body examinations also included basic eye and hearing tests, which could assist in indicating deviations which were brought to the attention of the parents. In cases where suspicion of

abuse or abnormal emotional behaviour occurred the assistance of the Department of Social Welfare was requested immediately.

Supported schools were known for seemingly faultless grounds and buildings. Fences were strong and maintained, buildings were regularly inspected to ensure that the structure have not weakened, rails were present at staircases, electricity and wiring were regularly maintained, classrooms were well-equipped and ventilated, all maintenance and cleaning equipment were safely locked away and fire extinguishers were regularly inspected by the Fire Department.

The amount of individuals involved in the supported school environment ensured that psycho-social issues be dealt with fast and efficiently in a manner that can be questionable. The government was very supportive of corporal punishment, so of course, supported schools were very supportive of corporal punishment. Issues were mostly dealt with in a manner where the victim was told 'life is tough, get over it' and the perpetrator was beaten, sometimes to oblivion.

- **Unsupported schools**

Unsupported schools were faced with the daunting task of acquiring resources and finding the financial support in order to maintain a relative standard in the school. Unsupported schools received little or no assistance from government departments and were confronted with the situation that whatever was needed was to be provided by themselves. Occupational Health and Safety was not high on the list of priorities. The focus was on providing education for children who have been discriminated against, based on race, language and culture.

Unsupported schools were not privileged to have the Department of Education providing clear guidance and support regarding the development of policies and building infrastructure. The government provided minimal financial support and was not concerned with the survival of these schools.

Many of the children in unsupported schools did not enjoy the involvement from parents and the local community. Mostly parents and community members were illiterate and believed acquiring a proper education was a foolish dream. This situation created a very negative psycho-social environment due to de-motivation and discouragement which refer to the mental health of the children attending.

Mostly, district nurses were a myth, a service which unsupported schools never experienced. Children and staff were not regularly vaccinated or examined for possible indications of disease or problematic conditions such as loss of hearing or eyesight. If staff or children encountered a health issue, it was either ignored or the individuals had to adapt to the condition. In the most serious cases individuals were taken to the nearest clinic or state hospital, where sub-standard service awaited them.

The school grounds were located anywhere open land could be found or where the Department of Education has allocated a piece of land, many a time, these locations were quite far from the children's homes. School buildings were mediocre, often times without proper ventilation and proper heating in the winter times. Unsupported schools often did not have the sufficient equipment and financial means to maintain the electrical wiring, the fences (if there were fences) and the school grounds.

2. 4 Section C - Current state of affairs

Since 1994 the Constitution of South Africa has abolished any form of inequality and discrimination. According to the Bill of Rights, all individuals have a right to basic education and further education, without prejudice. The responsibility to provide equal opportunity and quality education to all rests firmly upon the shoulders of the Department of Education. Government departments no longer have the privilege of selecting schools that they choose to support and schools that they choose to ignore; all schools are currently receiving the same quality of support, guidance and financial support.

The Department of Education are confronted with the reality that more support is needed than what the Department can provide. Resources are spread very thin and still it seems that there is not enough. Resources are further focused toward academic development and more often than not, the environment in which learning are expected to take place in is ignored. Many schools struggle with acquiring sufficient funds in order to maintain school grounds, school buildings and electrical wiring.

The Department of Education requires every school to have a Safety Policy in place. The requirements for the Safety Policy to be accepted include:

- Access to Public School Premises
- Weapons and Drug-Free Public Schools
- Control of Learners: late coming, during breaks, in case of early departure and pick up/drop off points
- Child Protection and Care
- School Activities
- Important Considerations to Promote School Safety
- The management of school violence
- The management of bullying
- The management of gangsterism
- The management of abuse and sexual abuse
- The management of initiation practices
- The emergency plan of the school
- The evacuation plan of the school

From the above, it is clear that the Department of Education is attempting to establish some level of Occupational Health and Safety in South African schools. It is however noticeable that the components that are required to establish an acceptable Safety Policy, indicate some confusion between the concepts of safety and security. In context of the Occupational Health and Safety Act, “ safety” refers to being free from any hazards, whereas security refers to the actions used to protect

from an attack. Security finds a definite nesting place within safety but should not be confused as a synonym for safety.

The Safety Policy required by the Department of Education is not remotely sufficient when the topic of Occupational Health and Safety in South African schools is being discussed. Popular topics such as bullying, school violence and drug use are taking centre-stage, while factors such as the provision of adequate sanitation and safe structures are largely ignored. One factor does not outweigh the other based on importance; all factors influencing health, safety and security should receive equal attention.

Resources at the Department of Social Welfare raises concerns with regard to the service that can be provided, especially to children. Many a time staff, parents or children are in dire need of assistance from the Welfare Department. The school management team is constantly met with replies which include: "It is not a priority" or "We do not have the staff to assist" or "We do not have funds". Many cases of psycho-social hazards, such as abuse and neglect, are ignored due to a lack of resources, causing social workers to be unable to perform duties effectively.

2.5 Section D - Emerging trends and challenges

Globally, the use of technology is becoming very popular in order to combat safety issues at schools. Intelligent choice of videos are being shown to children and teachers in order to broaden their horizons and making them more equipped to deal with situations such as bullying and violence in schools. Mass notifications, such as a school communicator programme or short message systems are also used by schools to inform parents of changing conditions at the school. Mass notification is used to inform parents of threats, tendencies or even gang activities.

All of the examples above relate to security which forms a subdivision of Occupational Health and Safety. Unfortunately, in South Africa we see that a very little amount of schools are growing on the technological front. Some schools are

making use of the mass notification system, but this is mainly used concerning academic work and does not include matters pertaining to the health and safety of the children. Videos are used in the subject field of Life Orientation, but here again, we see that the video is played, but very little interaction takes place during or afterwards in order to facilitate questions and concerns.

Worldwide a movement towards a safer, greener, less worrisome community is noticed. Individuals are becoming more aware of their surroundings and are not afraid to ask questions and demand answers. Occupational Health and Safety is not spared from this tendency. A noticeable increase in media coverage of Occupational Health and Safety in the education environment, on the safety of schools worldwide has led to an increased focus on the safety of South African schools.

All of the above is just a few ways of how South Africans are trying to make South African schools a safer environment. Both internationally and locally it is clear that the focus of school safety is on the prevention and management of diseases; and the prevention and management of emotional and physical abuse. This is where the challenge of Occupational Health and Safety can be found.

We identify five categories of hazards in the discipline of Occupational Health and Safety: Biological hazards, Physical hazards; Chemical hazards; Mechanical hazards; and Psycho-social hazards. From the emerging trends, both international and domestic, it is clear that biological and psycho-social hazards are being addressed in some way or another. The challenge lies in addressing the other three remaining categories of hazards namely: mechanical-, physical- and chemical hazards.

2.5.1 Trends and challenges emerging domestically

In South Africa, there is a growing interest in the provision of education in subjects such as Hiv/Aids, cholera, bullying and violence. Both the Department of Education and private institutions have committed themselves to create awareness amongst

children on these topics and provide children with clear guidelines on how to avoid certain situations and how to handle the situations if it occurs.

The above finds application in Occupational Health and Safety in schools by addressing biological and psycho-social hazards that could occur in the environment of the child. However, research has found that many topics that fall under biological and psycho-social hazards are not being addressed such as: asbestos classrooms, a lack in the provision of safe drinking water on school grounds and the lack of provision of proper sanitation on school grounds.

The greatest challenge found in the South African school environment is the lack of education concerning Occupational Health and Safety amongst government officials, school management teams, educators and children. The lack of knowledge at the top of the hierarchy creates a chain reaction which does not enable schools to be sufficiently protected, as required by the Occupational Health and Safety Act. Staff at the Department of Education are either not trained in Occupational Health and Safety or they have received limited training in Occupational Health and Safety, which is not sufficient in order to enable these individuals to lead the crusade for proper and effective Occupational Health and Safety in South African schools.

Another challenge that has to be considered in the South African school environment is the lack of development concerning technology. The two major causes of the situation are financial and theft. Budget allocations do not enable the Department of Education to provide sufficiently for all schools in respect of lighting, projectors, computers, radios and television screens. Due to theft, alarm systems and insurance are an absolute necessary, which in turn, increases the financial burden once again. Many educational factors in children can be addressed through the use of technology by showing educational television programmes, playing music that the children prefer, that creates awareness and provides factual information. Furthermore, through the internet, children can be allowed and encouraged to search for information that can be applied in everyday life to ensure health and safety for all.

Occupational Health and Safety in South African schools exists on the basis of security and a few grounds and buildings arrangements. For this reason there is very little literature available for this topic. In order to create a benchmark against which Occupational Health and Safety in South African schools could be measured; the research need to turn to the international arena.

2.5.2 Trends and challenges emerging internationally

2.5.2.1 Australia

The Department of Justice of the Australian government views Occupational Health and Safety as a matter that is not complex in nature, but as a matter that requires commitment from all role players. Occupational Health and Safety in schools is not reserved for those who have the luxury of assistance from trained professionals, but to every individual that understands the process of identify, prioritize and improve. In Australia, schools are not expected to create new processes, systems and policies; rather schools are encouraged to integrate Occupational Health and Safety into existing processes, systems and policies.

A practical guide is provided to all schools on how to incorporate Occupational Health and Safety into the school. The guide provides motivation for the inclusion of Occupational Health and Safety into the school, providing reasons such as financial implications, satisfying community expectations, meeting legal requirements and enhancing the school climate.

Financial implications, in the school environment, concerning Occupational Health and Safety speak to the reduction of liability pay-outs due to injury or disease. This motivation activates a series of chain reactions in the school environment. Lower sustainment of injury or disease amongst educators leads to lower pay-outs to educators, which lead to lower absenteeism of educators, which in turn lead to lower costs for relief educators. Lower sustainment of injury or disease amongst learners;

lead to lower pay-outs; which lead to lower absenteeism; which in turn lead to higher enrolment numbers which assist in funding the school.

From the above, it is clear that the Australian government understands that from a financial standpoint, Occupational Health and Safety is cardinal to the successful management of the school environment.

Communities have become increasingly more aware of Occupational Health and Safety in the workplace, but also in places of recreation and service delivery. Communities are composed of knowledgeable individuals who educate themselves on a daily basis from media and internet sources, in order to contribute positively to the world they interact in. The Australian government shows respect, by providing what the individuals that form a community are asking for Safety.

The school climate of any school refers to the level of motivation, drive, commitment and morale that exists at the school. School climate can be influenced by many different factors such as the attitude of staff members, community influences, the state of the school, the conditions of the school and most importantly treatment at the school. A school that has incorporated Occupational Health and Safety will have proper changing facilities, sufficient sanitation, proper lighting, lower absenteeism, which guide towards greater commitment, motivation and satisfaction.

The practical guide provided to schools includes an outline of roles and responsibilities including the employer, the employees and the school leaders. It further provides a step-by-step process, as seen below, that should be followed by schools to ensure the successful incorporation of Occupational Health and Safety in the school environment.

The practical guide further includes guiding principles on how all hazards should be dealt with or disposed of in an effective manner. Hazards addressed include physical, biological, mechanical, electrical, chemical and psycho-social.

The practical guide towards Occupational Health and Safety in Australian schools provides the unarguable motivation behind the movement, clear steps for preparation for implementation and sufficient guidelines for the implementation process while continuously seeking control and improvement.

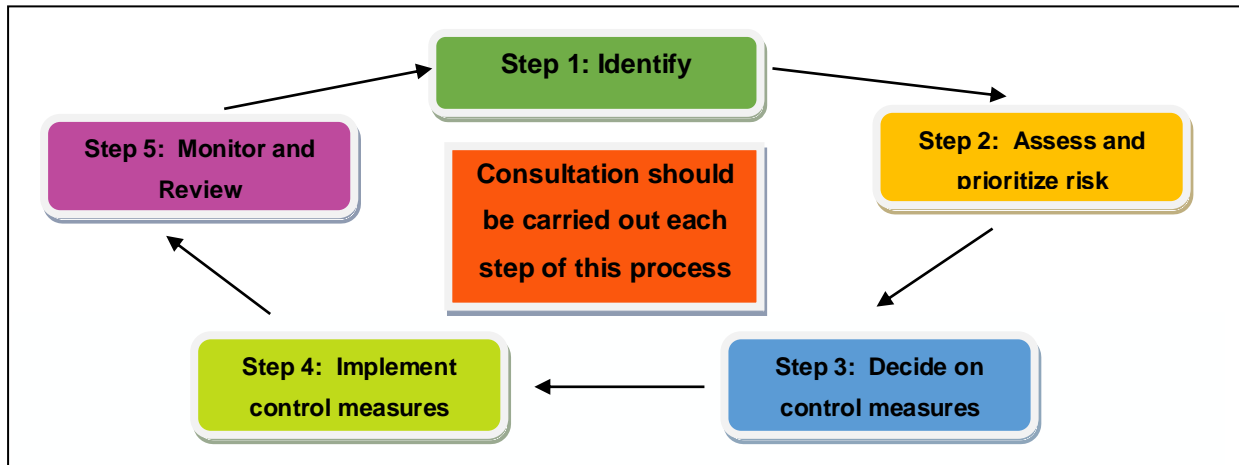


Figure 2.1: Steps to incorporate Workplace Health and Safety in schools: Queensland, Department of Justice and Attorney General

2.5.2.2 China

In 2006 the Chinese government was forced to intensify commitment towards school health and safety after many children fell ill after eating at school. Another incident shows a child stopping on the staircase to tie his shoe, while everyone behind him piled onto him. Many children suffered injuries and one child was comatose for a while. Incidences, like the above mentioned, were not acceptable to the Chinese government and instead of shrugging shoulders or practice blame-shifting, sleeves were rolled up and the government got to work to ensure the health and safety of all individuals in Chinese schools.

Chinese authorities show a great deal of understanding towards Occupational Health and Safety in the school environment. The Government of China shows comprehension for the concept of better performance can be achieved by providing safer and healthier classrooms. The focus falls on hygiene, food and water safety;

air quality, noise and related health concerns; safe school infrastructure; equipment and lighting maintenance and improvement; Myopia; regular monitoring of health conditions and managing stress and psychological problems.

Hygiene, food and water safety is of the utmost importance in Chinese schools, due to the use of manipulation processes and pesticides in the country. Training is provided on a regular basis to all individuals involved with the provision of food at the schools in order to ensure that regulations are being followed. Water purifiers are also becoming a welcome face at many schools.

Air quality, noise and related health concerns is an acknowledged concern that still seeks more attention and control from the government of China. Chinese schools do not support the use of air-conditioners in the classrooms, instead natural ventilation such as the opening of windows are used in an attempt to limit the spreading of germs. In highly populated areas, schools are however faced with considerable air pollution and traffic noise and for this reason the topic has to be explored further.

School infrastructure is a focal point of the Chinese government due to the regular occurrence of earthquakes. Government is currently providing a considerable amount of financial support to schools for bringing school grounds up to safe standards, which include sport and arts and culture activities.

Single source (TL) is used as the provision of lighting in classrooms. Schools in China are intensely aware of the necessity for adequate lighting, in balance with lighting that is not harmful for eyesight. Chinese schools are showing a movement away from chalkboards (which are harmful to the respiratory system) and moving towards interactive white boards. The appropriate use of technology is of great importance in the Chinese schools to increase learning ability but also to increase health and safety in the classroom.

All students enrolled in Chinese schools receive regular medical check-ups (6 monthly bases) at local hospitals. The Chinese government is aiming to move away

from Traditional Chinese Medicine, which provide treatment when a problem has already occurred, and implement a more preventative programme where occurrences can indicate a future problem that can be prevented. The role of the parents is viewed as essential when combatting situations such as obesity and stress.

Upon reflection, the literature study on the occupational health and safety in Chinese schools, the general assumption can be made that the Chinese government pays little or no attention to factors such as bullying, sexual harassment, gangs and abuse.

2.5.2.3 United Kingdom

The United Kingdom does not provide schools with policies and regulations that must be adhered to, but rather provide schools with advice. In this advice document, the government aims to simplify Occupational Health and Safety in schools in order to ensure better understanding and compliance.

In the United Kingdom, a movement known as 'Common Sense, Common Safety' is experienced. The motivational drive behind the movement is that a common sense approach to Occupational Health and Safety in schools will lead to a higher level of commitment and the elimination of unnecessary paperwork.

The focus of the school advice fall on hygiene and infection control, the physical environment, staff health and safety, social environment, nutrition and food services, health and mental health services, health and safety education and family and community involvement. The scope of the government advice document is relatively broad but it is clear that some hazards in the school environment have been excluded from the departmental advice, such as chemical and mechanical hazards, because these hazards are dealt with under state law.

The focus in schools in the United Kingdom is on the safeguarding and promoting the welfare of children. The safeguarding and promoting the welfare of children can be defined as the protection of children from ill-treatment, the prevention of impairment of children's health or development and ensuring children are growing up in conditions consistent with the provision of safe and effective care.

The most important component of the United Kingdom departmental advice document is the health and safety education and training that is provided to learners and staff members. Successful implementation of Occupational Health and Safety in the school environment requires the commitment of all parties involved; commitment is difficult to obtain if the parties involved do not understand what it is that they are committing to, and buy into the motivation behind the implementation of such a policy.

The government of the United Kingdom pays special attention to the safekeeping and protection of staff members in the school environment. Regular immunizations are provided, insurance in the case of injury or disability is provided, wellness and health programs are available according to the needs and interests of staff members and staff members are provided with a workplace that encourages the expression of emotions, together with employee assistance programmes.

It is clear, from the research, that the government of the United Kingdom is very concerned with the well-being of the individual. The focus does not relate to the availability of resources, buildings and financial injections but rather on the emotional and physical well-being of each individual involved in the school environment.

2.5.2.4 World Health Organisation

The World Health Organization has established a movement in 1995 to promote the health standards of learners, staff members, parents and the wider community. Within this movement, the World Health Organization aims to increase awareness on health issues and, through education, strive to create a healthier society. The World Health Organization further focuses on collaboration between educational

institutions, such as schools, and health agencies, such as hospitals and clinics, in order to increase the service, advise and counselling that the society can receive.

The World Health Organization provides the following guidelines to promote health in the school environment:

- Fosters health and learning with all the measures at its disposal;
- Engages health and education officials, teachers, teacher unions, students, parents, health providers and community leaders in efforts to make the school a healthy place;
- Strives to provide a healthy environment, school health education, and school health services, along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion;
- Implements policies and practices that respect an individual's well-being and dignity, provides multiple opportunities for success, and acknowledges good efforts and intentions as well as personal achievements; and
- Strives to improve the health of school personnel, families and community members as well as pupils; and works with the community leaders to help them understand how the community contributes to, or undermines, health and education.

The above quote provides the foundation upon which the World Health Organization is striving to make a difference. Unfortunately research found that financial constraints and the lack of infrastructure in many countries, has had detrimental effects on this movement.

2.5.2.5 Occupational Health and Safety and Education for All (EFA)

Education for All is an initiative from the United Nations Educational, Scientific and Cultural Organization (UNESCO) to assist in providing greater peace and dignity for

all through dialogue and education. The goals of **Education for All** focus on the provision of good quality education for all, as well as the care and education provided to children below the age of seven. EFA is an organization that aims to educate children, and through education, provides them with a life that is safe and a life that show promise.

Occupational Health and Safety have the same aims at heart and the aim to educate children on risks that are present in the environment. The objective in Occupational Health and Safety is to provide children with skills and abilities to deal with hazards appropriately and to ensure that children are kept safe so that they can grow up and become adults who contribute to the world in a positive manner and contribute to build a world that is as risk-free as reasonably practicable.

2.6 Section E - Theoretical Framework

Many different leadership styles exist. The success of each leadership style lies in the task of combining the right style with the right leader, with the right task/topic for the leadership style. Some of the less-frequent leadership styles includes transformation leadership, transactional leadership and servant leadership. The more popular leadership styles that we are familiar with include autocratic leadership, people-oriented leadership, charismatic leadership, task-oriented leadership and bureaucratic leadership.

Leadership, in the traditional paradigm, has always been associated with power and position. Generally, visions of a leader or manager is the person barking orders from the top and all the subordinates run to obey. Autocratic leadership is based on one individual's ideas, opinions and convictions. These leaders almost never take the opinions of others into consideration and never think about the effect their actions and management style might have on productivity and employee engagement.

Leadership, as stated by Dubrin (2012:4), is a relationship between the leader and those being led. It is a joint operation with shared responsibility. The leader has to

provide direction and guidance, but mostly we see those being led coming forth with ideas on how goals should be reached. This form of leadership is much more accepted and encouraged as it stimulates productivity, an increased self-worth amongst employees, loyalty and employment commitment.

The selection and attitude of the leader is of the utmost importance. He/she will greatly determine the success or failure of the project through his/her approach and attitude. For the purpose of this research project, the instructional leadership style will be referred to on a regular basis as the preferred leadership style to support the research topic.

2.6.1 Instructional Leadership

The main aim of instructional leadership is to enhance learner learning and stimulate growth for the future. This aim is achieved through the principal taking the lead, moving away from his desk and becoming an active role-player in the learning process. Instructional leadership is a joint operation between the principal, teachers, students and even the broader community should become involved. The focal point of instructional leadership as the chosen style of leadership for this research project is the forward-moving learning environment that is created where dreams and visions can become a reality that is focused on the students of the school.

Instructional leadership does not leave room for any form of authoritarian personality traits. The instructional leader is an individual who is unselfish and works towards a greater vision or goal without attempting to force his/her own ideas and opinions upon a situation. This individual possesses a very positive attitude towards challenges and shows great enthusiasm in the learning process.

The learning process is viewed as being a vertical process. Learning starts at the top and will then gradually flow down towards the learners and the broader community. The principal needs to take charge and become the first learner in this learning process. The next group of individuals will be the teachers that have to

become learners and together with the principal define the learning objectives. The learners only get involved in the learning process when both the principal and the educators have become learners themselves.

Characteristics of instructional leadership include the provision of direction which is clear and unclouded. This situation is created by having well-defined priorities and well-communicated goals. Instructional leadership aims to focus on the strengths of individuals, while developing weaknesses on a continuous basis. A strong instructional leader (principal), together with his staff members and learners, will be able to overcome any barriers in their way and continue to grow and develop.

2.6.2 Instructional Leadership and Occupational Health and Safety

Ever so often, the workplace fall victim to disgruntled employees, expressing the feeling that management is not committed to the workforce. The workforce often shows dissatisfaction through labour actions such as strikes and picketing. This situation leaves management feeling that the workforce is ungrateful. Management is convinced that the workforce just want more benefits and higher increases without any willingness to work harder and be more productive. Unfortunately this is a common occurrence in private and public sectors all over the world.

Fortunately times are changing. Financial figures proving the costliness of workplace incidents/accidents and fatalities are convincing management that Occupational Health and Safety does have an important role to play in the development of companies and the creation of a positive image to the public. Increased availability of information has to the effect that the workforce is becoming more informally educated, which leads to the workforce having greater understanding of the workplace and growing acceptance of Occupational Health and Safety.

Instructional leadership can bring about balance between these two towers called management and workforce. Instructional leadership bridges the emotions of one

being in charge and result in a consequence where the leader lead through learning, thus doing what is expected from the workforce to do. This is not always possible and will not necessarily develop into a daily activity but a measure of instructional leadership in the private sector can lead to greater understanding and commitment.

2.6.3 Instructional Leadership and Occupational Health and Safety in South African schools

Instructional leadership can more easily be incorporated into the school environment. The levels of the school environment are well-structured and there is a much greater acceptance of guidance and learning.

The principals need to take charge of the management of Occupational Health and Safety in South African schools. It is the responsibility of the principal to study literature and collect guidance from professionals in order to understand the concept of Occupational Health and Safety. The principal needs to show his followers (staff, learners and greater community) his commitment and enthusiasm concerning the topic.

The selected leadership style will allow for South African schools to grow and develop on a continuous basis with higher standards and expectations concerning Occupational Health and Safety each year.

2.7 Conclusion

South African schools have undergone a long process of development and growth over the past three decades. Some schools have shown considerable improvement on the front of Occupational Health and Safety, while most schools are still struggling under the weight of not having sufficient Occupational Health and Safety, as required by legislation, in the school environment. It is clear that Occupational Health and Safety have not yet been properly defined in the South African school context, due to

the fact that both schools and the Department of Education constantly confuse terms such as 'security' and 'safety'.

The literature review have found that no country has the perfect blueprint for understanding, creating and successfully implementing Occupational Health and Safety in schools. The international focus on Occupational Health and Safety in all sectors of the economy however requires schools and the Department of Education to start understanding, creating and successfully implementing Occupational Health and Safety in schools at a rapid pace. The benefits of successfully implementing Occupational Health and Safety in schools are outweighing the effort and financial means needed considerably.

The benefits of successful Occupational Health and Safety in schools include the creation of a safe school environment where learning is not only provided but encouraged by the school environment. Further benefits include a decrease on budget pressures due to the fact that fewer injuries will occur, less absenteeism and less pay-out as compensation and less pay-out for relief staff and compliance with legislation. The benefits of Occupational Health and Safety in South African schools provide the foundation from which the research can conclude that the implementation of Occupational Health and Safety in South African school is crucial and beneficial to all parties involved (learners, staff, officials, parents, members of the community and government).

Internationally, it is clear from the research that some countries are a few steps ahead of South Africa in creating and implementing Occupational Health and Safety in the school environment. As mentioned above, no country has thus far created a policy/guideline that is perfect in nature but the research has found that South Africa can benefit considerably by learning from other countries and adopting and incorporating the best practices of other countries into the existing policy/guidelines.

Possible practices that can be adopted from other countries include:

- The practical guide approach from Australia provides individuals with clear guidelines on what Occupational Health and Safety entails and how it should be incorporated into existing policies and processes. The name 'guide' creates a less stressful situation for the individuals responsible for implementation while incorporation results in less changes; which results in less money spent and less time consumption. The human race are creatures of habit which lead the research to the conclusion that changes has to be minimized and small adaptations should be made on a regular basis in order to ensure commitment and compliance.
- Australia believes that extensive training is not necessary for the successful implementation of Occupational Health and Safety. All individuals have the ability to think clearly and follow a process so with basic training, all and any individual can manage Occupational Health and Safety with success. This idea can be united with the 'Common Sense, Common Safety' approach from the United Kingdom.
- Food safety, water safety and hygiene are top priority in the country of China. China is faced with the extensive challenge in providing safe and healthy schools for a great amount of children. South Africa can adopt the commitment from the Chinese government, pertaining to the provision of hygienic conditions and safe water. These conditions will include factors such as proper and sufficient sanitation facilities and safe drinking water on the school premises.
- From all countries, South Africa can adapt different categories present in policies/guidelines in order to ensure that all hazards are sufficiently discussed and contained to ensure the Occupational Health and Safety of all role players in the South African school environment.
- The current safety policy in South Africa does not have to be abolished. The research has found that by incorporating policies and practices from other

countries and the provision and support in implementation and sustainability South African schools can be protected, healthy and safe without ridiculous amounts of money being spent, added pressure upon schools and an increase of the administrative burden.

CHAPTER 3

Research design and methods

3.1 Introduction

From the literature review, a need for practical and personal investigation were identified. The literature review indicated a definite shortage of information available regarding the health, safety and well-being of children in South African schools with specific reference to the implementation and modifying of Occupational Health and Safety in the school environment. The research design was guided by the shortage of information in order to obtain data that could serve as a baseline from where further research could be developed.

The research design provides the research with an appropriate path that should be followed in order to obtain data that is both reliable and representative. It provides structure to the research. A combined approach was followed between quantitative and qualitative research. Quantitative research enabled the study to ensure representativeness, through age groups, and also determine the mean and mode of the collected data set. Qualitative research focused on human behaviour and human interpretation. Individuals were requested to rate experience, knowledge and emotions based on a numerical category scale ranging from bad to excellent. Individuals were also requested to answer open-ended questions in order to obtain direction from which to generate suggestions and recommendations.

“Quantitative research consists of those studies in which the data concerned can be analysed in terms of numbers ... Research can also be qualitative, that is, it can describe events, persons and so forth scientifically without the use of numerical data ... Quantitative research is based more directly on its original plans and its results are more readily analysed and interpreted. Qualitative research is more open and responsive to its subject. Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods.”
(Best & Khan, 1998: 89-90).

3.2 Research paradigm

According to Rubin and Babbie (2010:37) a positivist paradigm focuses on the quantitative approach in order to be guided by observations made and not be confronted with a predetermined outcome. The positivist paradigm follows a quantitative research approach and includes research methods such as surveys and experimental research methods. The positivist paradigm can be used to investigate the relationship between instruction and interpretation; the relationship between interpretation and implementation and the relationship between implementation and management.

The positivist paradigm would find application in the research due to its characteristic of being guided by the observations. The completion of the observation checklist required the observation of the school environment and the effects thereof on individuals within the environment. The individuals observed were found to alter activities and attitudes to adapt to conditions in the environment. No attempts were made by individuals to modify the environment, which strengthens the submissive role of individuals towards the environment.

The positivist paradigm does not facilitate the subjectivity of humans. The positivist paradigm view individuals as controlled by their environment, fulfilling a very submissive role in the greater environment. For this reason the anti-positivist paradigm has to be viewed in order to create an opportunity for the opinions and ideas of individuals to be considered and incorporated into the research.

Cohen, Manion and Morrison (2007:21) state that the anti-positivist paradigm is formed from three different disciplines. These disciplines include symbolic interactionism, ethno-methodology and phenomenology. The anti-positivist paradigm follows a qualitative research approach and includes research methods such as biographical methods and case studies. Further research methods include personal interviews and the observations made by individuals. The anti-positivist

approach can be utilized in studies involving the determining the true circumstances or occurrence and facilitate the reasoning behind the situation.

The anti-positivist paradigm would find application in this research project by assisting with determining what the true and accurate holistic situation is at our South African schools regarding Occupational Health and Safety management and maintenance.

Existing critique existing regarding the anti-positivist paradigm is concerned with the fact that the anti-positivist paradigm does not strive to challenge, question or reform the current circumstances. For this reason critical theory as a research paradigm has to be explored.

The critical theory paradigm consists of two forms of research methods which include ideology critique and action research. Both ideology critique and action research would assist the research project in obtaining clear areas for recommendations to be made for. (Cohen, Manion, Morrison, 2011:31-34)

The critical theory paradigm would be used in the research to obtain information concerning the development of Occupational Health and Safety in South African schools and provide an indication of the dire consequences of the lack of Occupational Health and Safety in South African schools.

The positivist paradigm, through surveys, the anti-positivist paradigm, through observations and interviews, and the critical theory paradigm, through action research and ideology critique, find application in the research project. The different stages that the research would follow will require different paradigms to be incorporated.

3.3 Research method

Johnson & Christen (2012:355) state that the primary purpose of descriptive research is to provide an accurate description or figure of the status or characteristics of a situation or phenomenon. The focus is not on ferreting out cause-and-effect relationships but rather on describing the variables that exist in a given situation and, sometimes, on describing the relationships that exist among those variables.

Descriptive research refers, to the observation of the environment, human behaviour and the interaction between the human and its environment and then describing what has been seen. The aim of descriptive research is not to interfere or influence the environment it is observing in any way or manner. Descriptive research follows an empirical approach by using the five senses of the human body to collect data.

3.4 Research procedure

3.4.1 Sampling

Thompson (2012:1) states that sampling consists of selecting some part of a population to observe so that one may estimate something about the whole population.

The selection of the schools involved were based on cost-effectiveness. Schools were further selected according to income regions, population groups, and state subsidy. The aim was to select a group of primary schools based in the Centurion urban area and does not cover educational institutions beyond this scope.

For the purpose of generating data through interviews, a target group was selected. Criteria that were used for selection of participants included management position, responsibilities and location.

3.4.2 Observation checklist

According to Jackson (2010:100), a checklist is a structured method used in the collection of data. It is a tally sheet on which the characteristics of individuals can be recorded according to observations. For the purpose of this research project characteristics of hazards or potential hazards were recorded on the tally sheet.

Varkevisser, Pathmanathan & Brownlee (2003:171) suggest an observation checklist is best used to systematically observe human behaviour or physical conditions. Observations are fairly open or can be predetermined if the observations are compared to fixed standards. When a checklist is created the objectives of the study need to be considered and it should be included in the checklist during the observation in the field.

Through observation and the use of a checklist, individual schools were documented based on the occurrence of hazards on the school grounds as well as potentially hazardous situations. The observation furthermore would provide the research with valuable information concerning the interaction of individuals with these hazardous situations.

An example of the observation checklist can be seen in the Appendix.

With the observation checklist, the researcher aims to get an interpretation and not only a recording of the data. Photographs were used as a helpful tool for the interpretation and analysis of the data.

3.4.3 Questionnaire

Gillham (2000:10) describes a pilot study as one where you simulate the main study. It would involve fewer people but they were of the same kind as your final target group. The pilot questionnaire was sent to the School Management Team of one school, reflecting the characteristics of the intended group, serving as a baseline for

the original group that was used during the study. This is an opportunity to test the format of the questions, verify the appropriateness of the questions and evaluate the quality of the questions.

An example of the questionnaire is available in the Appendix.

3.4.4 Interviews

Interviews are a form of descriptive research that is cost-effective and ensure the collection of data that is unique to each individual. Great care has to be taken to ensure that questions are well-structured and that each respondent is asked the same set of questions. For this reason, a lot of time and effort has to be committed towards creating a question set that is comprehensive, structured and clear.

The question set for the interviews would consist of open-ended questions in order to obtain data that is clear and unguided by the researcher. Open-ended questions would aim to stimulate creativity and initiative concerning recommendations and suggestions.

The interviews aimed at the verbal conversation between the researcher and the participants with the objective of collecting relevant information for the purpose of the research.

The method of interview was personal, where the researcher communicate face to face with the participants. It was a planned and structured interview, as open-end questioning was used as a guideline in following the purpose of the research. It is of the utmost essence to increase the receptiveness of the participant by ensuring them that their opinions are essential and useful to the research.

The interviews were conducted with the principal or safety officer of the selected primary schools in the Centurion area. Interviews conducted were useful for getting

the participant's (principals) experience regarding Occupational Health and Safety in the school environment.

An example of the interview is available in the Appendix.

3.5 Ethical considerations

The Constitution of South Africa provides each individual with the right to work and live in an environment that is free from undue harm or damage. The right to be safe also provides each individual with the responsibility to work towards creating a safe environment, at home and work, for him-/herself as well as other individuals. The creation of a safety culture amongst staff members or family members is selfless acts which only aim is to ensure the safety of all involved. The safety of individuals should never be used as a bargaining tool or a method of threat to ensure support or compliance.

The Occupational Health and Safety Act no.85 of 1993, provides the employer with an added responsibility. It is the duty of the employer to ensure that the work place is safe for all his employees, service deliverers and members of the public who enter the workplace or who are exposed to consequences resulting from the workplace. The employer has a moral duty to comply with the requirements for the workplace as set out in the law.

In the South African school environment, moral and social responsibilities are the highest priority. Schools provide a service to the public where the development and guidance of the leaders of the future take place. Principals, staff members and parents have a moral duty to ensure the health and safety of the children cared for, and educate the children so that they can provide for own health and safety in the future.

The aim of this study is to collect and report information that is true and objective. The study attempts to create a depiction of the conditions at South African schools

not excluding any race, language or gender. By creating a clear holistic image without bias, integrity is lend to the study.

3.6 Trustworthiness of the study

In addressing the trustworthiness of the study, the researcher attempted to demonstrate a true representation of the current state of affairs regarding Occupational Health and Safety in the South African school environment. The researcher used a broad spectrum in selecting the population group that is representative of the South African school environment in general. The research design and methodology were structured in such a way to enable the creation of a baseline from which further research can be developed.

3.7 Conclusion

The design of the research have created a chain-reaction effect, where different paradigms have been set in motion during different times in the research. The positive paradigm allowed observation of the environment and observation of the interaction between individuals and the environment. The interaction mentioned above activated the need for including the anti-positive paradigm to allow for opinions and individuals experiences to be included in the research. Lastly opinions and experiences required the inclusion of critical theory as a research paradigm to enable exploration for modification and change.

Chapter 4:

Results, Analysis and Discussion of Research Results

4.1 Introduction

There is a relationship between analysis, results and discussion as it outlines what should be done for each of the processes in the research. From the qualitative work done, the interviews and observations were analysed. The validity and reliability was demonstrated with this analysis.

Confidentiality and anonymity were priority during the data analysis phase of the research project. The observation checklist was analysed according to categories which hazards were divided into. These categories were further divided into levels of potential danger ranging from very low to unacceptably high. The interview questions were analysed individually and were utilized to determine direction provided and direction needed regarding policy, training, interpretation, implementation and continuous improvement.

Alluding to the analyses of the research findings from the questionnaires and interviews, the results were be divided into:

- Demographic data, consisting of biographic and background information of participating schools
- Analysis and discussion of data from the questionnaire, interviews and observation
- Conclusion of the findings.

4.2 Demographic data

The biographic and background information of the participating schools is presented and analysed to show the distribution thereof. This data were presented in graph and text form.

4.2.1 Population of the study

Figure 4.1 shows 57 primary schools in the Centurion Area (District: Tshwane South). Of these, 12 Primary schools were targeted, and 9 schools responded.

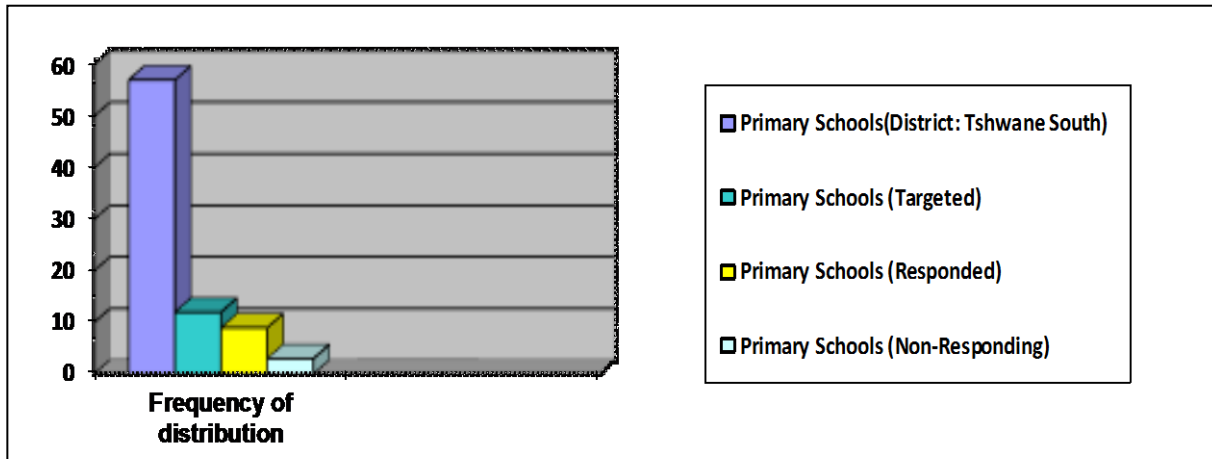


Figure 4.1: Primary Schools, Centurion Area (District: Tshwane South)

Figure 4.1 shows the distribution of the primary schools in the Centurion Area according to the Gauteng Department of Education, District: Tshwane South. There are 57 primary schools within this area of which 12 schools were targeted, 9 (75%) of schools participated in the research, while 3 (25%) of the targeted schools did not respond.

It is presupposed that the non-responding schools or the lack of participation is due to the fact that there might be a fear of being targeted as an underperforming school with unwanted consequences. Schools fear that demands for improvement might be made by the Department of Education or other authorities and that most of these schools are not equipped with the knowledge and resources or support needed to meet such demands. Furthermore it is assumed that these schools fear immediate close-down due to the lack of compliance.

Three of the participating schools can be regarded as schools with lower-than-acceptable standards and support. Support in context, meaning support from government structures such as the department of Labour, Health and Education.

These schools are characterised by little to no community involvement, due to very low socio-economic circumstances and very limited educational skills and opportunities experienced by members of the community. The three schools receive limited support and resources and it is clear that there is a lack of knowledge in optimal use and application of resources.

In the middle order, there were four participating schools with evidence of acceptable standards and support. The community engagement within the vicinity of these schools were of average standard, due to a higher socio-economic norm, with greater exposure of educational skills and opportunities. From the research it can be seen that these schools make better use of resources and support provided to them, but there is still a deficiency in optimal use. It is also evident that government departments are inadequate in providing sufficient support structures.

The last two participating schools are characterised with full community involvement, although these schools receive limited or no support from government departments. It is also characterised by full community engagement in supporting the well-being of these schools. This full community engagement can be due to a higher socio-economic standard of community members and acquisition of higher educational skills and opportunities more available. It is also evident from the research that these schools are more self-sufficient than the above-mentioned other participating schools.

4.3 Analysis of questionnaire

The questionnaire used for the research was completed by the school management teams of all participating schools. There were five sections used to compile the questionnaire: biographical data, knowledge on occupational health and safety, perceptions and attitudes regarding occupational health and safety, training needs and challenges experienced regarding occupational health and safety. All nine participating schools completed the questionnaire.

In the first section, it was found that the average amount of learners per school was 888, regardless of the population and demographics of the school. An assumption can be made that each participating school have more than 750 learners that needs to be accommodated by the school, regardless of the amount of facilities available. It is also clear from the research methodology that the socio-economic background of the schools does not play a significant role in the amount of learners attending the schools.

The average amount of educational staff is 28 per participating school, which relates to an average ratio of 32 learners per staff member, regardless the socio-economic background of the participating schools.

In the section of the questionnaire where knowledge on occupational health and safety are tested, four questions were asked where the participants had to rate their answers on a scale of 1 – 5, where 1 represented a rating of nothing/extremely poor and 5 represented extensive/extremely good.

In the first question:

"Do you understand the full extent of Occupational Health and Safety in the school environment?"

The average rating was 3, which indicates most participants have an average knowledge-base, regarding the full extent of occupational health and safety in the school environment. However it cannot be determined that the term "occupational health and safety" was interpreted in the required manner.

The question regarding occupational health and safety in the school environment:

" Have you received any training regarding Occupational Health and Safety in the school environment?"

The average rating was 1, where the assumption is made that the educational staff have a need for such training.

The question concerning the knowledge of the different types of hazards:

" Do you possess knowledge on the different types of hazards that can exist?"

This question received an average rating of 2, indicating less than sufficient knowledge. This immediately shows that after answering question 1 with an average rating of 3, there supposedly is a discrepancy of what occupational health and safety entails.

The last question regarding implementing control measures to minimise risks:

" Can you, with confidence, discuss and implement control measures in order to minimize risks?"

Regarding this question, it received an average rating of 2. This indicates that the knowledge of identifying and eliminating or control risks is limited. The educating staff members of the participating schools have less than sufficient knowledge regarding this matter.

Section three of the questionnaire focused on the perceptions and attitudes of occupational health and safety. Here the participants had to rate the questions on the same scale as in section 2.

The first question referred to the effectiveness of the occupational health and safety policy of the schools:

" Does your school have an effective Occupational Health and Safety policy?"

An average rating of 2 was provided, indicated that most schools have a policy in place but it is of limited scope.

The next question was based on the implementation of such a policy:

"Is the Occupational Health and Safety policy implemented in your school?"

This question had an average rating of 2. The assumption can be made that although a policy is in place, the full extent of implementation was not done.

The question concerned with the continuity of the policy:

"Do you view the implementation of an Occupational Health and Safety policy as a continuous process?"

It received an average rating of 2. This indicated that although the policy is in place and implemented to a certain point, the continuous process of development and improvement are not adequate.

The last question on the success of the implementation of the occupational health and safety policy:

"Rate the success of the implementation of the Occupational Health and Safety policy at your school?"

This question was rated on average 2. This is an indication that there is a need for the successful implementation of the policy.

Section four of the questionnaire comprises open-end questions, regarding the training need for educational staff members on occupational health and safety.

The first question related to training:

"Has you/the school received any training/guidance on the topic of Occupational Health and Safety in the school environment from the Department of Education?"

The question received an unanimous negative response, indicating that there is definitely a need for training in this field. It can be assumed from the negative answer that little or no attention is given to training regarding occupational health and safety in the school environment.

Question two in this section consists of the support needed from the department of Education for creating an occupational health and safety policy for the school environment:

"What assistance is needed from the Department of Education to ensure the creation of an effective Health and Safety policy for your school?"

The common answer suggested that training, communication, workshops or courses are needed for sufficient policy development. Ultimately, it is also clear that a standardised policy template is needed.

Question three focused on the assistance needed from the department of Education to ensure the implementation of an occupational health and safety policy:

"What assistance is needed from the Department of Education to ensure the successful implementation of an Occupational Health and Safety policy?"

The answers provided showed a need for a school safety officer, with sufficient knowledge about occupational health and safety and also a need for inspections by officials of the government departments of Labour, Health and Education to determine the sufficiency and success of the implementation of such a policy. The answers elaborated on the guidance and assistance needed in order to the

development and growth of an occupational health and safety policy and the implementation thereof.

The last question in this section of the questionnaire focused on the continuity of the implementation of the occupational health and safety policy:

"Do you have any suggestions for the continuous improvement of Occupational Health and Safety in the school environment?"

The overall answer provided by the participants is the need for regular inspections, evacuation drills, regular workshops and regular discussions and information regarding occupational health and safety within the school environment.

Section five of the questionnaire focuses on the strengths and weaknesses regarding occupational health and safety with recommendations. This section of the questionnaire was be discussed in the next chapter in full detail.

4.4 Analyses of interviews

The interview used for this set of data was undertaken with the safety officer of each participating school. The interview consists of two sections namely training needs and challenges experienced regarding occupational health and safety. Six of the participating nine schools had officially appointed safety officers. All six safety officers participated in the interviews.

In the first section the safety officers were asked to answer questions about the training needs that currently exist in the school environment regarding occupational health and safety. This section comprised of four open-ended questions.

Question one aimed to establish the level of training and guidance that has been received regarding occupational health and safety in the school environment from the Department of Education:

"Has you/the school received any training/guidance on the topic of Occupational Health and Safety in the school environment from the Department of Education?"

The answers provided showed that a template for an occupational health and safety policy was received, but unfortunately the policy focuses mostly on security matters. The latter proves that there is not a clear understanding of the difference between security and occupational health and safety. This template vaguely addresses some of the other components of a sufficient occupational health and safety policy.

The answers further proposed that, apart from a few general meetings, little guidance or training regarding occupational health and safety has been provided. The above mentioned guidance and training received lacked essence and was therefore deemed ineffective by the safety officers.

The second question requested the safety officers to identify the assistance needed from the Department of Education to ensure the creation of an effective health and safety policy for the school environment:

"What assistance is needed from the Department of Education to ensure the creation of an effective Health and Safety policy for your school?"

The answers showed that a comprehensive template, appropriately addressing all components of occupational health and safety is a definite priority for all the participating safety officers. The opportunity to acquire more knowledge and understanding regarding occupational health and safety by enrolling in formal further education, without the financial burden of tuition was also deemed a priority.

Further assistance requested include trained officials at the Department of Education who are available for questions and guidance on occupational health and safety matters in the school environment. A need was also identified for the officials from the Department of Education to undertake regular visits to the schools, in order to determine the school's level of compliance with occupational health and safety

legislation and determine the resources needed that the school cannot provide for themselves.

Question three focus on the assistance needed from the department of Education in order to successfully implement an occupational health and safety policy in the school environment:

"What assistance is needed from the Department of Education to ensure the successful implementation of an Occupational Health and Safety policy?"

As mentioned in question two, trained officials from the department of Education are of fundamental value for a variety of reasons. The safety officers expressed the need for trusted guidance and regular school visits to ensure that the occupational health and safety policy can be implemented effectively.

The safety officers express a feeling of inadequacy in judging the success of policy implementation and ensuring continuous growth.

From the answers of question 1 – 3, it is evident that the safety officers are putting forward the best attempt possible with limited knowledge and skills, while well aware of the fact that the best attempt at this stage is not sufficient or sustainable. The safety officers show an eagerness to gain knowledge, accept guidance and develop new skills.


The last question of this section requires the safety officers to make suggestions in order to ensure continuous improvement of occupational health and safety in the school environment:

"Do you have any suggestions for the continuous improvement of Occupational Health and Safety in the school environment?"

This question was discussed in chapter 5.

In the second section the focus falls on challenges experienced by the safety officers with regard to occupational health and safety in the school environment. This section comprised of five open-ended questions.

Question One asked safety officers to identify the strengths of the current occupational health and safety policy implemented at their schools. All safety officers indicated that appropriate evacuation plans are in place and that these plans are practised at least once per year, since the health and safety policy have been implemented. Further strengths are shown in the table below:

School 1	<p>Whole-school electricity maintenance done yearly.</p> <p>Fire extinguishers maintained yearly.</p> <p>New Grade R classes are being built to replace the previous unsafe structures.</p>
School 2	<p>Electricity maintenance done sporadically.</p>  <p>A strong palisade fence replaced the broken wire fence.</p>

Recycling bins have been introduced at the school.



School 3

A new play area (jungle gym) was received with a strong wire fence and lock as a further safety precaution measure.



Whole-school electricity maintenance done yearly
Broken windows are replaced in a timely manner.

School 4



A guard was appointed at the main entrance gate.



School 5

Electricity maintenance done as needed.

Fire extinguishers maintained yearly.

School 6

Learners are warned continuously to stay away from dump sites on the school grounds.



Children are asked not to throw rocks on the school grounds.

Table 4.1: Strengths regarding the sustainability of occupational health and safety in participating schools

Question Two requested safety officers to identify weaknesses that can be found in the occupational health and safety policy currently implemented at the individual schools.

All participating safety officers are of the opinion that emotional hazards, such as bullying, gangsterism and victimization are dominating the content of the health and safety policies currently implemented. This is deemed a weakness, due to the fact that very little attention is given to other hazards in the school environment.

The most disconcerting weakness identified by the safety officers of three participating schools, is the lack of maintenance regarding school buildings and school grounds.

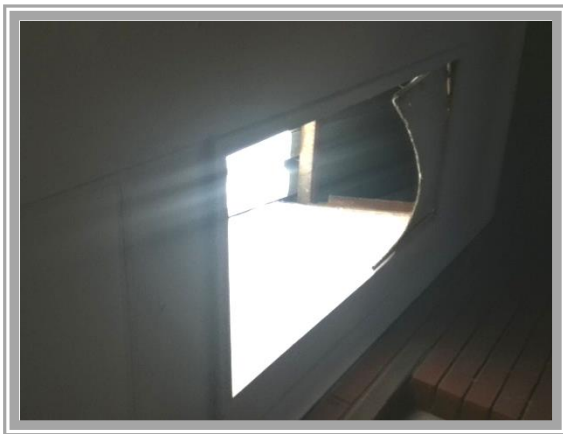


Figure 4.2: Opening in classroom roof



Figure 4.3: Water damage on classroom and broken windows



Figure 4.4: Building rubble on playground

The provision of sufficient facilities such as clean drinking water, hygienic and adequate sanitation facilities and classrooms with proper structure and ventilation,

are leaving these safety officers frustrated. Facilities, such as these mentioned above, cannot be provided by the schools themselves, but should have been provided by the department of Education before these schools were opened. As the number of enrolments at the schools increased over the years, the department of Education should have increased the facilities of the school.



Figure 4.5: Inadequate sanitary facilities - Posing health risk and biological risk

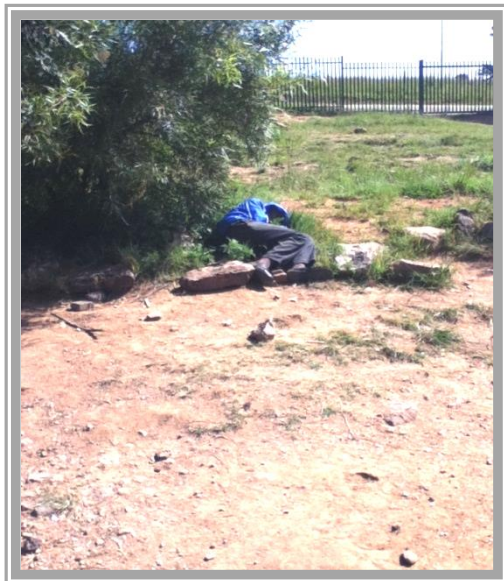


Figure 4.6: Fatigue - Lack of proper ventilation

The safety officers of these three schools also identified an ascending battle being fought on the biological front. Due to a lack of sanitation facilities, inadequate areas used for food preparation and parts of the school ground being used as rubbish dumps these schools have a considerable task in fighting disease and illness in the school environment.

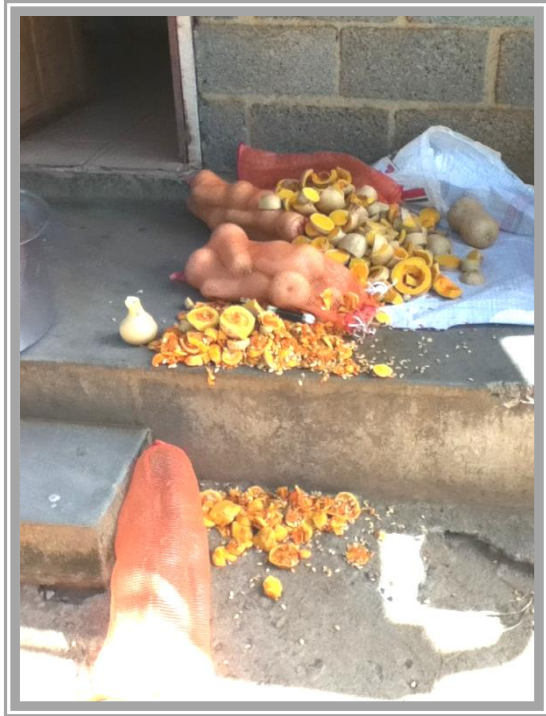


Figure 4.7: Preparation of food on school grounds

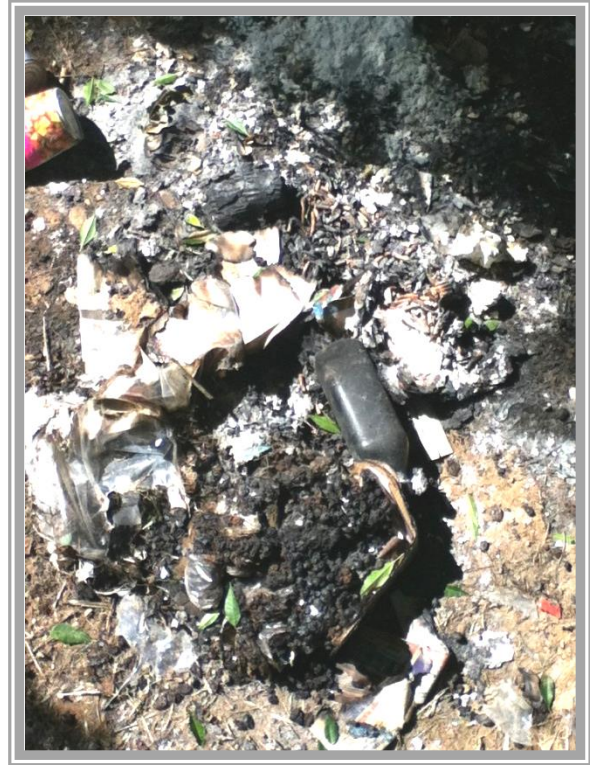


Figure 4.8: School grounds being used as dumping sites

Question Three, Four and Five focus on recommendations and suggestions made by the safety officers of the participating schools regarding the improvement of policy, ensuring effective implementation and advancing to continuous growth and improvement. These questions were discussed in full in chapter 5.

4.5 Analysis of observation checklist

The observation checklist was conducted without influence from and interference in, the school environment. The school grounds were observed from the perspective of an objective outsider. All nine participating schools were observed in the same manner by the same observer.

The observation checklist consists of five areas according to the five main categories within which hazards can be categorised, namely: biological, physical, chemical/mechanical, electrical and psycho-social.

4.5.1 Biological hazards

Biological hazards, in this context, will refer to any and all factors that impact on the physiology and anatomy of a human being. In the school environment, biological hazards will thus include first-aid, first-aid training, disease control, availability of sanitation, ventilation, pollution, human waste control and the level of access to safe drinking water.

First aid was not found to be a priority amongst the nine participating schools. Three schools had no basic first aid (such as plasters and gauze) available on the school premises. The remaining six schools had basic first-aid available but the observation found that only two schools had first aid available as required by the Department of Education.

The training of staff in the administering of first-aid has clearly not reached the top of the priority list in the majority of the schools participating. Three schools have shown that none of the staff have received any training in first aid. Four schools revealed that training in the administering of first aid has been allocated to one individual, a secretary in the office, and only this one person is qualified and properly trained. The two remaining schools have prioritised first aid training by ensuring that there are a number of individuals in that school environment that is trained and competent in the treatment of individuals in need of first aid.

The research has found that little is done in the school environment to maintain disease control. Seven schools indicated that regular visits by the district nurse in order to administer vaccinations, do not take place in a timely manner. Two schools have indicated that no visits were received in the past three years. Regular visits, quarterly, were experienced by two of the participating schools. These schools are of a lower socio-economic level than the other participating schools, which leads the research towards concluding that schools with lower resources are receiving more attention regarding disease control.

The nine schools visited all indicated that a visit from the district nurse is expected in the near future regarding the vaccination of girls for the protection against cervical cancer, the HPV injection. An article published by the South African News Agency (2014) announced the major step of government towards the protection of women against cervical cancer. The HPV vaccine campaign will target Grade 4 girls, aged between 9 and 12 years old. The campaign will run during March and April 2014 and after six months the same girls will receive a second dose of the vaccine. According to the Department of Education there is an estimated 500 000 girls in the 17 000 schools that will benefit from this campaign. During the observation gratitude and excitement was mentioned for this initiative by the Department of Education.

A sick room is an area on the school premises that allows individuals, experiencing some form of sickness to be isolated from the rest of the school until that individual can be taken home or to a doctor. A sick room is the first basic step in the process of appropriately managing disease in the school environment. The research has found that only four schools have an adequate sick room that remove children from the normal functioning of the school.



***Figure 4.9: A sick room -
First basic step for
managing disease in a
school environment***

Three schools have a sick room that is situated between the classrooms and two schools have no form of a sick room and children need to sit under a tree on the playground until they feel better.

It was observed that adequate sanitation is a major concern for most schools involved. Two of the participating schools are making use of mobile toilets, which are cleaned once per week and at times once every two weeks. One school has the proper sanitation facilities, but due to a lack of maintenance and financial means, 60% of their sanitation facilities are out of order. The six remaining schools have proper sanitation facilities, flushing toilets, but struggle to maintain these facilities on a regular basis.

The question arises whether these sanitation facilities are sufficient? How many individuals using the same toilet are acceptable before health risks have to be considered?

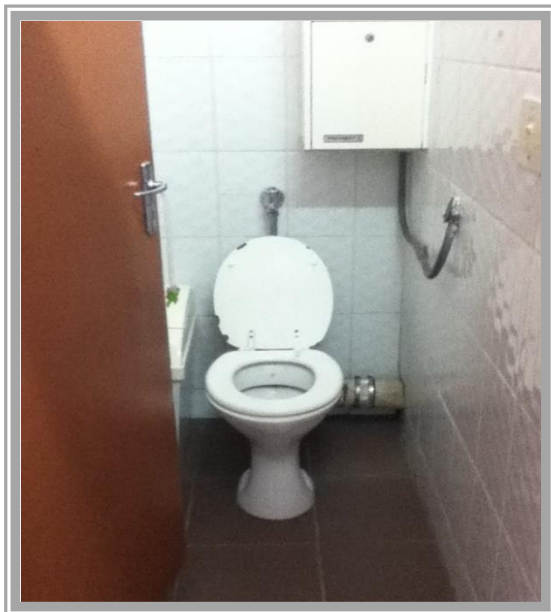


Figure 4.10: Flushing toilets - struggle to maintain the facilities on regular basis



Figure 4.11: Learners of this specific school took initiative to decorate the toilet facility - changing school culture

In the school environment health risks regarding sanitation has to be considered, the moment any area is shared. The school environment consists of so many

individuals with so many different backgrounds, cultures, mannerisms and hygienic standards that health risks should always be at the forefront of any individual's mind.

SCHOOL	1	2	3	4	5	6	7	8	9
AMOUNT OF LEARNERS	854	1273	1129	793	727	430	1263	934	419
AMOUNT OF STAFF	19	28	31	22	14	11	29	19	8
FLUSHING TOILETS WORKING	0	23	30	16	3	9	17	16	0
FLUSHING TOILETS OUT OF ORDER	0	2	0	0	5	1	4	2	0
MOBILE TOILETS	21	0	0	0	18	0	0	0	7
RATIO OF WORKING TOILET PER INDIVIDUALS	1:42	1:57	1:39	1:51	1:35	1:49	1:76	1:60	1:61

Table 4.2 : Distribution of the sanitation facilities according to the number of learners and staff per school

All participating schools have sufficient ventilation in the classrooms and any other enclosed spaces such as the school hall and the offices. A concern observed, indicated that a low percentage of teachers prefer to keep the classroom door and windows closed during teaching time; this result in learners experiencing headaches, sleeping disorders and lack of concentration.

Only two of the nine participating schools are experiencing extreme pollution concerns, where the pollution can lead to serious health risks.

These two schools are situated in secluded areas, that individuals use as dump sites for rubbish.

Five of the schools are experiencing moderate pollution through papers and bottles lying around, which can and should be cleaned up by the staff and pupils themselves. Two schools show little to no sign of pollution.



Figure 4.12: Rubble on school grounds - precaution is taken to fence most of rubble off school grounds

Human waste control did not appear to be an issue at any of the nine participating schools. The only concern that can arise is if the mobile toilets are not cleaned on a regular basis, because the tanks start to overflow and the human waste flows onto the playgrounds.

The availability of safe drinking water is a basic human right as well as a need in order to survive. Through observation it was found that seven of the nine participating schools have safe drinking water available on the premises, while two of the participating schools did not have safe drinking water. The two schools identified without safe drinking water, receive tanks filled with water from the community in order to assist, but the origin of this water is unknown.

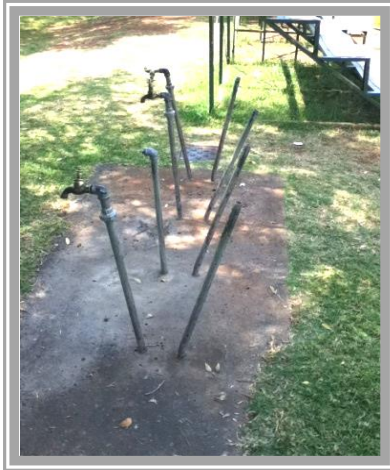


Figure 4.13 & 4.14:
Safe, running water
but lack
maintenance



4.5.2 Physical hazards

Physical hazards can be defined as all objects that have the potential to cause harm or injury. Under physical hazards the observation focussed on school building maintenance, windows, fences, playgrounds, staircases, alleviated areas, maintenance equipment, fire extinguishers and gates.



Figure 4.15: Example of a physical
hazards on a school ground

Figure 4.16: Poles of an old gate - a
physical hazards posing a risk on a
school ground





Figure 4.17: A broken fence presenting a physical hazard on a playground

The answers reflecting the physical hazards are outlined in the following table. The schools are numbered from 1 - 9 and the physical hazards are displayed in the first column:

School	1	2	3	4	5	6	7	8	9
School buildings maintained	YES	YES	YES	NO	YES	NO	NO	YES	NO
Windows maintained	YES	YES	YES	NO	NO	NO	NO	YES	NO

School	1	2	3	4	5	6	7	8	9
Fences maintained	YES	YES	YES	YES	YES	NO	NO	YES	YES
Playgrounds maintained	YES	YES	YES	NO	YES	NO	NO	YES	NO
Staircase railings	NO	NO	YES	NO	YES	NO	NO	NO	NO
Alleviated areas protected	NO	NO	YES	NO	YES	NO	NO	NO	NO
Maintenance equipment locked away	YES	YES	YES	YES	YES	NO	NO	NO	YES
Fire extinguishers maintained	YES	NO	YES	NO	YES	NO	NO	NO	NO
Gates maintained	YES	NO	YES	NO	YES	NO	YES	NO	NO

Table 4.3 : Physical hazards identified per school

From the observations it is evident that most schools struggle to manage and control the physical hazards present in the school environment.

A synopsis of the table can be displayed in the following figure:

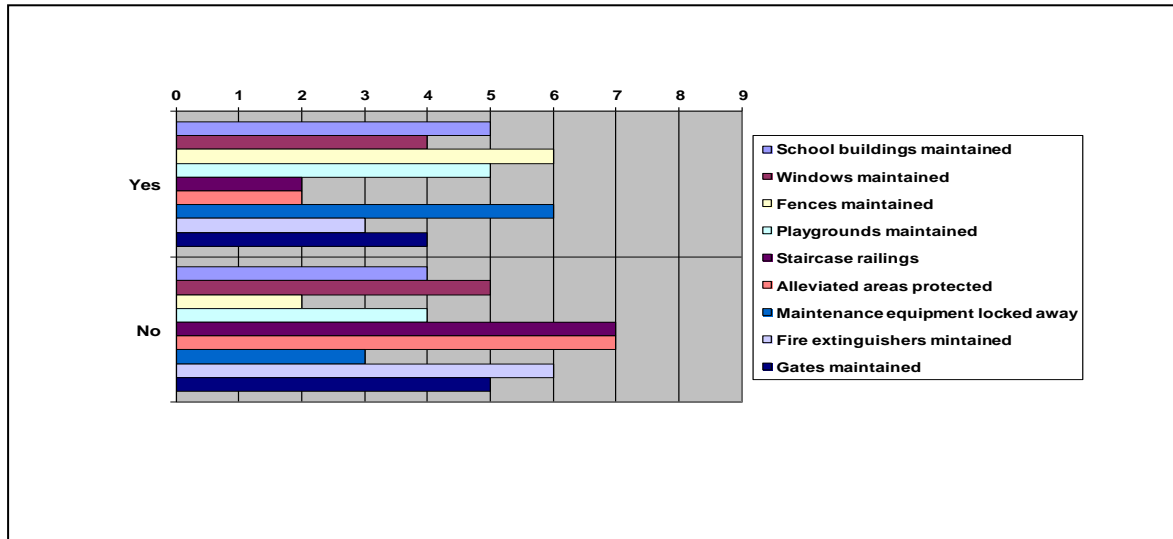


Figure 4.18: Positive and negative reactions regarding aspects that may result in physical hazards

Five of the nine participating schools are demonstrating great care when concerned with physical hazards, while four of the schools show a lack in the prevention against physical hazards. The lack in prevention against physical hazards regarding school buildings include water damage, sinking ceilings and bricks removed from wall structures.



Figure 4.19: Water damage to classroom - poses not only physical risk, but also a biological risk of mould forming school grounds

Four of the nine participating schools show that broken windows and glass lying on the ground is being controlled by ensuring that the window is repaired as soon as possible and that glass is removed, while five of the schools show a complacent attitude towards the physical hazard that is created by broken windows and shards of glass.



Figure 4.20: Broken window in a classroom due to poor maintenance

Seven of the nine participating schools are well-protected by being surrounded by strong, maintained palisade or wire fencing that does not pose a risk as the fences are high enough to keep children safely inside and unwanted elements outside. Unfortunately two schools are surrounded by low, waist-high, barbwire fences that can cause serious damages to an individual attempting to climb over the fence, a child trying to crawl through the fence or an individual falling against the fence.



Figure 4.21: High gate with barb wire that presents a risk to children



Figure 4.22: Barbwire fences posing a risk to children

Throughout the observation it was found that five of the schools maintain the playgrounds by regularly mowing the grass, removing dangerous objects and plants; and removing any foreign objects. However, the observation has also found that four of the participating schools do not regularly maintain on the playground and often children are playing between long grass and wetland areas that have not been enclosed, and dump sites.



Figure 4.23 & 4.24: Wetland area on school grounds - Good, strong fencing, but no locking mechanism

Staircase railings and the protection of alleviated areas were discussed together as these two topics require the same control measures to be implemented. All staircases and elevated areas must have strong structured railings on both sides to

assist an individual making use of these areas. Regrettably, the observation has found that only two schools comply with this requirement and the other seven remaining schools use a railing on one side or no railings at all.

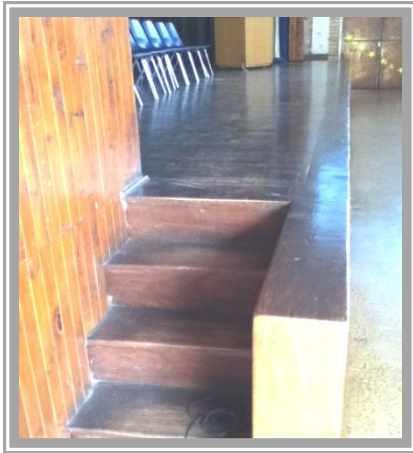


Figure 4.25: Staircase in school hall without hand railings

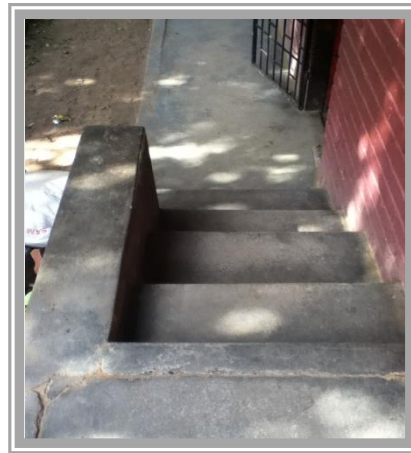


Figure 4.26: Steep staircase leading to a classroom without hand railings or staircase railings

Maintenance equipment includes all tools used in the maintenance of the school grounds such as: ladders, power tools, lawnmowers, spades, garden forks etc. Three of the participating schools have shown that these tools are not locked away but left outside, unattended in the same area that children play and the daily activities of the school are being conducted. This poses a serious physical hazard which can result in less than favourable consequences.



Figure 4.27: Maintenance/storage facility on school grounds without a door

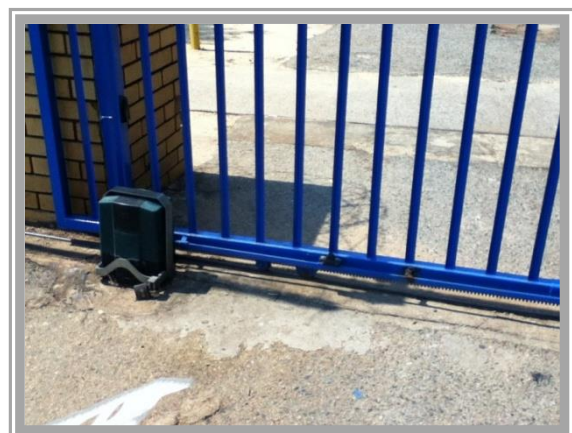
The general observation was made that fire is not viewed as a viable threat in the school environment. It was observed that only three schools have sufficient fire extinguishers, including fire-hoses on the school premises and that the fire extinguishers and fire hoses are regularly inspected and maintained. At the remaining six schools, it was observed that there are not sufficient fire extinguishers or fire hoses on the school premises. Fire hoses are used for other activities, such as washing the corridors and have not been inspected for at least, the last three years.

School gates are the entrance and exit points for all individuals entering and exiting the school grounds. It is of the utmost importance that these gates must be secure and controlled. Five of the participating schools do not have control measures in place to ensure that the gate does not fall over and to ensure that the gate does not close on a child or a car.



Figure 4.28: School with no access control

Figure 4.29: Access control - no mechanism to ensure that the gate does not close on child / car



From the observation of physical hazards in the school environment it is clear that no school is sufficiently protected against physical hazards and that there is a complacent attitude regarding this matter.

4.5.3 Chemical hazards

Chemical hazards can be defined as any material or substance that can be found on the periodic table or as a combination of different elements on the periodic table. The observation included factors such as: the use of cleaning detergents, the safekeeping of cleaning detergents, the presence of asbestos classrooms, the use of chalkboards, the use of fertilizers, the management of paint on the school premises and environmental factors such as factories or medical dump sites nearby.

All nine of the participating schools make use of cleaning detergents such as industrial Jik and Domestos. These substances can be extremely harmful when consumed in any manner or when it comes into direct contact with the skin and the eyes. At all nine schools it was observed that cleaning detergents are left unattended on corridors, staircases, bathrooms and the school hall. A nonchalant attitude from staff members was observed indicating that it is not a priority to have harmful materials such as the above mentioned stored away and out of the reach of uninformed children.

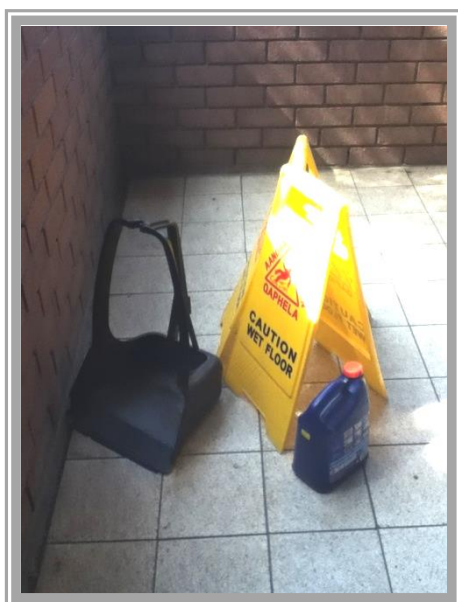
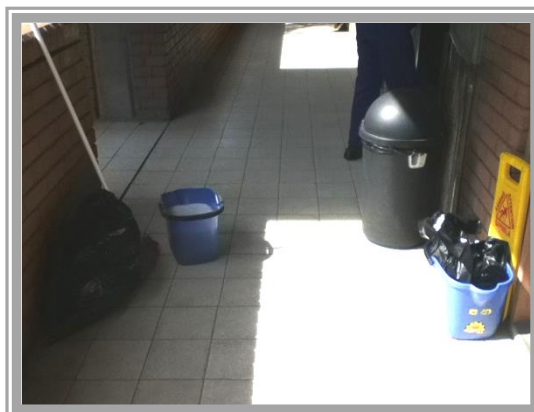


Figure 4.30 & 4.31: Unattended chemicals - Lacking proper control measures



Asbestos is a harmful material that can cause disease over a period of time. The inhalation of asbestos does tremendous damage to the lungs, which can result in death. Only two of the participating schools still make use of asbestos classrooms at irregular intervals when an extra venue is needed for teaching.

The use of chalkboards in the classroom can lead to the occurrence of serious lung and respiratory conditions. Dust-free chalk assist in minimizing the effects, but dust-free chalk is also the more expensive option, and for this reason it is not mandatory in the classrooms. All nine of the participating schools are currently making use of chalkboards, but only three schools enforce the use of dust-free chalk in the school environment.

Schools mostly opt to make use of natural fertilizers, such as animal manure instead of using the chemical store-bought fertilizers. With natural fertilizers, it is of the utmost importance that the school management team together with the groundsman ensure that the composition of the natural fertilizers is known and harmless. All nine the participating schools indicated that natural fertilizers are used on the school grounds, but none of the participating schools could name the components present in the natural fertilizers.

During the observation the absence of painting procedures were noted. All nine schools indicated that painting projects are undertaken during the school holidays only, in order to protect the children and staff from harmful fumes that can lead to headaches and nausea.

All participating schools are experiencing air pollution in the form of harmful gases released into the environment by motor vehicles; this can be felt especially during peak hours. Three of the participating schools are situated relatively close to manufacturing plants, but it was observed that the school environment does not suffer due to this fact; conditional the wind direction.

4.5.4 Mechanical or Electrical hazards

Mechanical or electrical hazards focus on the operational process of tools and equipment and the power supply of these tools and equipment in question. In the school environment the observation centred on electricity; the provision and maintenance thereof.



Figure 4.32 & 4.33: Lack of electrical maintenance and safety risk found in the school buildings and on the school grounds

A deficiency was observed at all nine participating schools, concerning regular inspection of the school premises. None of the schools have scheduled inspections, where an electricity certificate is issued on a fixed term. It was observed that maintenance is done as needed and then only if the need is absolutely necessary. This raises concerns as to the fire protection that exist in the school environment. All schools visited are receiving sufficient electricity to keep the school operational, unless there is an interruption of power supply; usually due to cable theft. At four of the nine participating schools, bad connections and open electrical boxes were observed.

4.5.5 *Psycho-social hazards*

Psycho-social hazards can be defined as anything that impact on the emotional and social well-being of the individual. Educators are exposed to psycho-social hazards through the workload, working hours, resources available, training or a lack thereof, provision for health insurance and stress on the person due to working conditions. Learners are exposed to psycho-social hazards through the workload, physical and emotional bullying, gang activities, victimization and violation of rights. The psycho-social threat in the school environment is very concerning and increasingly so.

From the observations, it is clear that educators have a heavy burden to bear regarding the conditions in which duties are performed. Due to the decrease in community and parental involvement, the role of the educator has been transformed from not only educating, but also providing a source of knowledge, comfort, emotional guidance, protection, social guidance, assistance in homework, discipline and interaction skills. It is evident that the resources are too few, the time too little and the need too much.

The situation described above results in educators feeling drained and tired and not always providing the education that forms the core-duty of an educator. Educators spend the majority of time at school, attending to social and emotional problems and situations for which training was not received.

In all nine participating schools psycho-social threats were observed in the form of bullying. Bullying entails physical, emotional and cyber victimization which children are subjected to on a continuous basis.

Four of the participating schools have proper search-and-seizure procedures in situations, where an individual is suspected of concealing a weapon or being in possession of illegal substances or alcohol, in place in order to ensure that a child's rights are not violated in any form. Five of the participating schools indicated that if a child is suspected of an offence he/she will be searched and goods will be

confiscated without a formal process to be followed. The observation indicated that these five schools show an autocratic approach towards children, with little to no regard for the Bill of Rights.

4.6 Conclusion

From the analysis and discussions of the findings of the research study, it is clear that the current Occupational Health and Safety in primary schools in the Centurion area deemed reasonably ineffective.

This chapter presents, analyses and discussions of the research findings from the survey questionnaire, interviews and observation. The described demographic variables of the sample was used to assess for any influence on the research findings and respondents largely omitted in open- ended questions.

The findings of the analyses and discussion of the research findings prove there is a significant need for proper guidelines regarding an Occupational Health and Safety policy and adequate training. This is evident in the descriptive statistical analysis that was used to identify frequencies and to answer all of the questions of the questionnaire and interviews.

The questionnaire and interview have indicated a short-fall in knowledge possessed by employees in order to ensure the safety of individuals in the workplace (school). In accordance with the Occupational Health and Safety Act, an employer has a duty and responsibility to provide a workplace (school environment) that is safe. The response from the questionnaire and interview showed the employer avoiding the above responsibility, by not providing sufficient training and information towards employees. The employer in the above regard is the Department of Education and the principal of the school.

The observation checklist showed the conditions in most of the schools to be in contravention of the Bill of Rights. The major concerns identified include equality

and human dignity. Equality defined by the Constitution requires all individuals to receive the same benefit and protection; unfortunately from observation of the different school environments, there were a clear inequality in the provision of facilities and resources. Human dignity defined by the Constitution requires that every individual has the right to have his/her dignity respected and protected; the lack of sanitation and the preparation of food in a septic environment does not support the constitutional right to human dignity.

The next chapter provides the conclusions and makes recommendations based on the findings of this chapter.

Chapter 5

Study Summary, Conclusions and Recommendations

5.1 Introduction

The research methodology consisted of both qualitative and quantitative approaches and three survey instruments were developed in the form of questionnaires, interviews and observation. The questionnaire was for completion by the principals and the SMT of the participating schools. The interviews were conducted with the appointed safety officers of the participating schools. These survey instruments were used to measure the range of attitude, knowledge and condition that were proven to have an impact on the functionality of the school and the compliance to legislation regarding Occupational Health and Safety.

5.2 Responses to Questionnaire

It was derived from the questionnaire that all participating schools are experiencing a lack of knowledge and skills with regard to occupational health and safety within the school environment. Many SMT members indicated that the challenge arising from the task of developing and implementing an occupational health and safety policy for the school environment, is intimidating to say the least. Very little guidance has been provided by the Department of Education on the above mentioned topics.

Specifically the SMT's of the participating schools indicated that areas in dire need of attention regarding guidance and knowledge include physical, mechanical/electrical and chemical hazards. Participating schools are currently experiencing a desperate need for training opportunities provided by the Department of Education in order to enable School Management Teams with the necessary knowledge and skills to ensure the education of educators, learners and parents in the field of occupational health and safety in the school environment.

In order to create an effective occupational health and safety policy for the school

Environment, the School Management Teams request a template of a policy from the Department of Education which can be adapted to the specific needs of the school. This template should address all definitions and hazards that can be found within the field of occupational health and safety with extension to add, as required needs of each school.

The School Management Teams of the participating schools unanimously suggest that school-visits by trained officials from the Department of Education should be done on a quarterly basis to assist schools in the development of the occupational health and safety policy as well as the implementation thereof. It is evident from the questionnaire that regular inspections and guidance is believed to be the only manner in which continuous growth and sustainability can be ensured.

The questionnaire further provided that sufficient attention is given to the psycho-social hazards, concerning learners, present in the school environment such as bullying, emotional guidance in dealing with workload and stress and gang activities. Another current strength mentioned by most, includes the availability of evacuation plans and the maintenance of the school fence. The latter assumption can be presented in the light of security, more than safety.

Weaknesses regarding occupational health and safety policy in the school environment were identified by the School Management Teams as being a lack in addressing the physical, mechanical/electrical, and chemical and to lesser extent biological hazards. A lack of education regarding these hazards results in a hesitance for individuals involved in the school environment to commit to the development and implementation of occupational health and safety.

Education finds itself at the top of the priority list when improvement regarding occupational health and safety in the school environment is discussed. Secondly the SMT's identified control and guidance as a non-negotiable element of the implementation process. Lastly, SMT's have identified collaboration between

schools as a valuable tool to provide support for each other, learn from each other and assist the Department of Education in monitoring implementation.

5.3 Interviews

The safety officers participating in the interview identified a hunger for knowledge regarding occupational health and safety in the school environment in order to develop and continuously improve policy and implementation plan. The only way in which the safety officers feel this hunger can be stilled is by providing comprehensive information concerning occupational health and safety in the school environment and create an understanding for the need of such a policy and successful implementation thereof. The provision of information should be followed by skills development in order to identify, assess and rectify.

Successful and effective implementation of the occupational health and safety policy in the school environment requires regular monitoring and control of the attitude, manner and the knowledge with which the policy is implemented. The participating safety officers have suggested that the need for monitoring and control should not only be placed upon the shoulders of the Department of Education, but that the school management team should be equal partners in taking up this responsibility. Inter-dependence between safety officers of schools in the same environment should gather regularly and visit each other's schools in order to guide and assist.

The safety officers are convinced that continuous growth and development is only viable if teamwork between the Department of Education, principals, SMT's, educators, learners and parents are present.

5.4 Recommendations for the lack of Occupational Health and Safety in South African schools

5.4.1 Occupational Health and Safety Policy

From the research it is clear that many different areas exist which are in need of development and/or improvement regarding Occupational Health and Safety in the South African school environment. The first objective should be for officials to be trained in Occupational Health and Safety by the Department of Education, that there is comprehension in all concept of Occupational Health and Safety and exactly what it entails. From the above the second objective it can be derived as being skills development for the trained official, not only to create textbook knowledge, but also be able to apply this knowledge in practice; first of all in the school environment and secondly to ensure the application is reasonably attainable.

The Department of Education can, from this point, provide schools with a complete policy, stipulating the requirements that need to be met and those aspects that are non-negotiable. This policy should enclose all five categories of hazards such as physical hazards, biological hazards, mechanical/electrical hazards, chemical hazards and psycho-social hazards.

It is recommended that the policy document provided by the Department of Education should be accompanied with a formal memorandum, providing clear definitions of the concepts 'Occupational Health and Safety', as well as the concept of 'reasonably practicable', as stipulated in the Occupational Health and Safety legislation. This should be followed by the motivation behind this movement and specific reasons should be given for the immediate need for change. The motivation and reasons should include:

- The social obligation to ensure the health and safety of all individuals involved in the school environment;

- The financial benefits such as less absenteeism, less injuries and less monetary pay-outs due to injuries;
- The emotional advantage of knowing all individuals involved in the school environment is protected; and
- The acquisition of helpful knowledge that does not only find application in the school environment but also in everyday life.

The policy document provided from the Department of Education should provide clear, unambiguous boundaries which within all schools are expected to operate. The policy should address all categories of hazards such as physical -, biological -, mechanical/electrical -, chemical - and psycho-social hazards. It is recommended that each category of hazards should be divided into sub-categories with specific focus on the school environment.

The sub-categories of physical hazards include school buildings, windows, fences, playgrounds, staircases, alleviated areas, fire extinguishers and gates.

The maintenance of school buildings within the field of Occupational Health and Safety refer to the safety of the physical structure inclusive of the foundation, the walls and the roof. It is suggested that the policy should include an instruction that all buildings on the premises on the school ground should be inspected on a yearly basis (every 12 months) by a registered building inspector or competent person to ensure the safety of the buildings. The registered building inspector or competent person should provide the school with a detailed report within 14 days specifying areas in need of attention, actions required and providing time-frames in which the actions must be taken. The building inspector or competent person must do a follow-up inspection after the time-frame has lapsed and certify that the instructed action was taken within the required time-frame. These documents must be kept in the school safety file and must be available at any time to any individual with an interest in the school. The ideal would be for the Department of Education to appoint

a building inspector or competent person in every province or school district, in order to ensure compliance and lessen the financial burden on the school.

In the sub-category of windows, the focus should fall on the maintenance and regular inspection thereof. It is recommended that the policy should provide a time-frame within which remains of broken windows should be removed as well as a time-frame within which the window must be replaced. The removal of broken window remains should occur as soon as possible as this pose an immediate threat, while the replacement of the broken window should take place within 48 hours. All information regarding the broken window should be documented and time-stamped by the appointed safety officer of the school. Further recommendations regarding windows include the quarterly inspection of all windows on the school premises by the safety officer and a maintenance employee to ensure all windows are fixed properly and all clasps are in good working order. These inspections should be documented and included in the safety file of the school.

Fences as a sub-category of physical hazards, require immediate repairs and quarterly inspections in order to ensure maintenance. Quarterly inspections should be done by the school safety officer, together with a maintenance employee of the school.

The management and maintenance of playgrounds is required to be placed as a high priority. This is the area in the school environment where the greatest amount of learners is grouped together, with the least amount of supervision in relation to other areas in the school environment. It is suggested that the playground should be inspected on a daily basis by a maintenance employee who must report any dangerous objects, working equipment or hazardous situation to the safety officer of the school immediately. The safety officer needs to personally do an inspection once a week. If an unsafe situation or the possibility of an unsafe situation is observed, immediate action should be taken by applying an appropriate control measure to rectify the situation. Records should be kept of all objects or situation observed, reported and rectified. The control measures used, as well as the results

should be included in the documentation. All documentation should be filed in the safety file of the school.

It is recommended that the sub-categories of staircases and elevated areas should require sufficient railings that are securely fixed to the ground to provide support to the individual when used. Staircases and elevated areas should further provide a smooth, non-slippery, surface on which to step. All staircases and elevated areas should be clearly marked by the use of warning signs. It is important that the surface is not slippery and is not covered with broken tiles or loose soil as this can easily lead to an incident. These areas should be inspected by the safety officer on a quarterly basis, with all findings documented and filed in the safety files. It is suggested that a time-frame also be made applicable here and that the area in question should be cordoned off with a safety net and notice boards, until repairs have been completed.

The sub-category of fire extinguishers should leave no room for school adaption or interpretation. It is recommended that the policy clearly state that fire extinguishers are under no circumstances, allowed to be used for any other purpose than extinguishing a fire. Fire extinguishers must be visible and clearly marked by making use of information signs. It is suggested that fire extinguishers must be inspected by the fire department on a yearly basis, who should issue a certificate of compliance with the legislation and regulations, as set out by law. The certificate of compliance must be available in the safety file of the school and be made available to any individual on request.

Motorised and manual gates as a sub-category of physical hazards refer to the risk it poses when human action is added to the man-machine interface. It is suggested that all gates must be supported to prevent the gate from falling over or becoming derailed. Motorized gates should have the motor locked in a metal container and should have sensors to prevent the gate from closing on an individual or a vehicle. The gates should be inspected by the safety officer of the school on a quarterly basis to make certain that compliance with the policy is upheld.



Figure 5.1 : Motorised gate with proper locking mechanisms and access control

Through the literature study and the physical data collection processes, the data have shown that the physical hazards in the school environment need immediate attention in order to avoid, or at least minimize, ‘accidents’ or incidents.

The sub-categories of biological hazards include first-aid available, first aid training, disease control, sick room, bathrooms, ventilation, pollution, human waste control and the availability of safe drinking water.

It is recommended that first aid material must be present on the school grounds. First aid material must include gauze, plasters, disinfectant, neck brace, body board, and slings for possible broken arms or dislocated shoulders, bandages, thermometer and surgical gloves.

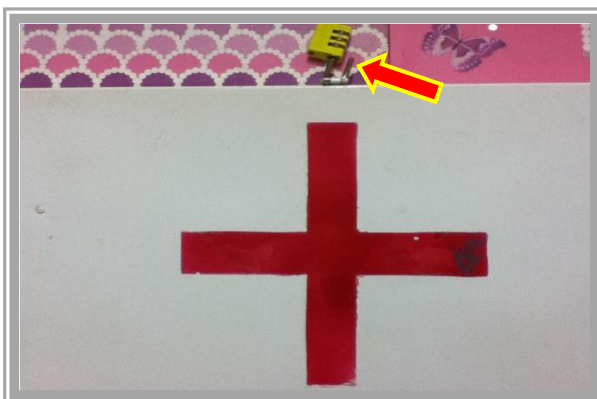


Figure 5.2 : First aid boxes need to be effectively controlled

All employees on the school grounds must be provided with surgical gloves in order to prevent contamination from blood. It is further suggested that every school must have an emergency team that can immediately and effectively react to any medical situation that occur on the school grounds or during school activities. Medical waste such as used gauze, plasters, bandages and gloves, should be disposed of appropriately and not be combined with regular waste. All situations requiring medical attention must be reported to the safety officer who has an obligation to investigate the matter and follow up on the recovery process. All information should be documented and included in the safety file of the school.

First-aid training as a sub-category of biological hazards, requires that more than one individual should be officially trained in the application of basic medical treatment. It is recommended that every individual employed on the school premises should be trained in basic medical treatment but this idea would not be reasonably practicable. When concerning the reasonable practicability of first-aid training, it would be reasonable to require two individuals employed at the school to be qualified in this regard. The recommendation would include that the school must financially provide for two employees to receive first aid training per year. The safety officer of the school should be required to keep proof of the successful completion of the training available in the safety file of the school.

It is suggested that the policy should include regulations that apply specifically to the availability and condition of a sick room at the school. The sick room should be as isolated as possible from other individuals at school, but should still remain under the supervision of trained employee in case of an emergency. The sick room should be kept clean and hygienic at all times. The safety officer at the school should keep records indicating all illnesses and injuries that were received or identified at school. These records must be available in the safety file of the school.

The policy on Occupational Health and Safety in the school environment should state the acceptable ratio of toilets to individuals and include an undertaking by the Department of Education to provide sufficient quantities according to the ratio. The

recommendations include that flushing toilets, with the appropriate plumbing being installed. Further suggestions include that the school should take control of the maintenance of the toilets and ensure they remain in working condition. Any challenges experienced regarding the toilets should be brought to the attention of the safety officer who should put appropriate control measures in place.

The suggestions involved in the provision of sufficient ventilation focus on classrooms and offices. The policy should include yearly inspections done by the safety officer of the school applying a common sense approach. The common sense approach refer to the process of taking the amount of individuals that use the room at the same time into account and judging whether there is enough circulation of fresh air to ensure optimal functioning of all individuals present.

Pollution as a sub-category of biological hazard focus on all forms of pollution, whether it be noise pollution, air pollution, school grounds used as a dumpsite of regular waste or medical waste. The recommendations regarding pollution in the school environment would include a responsibility placed upon the school to assist in ensuring environmental sustainability and attempting to cultivate a sense of responsibility towards the environment amongst all individuals involved in the school environment.

The concept of Occupational Health and Safety in the school environment does not tolerate the presence of uncontrolled human waste being present on the school grounds. The research suggests that it should be included in the policy that any occurrence of human waste on the school grounds should be brought under the attention of the school's safety officer immediately. Control measures should be put in place immediately by isolating the area and arrange for the immediate removal of the human waste. The incident as well as the control measures used and the time-frame within which the incident was handled, must be documented by the safety officer and filed in the safety file of the school.

For the purpose of the Occupational Health and Safety policy for the school environment the research suggest that the provision of safe drinking water on the school premises should not be a negotiable issue. The Department of Education needs to show commitment in the policy to provide all schools with safe drinking water every school day of every year.

The category of mechanical/electrical hazards as part of the Occupational Health and Safety policy in the school environment focus on: electricity and maintenance equipment used on the school premises.

The research suggests that electrical inspections on a yearly basis are of utmost importance to ensure the prevention of unsafe conditions regarding electricity in the school environment. The policy has to state that the school must contract a registered electrician, the electrician must provide the school with a certificate of compliance and the certificate has to be available in the safety file of the school at all times. In the case where the electrician finds concerns, it should be communicated to the safety officer in writing, inclusive of timeframes within which concerns should be addressed. All communication and reports must be available in the school safety file.



Figure 5.3 : Electrical hazards need to be effectively fenced off and marked

The research suggests that mechanical hazards can be monitored and controlled on a school base level. The Occupational Health and Safety policy need to state clearly

that mechanical equipment such as lawnmowers and sprinkler systems sort solely under the responsibilities of the school.

Chemical hazards as a specific category as part of the suggested Occupational Health and Safety policy can refer to anything from cleaning detergents, the use of chalkboards, fertilizers, paint, science laboratory equipment and asbestos classrooms. The research recommends that there should be very strict control in the school environment regarding chemical hazards and that all incidents/accidents must be reported to the safety officer immediately. Everything must be documented and included in the safety file of the school.

The most focused-on category in the school environment is the psycho-social hazard which focuses on social and emotional health of learners and educators. The Department of Education currently have good policies and procedures in place that should be included in the suggested policy.

The recommendations regarding psycho-social hazards would therefore focus on the employees in the school environment. The research suggest that more accessible and comprehensive wellness programmes need to be provided to assist employees in dealing with increasing frustration due to a lack of support, work-related stress and lack in motivation due to limited financial and promotion opportunities. The research further found that employees on school-level are feeling disconnected from the Department of Education. This situation creates the opportunity for the Department of Education to make a written commitment in the Occupational Health and Safety policy to provide increased support towards its employees.

5.5 School Culture

School culture can be defined as the perspectives and views present in the school environment that guide the conduct and attitudes of individuals in the school environment. The ideal for every school environment is to have a definite, strong learning culture, where learning with regard to academic, emotional and social

development is viewed as a privilege and a priority in order to ensure the holistic development of all individuals in the school environment.

The research suggests that Occupational Health and Safety should form part of the school culture discussed above. The research has found that education regarding

Occupational Health and Safety is a necessity that cannot be deferred any longer. All individuals involved in the school environment should be educated in the concept of Occupational Health and Safety. The education should include:

- All hazards that can be present in the school environment;
- The motivation explaining the importance of Occupational Health and Safety in the school environment;
- The responsibility of all individuals involved in the school environment to provide for the Health and Safety for others and themselves; and
- Collaboration between all concerned parties in order to ensure implementation and the continuous improvement to create a safer environment for all.

The research suggest that the end-result of the above mentioned education should be to change the thinking paradigm of all individuals involved so that Occupational Health and Safety becomes part of everyday life. This change would result in an increase concern for each other and a heightened awareness of surroundings and occurrences.

It is recommended that Occupational Health and Safety education should not be conducted from a trainer-trainee perspective, but rather that of an instructional leadership perspective. Instructional leadership entails that the trainer should become a trainee and that learning and leadership is strengthened by setting an example, but also still be willing to learn from others. The approach of instructional

leadership would ensure that the desired end-result is reached by collaboration between all individuals involved, due to an understanding of concepts and responsibilities, willingness to share information and learn from each other and developing a mind-set where collaboration would lead to a safer environment for all.

5.6 Responsibilities of Role players

The research emphasizes a clear structure of duties and responsibilities regarding Occupational Health and Safety in the school environment for the reason that the research have found that ‘the buck is passed’ when this concept is discussed in the South African school environment.

The research has found that the responsibility of introducing and developing Occupational Health and Safety in South African schools can be placed first and foremost at the feet of the Department of Education as the governing body of provision of schooling in the South African context. It recommends that the Department of Education should raise awareness of Occupational Health and Safety in South African schools higher up on the list of priorities as the situation is currently in contravention of the Constitution of South Africa. The lack of Occupational Health and Safety can be addressed through training, education, enforcement and monitoring and by creating an action plan that exhibits well-thought through, logical steps in addressing the lack of Occupational Health and Safety. The action plan should be enforced on a national basis, show regard for limited resources and be characterized by fixed time-frames that are adhered to. The research recommends commitment toward the provision of knowledge and guidance by the Department of Education, as non-negotiable in addressing the lack of Occupational Health and Safety in South African schools.

It is suggested that the Department of Education should design a hierarchical diagram assigning different responsibilities to different levels in the education structure. This diagram should clearly indicate the responsibilities on each level in addressing the lack of Occupational Health and Safety in the school environment.

The hierarchical diagram should, on each level, indicate the flat organisational diagram that provide for the collaboration between different role players on the same level in the hierarchy. Opportunities should further be created for collaboration between the different levels in the hierarchy to ensure the fast and effective communication from top to bottom but also from bottom to top.

The research further found that schools should not exhibit a nonchalant approach concerning the above mentioned concept and merely wait for the Department of Education to provide. It is suggested that the School Governing Body, the school Principal and the School Management Team of the school (SMT) should take an active role in practicing instructional leadership in the school environment regarding Occupational Health and Safety. The adaption of an instructional leadership approach would guide the above-mentioned role players to identify the shortage of information or protection, actively seek to learn the required knowledge and skills, share the knowledge and skills with other role players and create a better situation together.

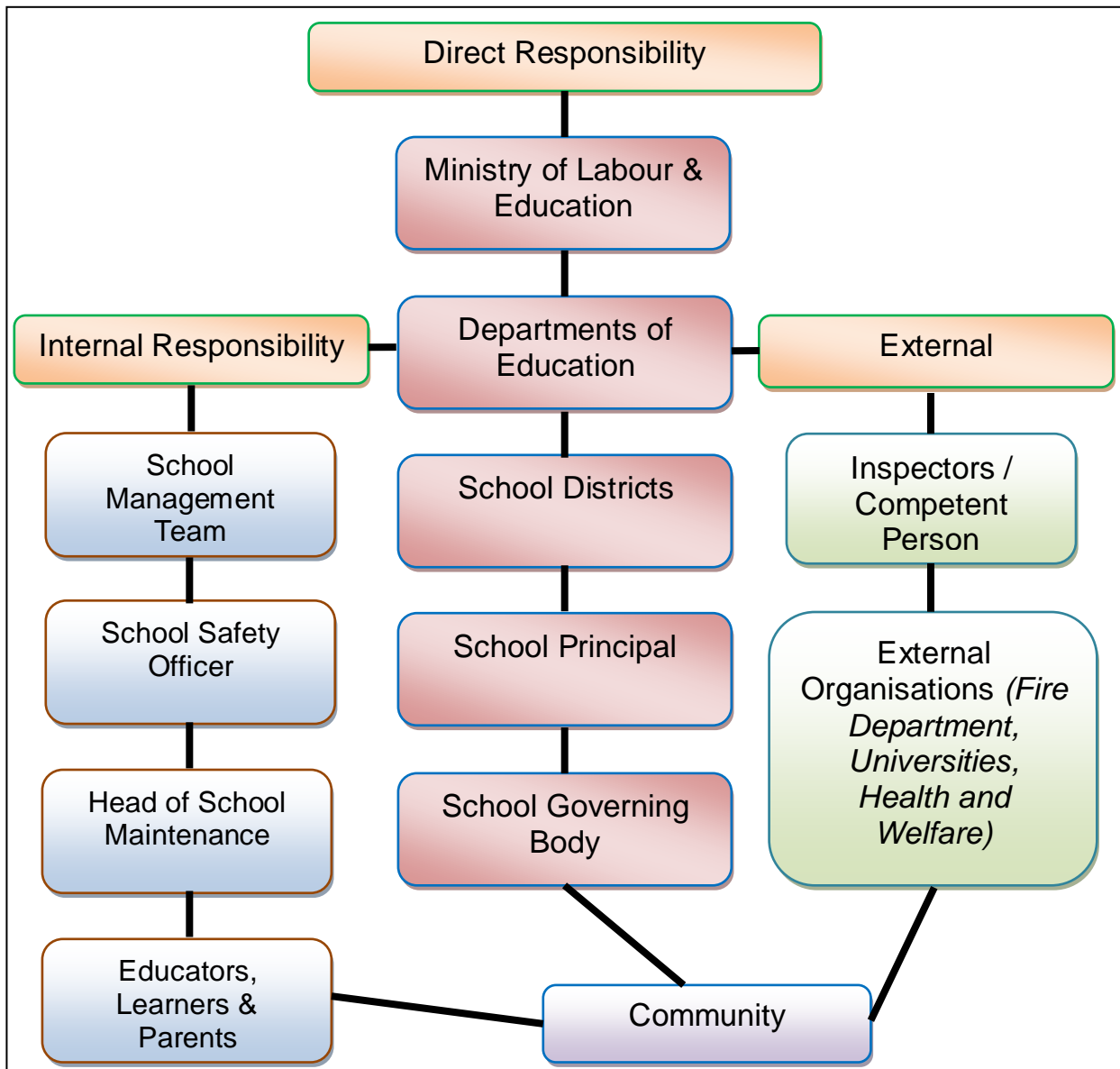


Figure 5.4: Hierarchy of responsibility system within the school environment

Educators, parents and learners have a responsibility, as set out in the Constitution of South Africa, to address the lack of Occupational Health and Safety in South African schools. The research suggests that the principle of ‘Common Sense’ should be applied in all situations and that all individuals should adopt a proactive approach to Occupational Health and Safety in the school environment. The three parties named above, should take responsibility for requesting information, for being attentive to conditions/situations and taking immediate action through reporting the condition/situation or, in serious conditions/situations, attempt to mitigate them. The

research warns that the action of mitigating can have serious effects without sufficient knowledge.

The research recommends that all role players should be actively involved in addressing the lack of Occupational Health and Safety in the South African school environment. The research further suggests that although commitment of all role players is the ideal, it is not a pre-requisite for other groups of role players to attempt improvement. International information has shown that great differences and progress can be made in addressing the lack of Occupational Health and Safety in the school environment if just one group of role players or one individual start to commit.

5.7 Sense of Community

In order to address the lack of Occupational Health and Safety in the school environment, the research suggests that a paradigm shift is needed amongst all individuals in the South African school community. The suggested paradigm shift would be towards a greater awareness and understanding of the concept of Occupational Health and Safety which would result in a chain reaction set in motion. The chain reaction would develop into greater understanding for the importance of Occupational Health and Safety; improved awareness of the environment and surroundings; and increased attentiveness to be proactive in potentially harmful situations. By setting the chain-reaction in motion the thinking patterns and approaches by individuals would be altered, which result in a growth process that address the lack of Occupational Health and Safety in the school environment.

Research suggest that the greater awareness of, and care for, the health and safety of oneself, each other and the environment, creates a common goal which binds members of that specific community together as a unit in the strive for successfully attaining the goal.

5.8 Guidelines for school-based Occupational Health and Safety policy implementation in South African schools

5.8.1 View as a process – no illusions

The implementation of Occupational Health and Safety policy in the South African school environment must be viewed as both a holistic and a continuous process. A holistic process requires that every phase, every aspect and every individual must be involved in the implementation of the Occupational Health and Safety policy. A continuous process describes the implementation to be an ongoing effort and not just a once-off occurrence.

In order to successfully implement an Occupational Health and Safety policy in the school environment, there are specific steps that have to be followed which include:

Step 1: Education

The educational phase of the implementation process should focus on ensuring that all role players are informed and educated sufficiently on Occupational Health and Safety. Only through provision and understanding can individuals grasp the importance of Occupational Health and Safety and the protection it provides.

Step 2: Training

The training phase of the implementation process entails guiding and assisting all role players in the efficient application of the knowledge that was acquired during Step 1. The application of knowledge would enable role players to assess the school grounds and situations and put appropriate control measures in place.

Step 3: Development

The development phase of the implementation process, refers to obtaining the

Occupational Health and Safety policy provided by the Department of Education and apply it to the specific school environment that the role-players are responsible for. Every school environment is unique, regarding the physical outlay of the school, the resources available and the activities offered at the school. The aim should be to adapt the Occupational Health and Safety policy to be optimally effective regarding the unique characteristics of the concerned school.

Step 4: Assignment of roles and responsibilities

On completion of the development of the Occupational Health and Safety policy of the school, the areas that require inspection and/or consultation would be self-evident. The task now entails assigning these roles and responsibilities to individuals who would take control of certain areas of the policy, do assessments and inspections, report to the applicable personnel and who would be held accountable for the assigned areas. There should be no ambiguity regarding which individuals are responsible for which task.

Step 5: Actual implementation

Actual implementation entails the date when the policy would be put into action. This step determines the date from which inspections, assessments and reporting must be done. It is only during the phase of actual implementation that the quality of the education, training, development and the correct assignment of responsibilities can begin to be evaluated.

Step 6: Control

Control as part of the implementation phase, requires the constant and appropriate supervision that the policy is implemented, according to its specifications. It further serves to ensure that inspections and assessments are being done effectively and in a timely manner; and that the reporting of any irregularities, contravention of the policy and incidents are reported, using the correct channels and documentation.

Control measures applied should also be monitored and measured to determine effectiveness.

Step 7: Review

The Occupational Health and Safety policy must be reviewed on a yearly basis to ensure that knowledge is still sufficient and knowledge is applied correctly, the policy still provides protection for all areas and activities, role players appointed specific duties are performing satisfactorily and the control of the process are in place. During this step a critical view must be taken at everything mentioned above in order to determine areas in need of improvement.

Step 8: Modify

As a step in the process of implementation modifying the current policy or practices are viewed as the step in which growth and development occur. The current knowledge and practices are evaluated and measured in order to determine whether it is still relevant and effective. Areas where current measures are found ineffective or lacking in the provision of sufficient protection, would be explored further in order to determine how effectiveness can be restored.

The old knowledge and practices which were not effective are discarded and replaced with adapted or new knowledge and practices, in order to ensure a higher quality of Occupational Health and Safety policy and the implementation thereof. Rectification also requires monitoring to ensure that modifications implemented have rectified the situation.

The study field of Occupational Health and Safety is constantly moulded to adjust to an ever changing world. As more research is done and more knowledge is acquired, the study field is growing more detailed and more specific to different sectors of a country. In addition, the school environment is also constantly changing with staff turnover, learner turnover, facilities expanded, enrolments increase or decrease and

so forth. It is for the above mentioned reasons that the implementation of Occupational Health and Safety policy in the school environment should be viewed as a continuous process that has a definite start but a never-ending end.

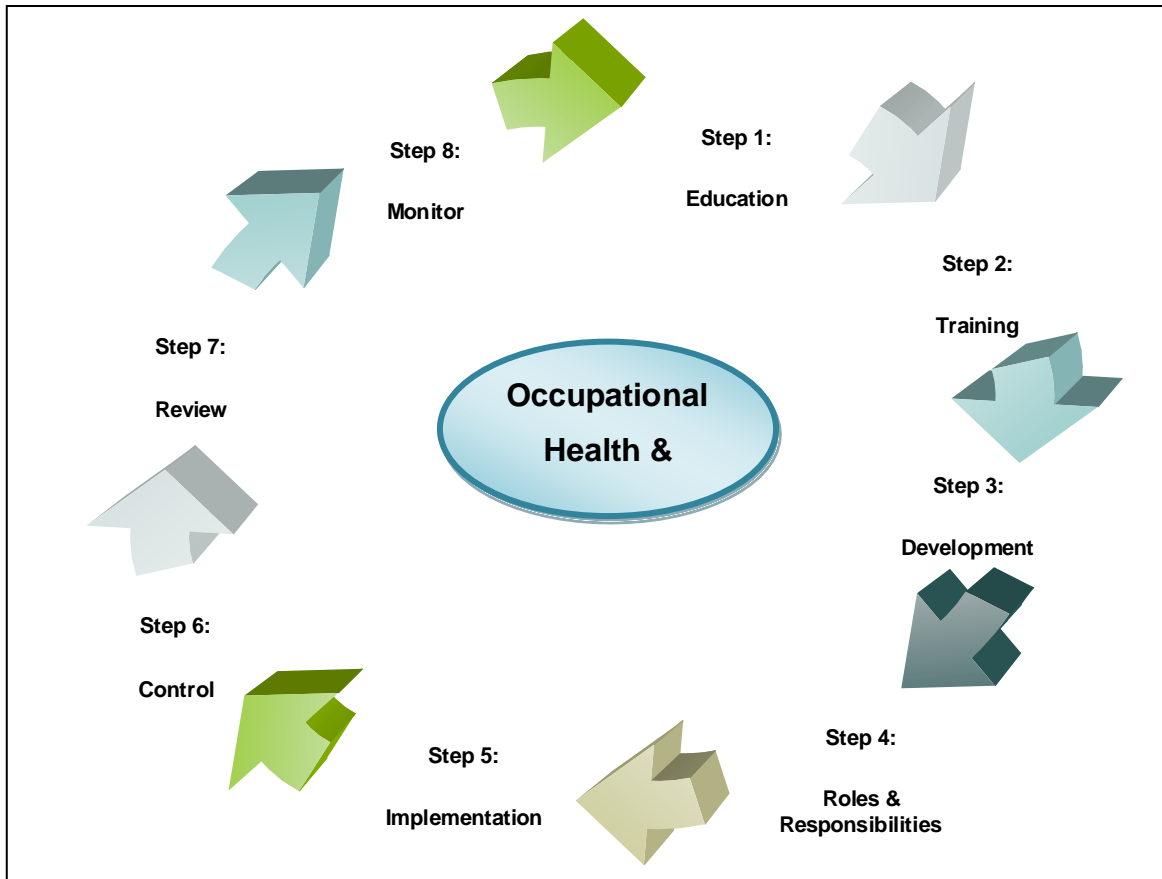


Figure 5.5: Steps for presenting an Occupational Health & Safety Policy orchestrate stakeholder buy-in

Instructional leadership is the key to success in the implementation of Occupational Health and Safety policy in the school environment. As educators do not receive training regarding the above mentioned concept, it is fundamental that all role players should be assisted to move between the roles of learner and educator as learning and leading would have to be conducted on a flat organisational structure. Successful implementation of the Occupational Health and Safety policy in the school environment requires learning from others, learning from others and a willingness to become a life-long learner in the field of Occupational Health and Safety.

The research has found that a further requirement for the successful implementation of an Occupational Health and Safety policy in the school environment, is that the commitment of all the stakeholders is crucial. The stakeholders are identified as the Department of Education, the school governing body, the principal of the school, the educators/employees, the learners, the parents and the members of the community inclusive of businesses.

Occupational Health and Safety has to become a priority for the Department of Education as it is a Constitutional imperative and not an elective endeavour. Parliament would have to enforce the development, implementation and provision of basic resources upon the Department of Education. Collaboration with the Department of Education from other countries can assist in this regard as practices and ideas can be observed, discussed and adopted.

The understanding of the concept of Occupational Health and Safety would lead the Governing Body of the school to conclude that successful implementation would result in financial, as well as academic and emotional, benefits for the school as an organisation. The benefits have to be emphasized as this would create a safer environment for the children and a more financially stable environment for the school as an organization.

The Principal needs to become a learner by receiving education, in some cases compiling own research in order to weigh the benefits of implementation against the costs involved with implementation. It is of the utmost importance to ensure the principal of the school “buys-in” as the leader in the school environment to whom educators, other employees, learners and parents look up to for answers and guidance. The research suggests that the principal should not take on the role of an authoritative figure, such as with discipline, in this regard rather become an instructional leader. As an instructional leader the principal would provide guidance but also exhibit a willingness to learn from those under his/her authority.

The principal should take the initiative in educating the educators and employees of

the school in Occupational Health and Safety and explain the importance of its implementation. The principal should further explain the consequences that would arise from not implementing and monitoring an Occupational Health and Safety policy in the school environment. The educators and employees should be involved, by making suggestions and sharing knowledge, in the development of the Occupational Health and Safety policy of the school as individuals more easily commit to the implementation if they were part of the process of conception.

The education and explanation of Occupational Health and Safety concepts and the motivation behind the implementation of such a policy should be the responsibility of the principal, together with the educators and other employees of the school. Learners and parents should also be allowed to provide suggestions and share knowledge in the development phase of the policy as this would lead to greater commitment during this phase.

5.8.2 Support groups and safety officer peer guidance

Every individual has a unique perspective and from this perspective unique ideas and thinking patterns are created. Different interpretations of the same policy and legislation also occur. It is suggested that schools in the same district should take initiative and form support groups with regular meetings and scheduled topics to be discussed concerning Occupational Health and Safety in the school environment.

Through collaboration between schools in the same district the safety officers, SMT's and principals can provide a round-table opportunity for uncertainties to be discussed, guidance to be provided, Occupational Health and Safety policies to be evaluated and implementation strategies to be discussed. Schools can even consider sharing resources in order to lighten the financial burden and do inspections of each other's schools. In this manner, sustainability for Occupation Health and Safety is also definite.

The above-mentioned suggestions will ensure that schools receive the needed support without depending on the Department of Education alone. Through constant

discussion and having a fresh set of eyes on the Occupational Health and Safety policy and the implementation thereof, can be increased the quality and effectiveness in the school environment.

5.8.3 Department of Education Guidance – training and workshops

To ensure successful implementation of the Occupational Health and Safety policy in the school environment, the Department of Education should provide training regarding the knowledge needed and workshops that would focus on the needed skills. If the Department of Education cannot provide such opportunities themselves, it is recommended that tertiary institutions or labour unions are approached to explore what opportunities can be provided if forces are joined.

5.8.4 Budget constraints

There is no denying that the Department of Education would not be able to provide schools with all the resources needed for successful implementation of the Occupational Health and Safety policy in the school environment. School Management teams together with the Governing Body need to become resourceful and engage in fundraising projects and sponsorships from businesses in the community.

Businesses need to be reminded that today's children are the workforce of tomorrow – they need to invest in the future.

5.9 Conclusion

The recommendations for addressing the lack of Occupational Health and Safety in the South African school environment focus on the provision of knowledge, the creation of understanding and the emphasis on making Occupational Health and Safety in the school environment a priority. The recommendations further show that no individual, institution or governing body has the luxury of practising blame-shifting

by implying that instruction, knowledge or guidance was not provided. It can however be suggested that the process of addressing the deficiency in Occupational Health and Safety in South African schools can be made more effective and achieve success within a shorter time-frame if a partnership is formed between all concerned parties.

From the research it is clearly derived that the most important recommendation that can be made place the responsibility of Occupational Health and Safety in the South African school environment squarely on the shoulders of every individual involved in the school community; collaboration would assist the process but collaboration is not a prerequisite. The understanding of Occupational Health and Safety should be more than just a tick-in-box process, it requires careful consideration, activities, knowledge on hazards and risks and the participation of all stakeholders.

The Occupational Health and Safety Policy needs to take priority, because it is the foundation of implementation of effective health and safety. The policy should enclose all the categories of hazards with sub-categories moulded for the unique needs of each school. The Occupational Health and Safety Policy should be used as a working document with guidelines assisting schools to effectively apply occupational health and safety needs. The school environment needs effective guidance regarding the development and improvement of Occupational Health and Safety procedures to ensure compliance with legislation and to ensure that all stakeholders understand and would be able to apply appropriate action to correct hazards and conditions, endangering the health and safety of stakeholders within the school environment.

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APPENDIX:

An example of the observation checklist:

Managing and implementing Occupational Health and Safety policy in selected Centurion Primary Schools in the Gauteng province

Observation Checklist (to be completed by researcher)

Biological Hazards				Physical Hazards			
1	First aid			1	School building maintained		
2	First aid training			2	Windows maintained		
3	Disease control			3	Fences maintained		
4	Sick room			4	Playgrounds maintained		
5	Bathrooms adequate			5	Staircase railings		
6	Bathrooms maintained			6	Alleviated areas protected		
7	Sufficient ventilation			7	Maintenance equipment locked away		
8	Pollution present			8	Fire extinguishers safeguarded		
9	Human waste controlled			9	Gates (prevent from falling over)		
10	Availability of safe drinking water			10	Overall infrastructure maintained		

Chemical Hazards				Mechanical/Electrical Hazards			
1	Cleaning detergents used			1	Sufficient electricity for school		
2	Cleaning detergents locked away			2	Electrical certificate available		
3	Asbestos classrooms			3	Any bad connections visible		
4	Chalkboards used in classrooms			4	Any open electrical boxes visible		
5	Fertilizers used on school grounds			5	Any exposed wires visible		
6	Painting during school hours			6	Proof of regular maintenance		
7	Paint equipment locked away			7	Mechanical equipment such as tractors, lawnmowers, welders, drills etc. should be locked away and not be left unattended for any reason or at any time		
8	Harmful gasses present from environment						
9	Factory/medical waste dumped on or near school premises						

Psycho-social Hazards							
1	Educator workload acceptable			1	Learner workload acceptable		
2	Working conditions safe			2	Physical bullying combated		
3	Working hours appropriate			3	Emotional bullying combated		
4	Availability of resources			4	Cyber/electronic bullying combated		
5	Suitable training received			5	Gangsterism combated		
6	Provisions for health insurance			6	Search and seizure procedures		
7	Stress of educators			7	Provisions for health insurance		

An example of the questionnaire:

Managing and implementing Occupational Health and Safety policy in selected Centurion Primary Schools in the Gauteng province

Questionnaire (to be completed by the SMT of each school)

Section 1: Biographical data

1.1 Is your school a primary school?

1.2 How many learners are enrolled at your school?

1.3 How many staff is employed at your school?

1.4 In which district does your school lie?

Section 2: Knowledge on Occupational Health and Safety

Rate your answer from 1 – 5;

1 = nothing/extremely poor and 5 = extensive/extremely good

2.1 Do you understand the full extent of Occupational Health and Safety in the school environment?

1	2	3	4	5
---	---	---	---	---

2.2 Have you received any training regarding Occupational Health and Safety in the school environment?

1	2	3	4	5
---	---	---	---	---

2.3 Do you possess knowledge on the different types of hazards that can exist?

1	2	3	4	5
---	---	---	---	---

2.4 Can you, with confidence, discuss and implement control measures in order to minimize risks?

1	2	3	4	5
---	---	---	---	---

Section 3: Perceptions and Attitudes regarding Occupational Health and Safety

3.1 Does your school have an effective Occupational Health and Safety policy?

1	2	3	4	5
---	---	---	---	---

3.2 Is the Occupational Health and Safety policy implemented in your school?

1	2	3	4	5
---	---	---	---	---

3.3 Do you view the implementation of an Occupational Health and Safety policy as a continuous process?

1	2	3	4	5
---	---	---	---	---

3.4 Rate the success of the implementation of the Occupational Health and Safety policy at your school?

1	2	3	4	5
---	---	---	---	---

Section 4: Training needs

4.1 Have you/the school received any training/guidance on the topic of Occupational Health and Safety in the school environment from the Department of Education?

4.2 What assistance is needed from the Department of Education to ensure the creation of an effective Health and Safety policy for your school?

4.3 What assistance is needed from the Department of Education to ensure the successful implementation of an Occupational Health and Safety policy?

4.4 Do you have any suggestions for the continuous improvement of Occupational Health and Safety in the school environment?

Section 5: Challenges experienced regarding Occupational Health and Safety

5.1 What is the current strengths of Occupational Health and Safety policy in your school environment?

5.2 What is the current weaknesses of Occupational Health and Safety policy in your school environment?

5.3 Can you make any recommendations to improve Occupational Health and Safety policy quality?

5.4 Can you make any recommendations for better implementation of Occupational Health and Safety policy?

5.5 Can you make any recommendations in order to ensure continuous growth and improvement within the field of Occupational Health and Safety in your school?

Thank you for your participation in this questionnaire.

An example of the interview:

Managing and implementing Occupational Health and Safety policy in selected Centurion Primary Schools in the Gauteng province

Interview (to be completed by researcher and principal / safety officer of the school)

Section 1: Training needs

1.1 Have you/the school received any training/guidance on the topic of Occupational Health and Safety in the school environment from the Department of Education?

1.2 What assistance is needed from the Department of Education to ensure the creation of an effective Health and Safety policy for your school?

1.3 What assistance is needed from the Department of Education to ensure the successful implementation of an Occupational Health and Safety policy?

1.4 Do you have any suggestions for the continuous improvement of Occupational Health and Safety in the school environment?

Section 2: Challenges experienced regarding Occupational Health and Safety

2.1 What is the current strengths of Occupational Health and Safety policy in your school environment?

2.2 What is the current weaknesses of Occupational Health and Safety policy in your school environment?

2.3 Can you make any recommendations to improve Occupational Health and Safety policy quality?

2.4 Can you make any recommendations for better implementation of Occupational Health and Safety policy?

2.5 Can you make any recommendations in order to ensure continuous growth and improvement within the field of Occupational Health and Safety in your school?

Thank you for your participation in this interview.

ANNEXURE A:

GDE Research Approval Letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2014/282

GDE RESEARCH APPROVAL LETTER

Date:	31 October 2014
Validity of Research Approval:	10 February to 3 October 2014
Name of Researcher:	Ferreira J.
Address of Researcher:	P.O. Box 3274
	The Reeds
	Centurion
	0062
Telephone Number:	076 601 3248
Email address:	jenetf@gmail.com
Research Topic:	Managing and implementing Occupation Health and Safety Policy in Gauteng province (District Tshwane South) schools: An instructional leadership perspective
Number and type of schools:	EIGHT Primary and THREE Secondary schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

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

Makhado
2013/11/01
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

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

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

Kind regards

M. Makhado
.....

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2013/11/01
.....

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Making education a societal priority

Office of the Director: Knowledge Management and Research

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ANNEXURE B:

Editor's Letter

To whom it may concern,

This is to certify that I, Lizbie van Loggerenberg, have done the final editing and proofreading of the dissertation of Ms. J Ferreira.

The dissertation shows that there is a smooth transition between the chapters and it follows a logical flow of thought and expression. The correct vocabulary, grammar, citation style and formatting have been used. The tables and images used are effective and clear and in context. Examiner's recommendations were incorporated.

I wish Ms. Ferreira the best in the application for her Master Degree.

Kind regards



LIZBIE VAN LOGGERENBERG

15 SEPTEMBER 2015
DATE