Physical education, sport and recreation: A triad pedagogy of hope

K. J. van Deventer
Department of Sport Science
Stellenbosch University
South Africa
e-mail: kjvd@sun.ac.za

Abstract
Bloch (2009, 58), a previous advocate of Outcomes-based Education (OBE), states that schooling in SA is a national disaster. Quality holistic education that includes Physical Education (PE) and school sport should be the focal point of progress in developing countries. However, PE is worldwide in a political crisis and the situation is no different in South Africa (SA). Curriculum 2005 (C2005), the first democratic curriculum, launched a total onslaught on PE by drawing on unworkable proposals form New Zealand and Australia. Life Orientation (LO), a new Subject, which accommodates PE, came with C2005. Researchers found that within the context of transformation, LO are struggling to define itself. To determine the state of PE within the context of LO, a study was conducted in selected primary and secondary schools in the Eastern Cape (EC), Free State (FS) and North-West (NW) Provinces and compared with a study previously conducted in the Western Cape Province (WC). The findings indicated that most of the schools were located in previously disadvantaged areas and that 50 per cent of the LO teachers who facilitated PE in the four provinces were not qualified in PE. The United Nations (UN) view PE and sport as an important vehicle to achieve the Millennium Development Goals (MDGs). To contribute to the economic and social growth and improved public health, it is recommended that PE and school sport as very powerful transformative tools can enrich the lives of poor township learners as well as play a critical role in community upliftment.

INTRODUCTION
There can be no keener revelation of a society’s soul than the way in which it treats its children. Our actions and policies, and the institutions we create, should be eloquent with care, respect and love (Mandela 1995 cited in Bray et al. 2010, 21).

Physical Education can be viewed as both a theoretical and a social construct, but it is also a political construct because political interests determine the form that it takes on (Fisher 2003; Kirk 2003; Klein 2003). However, globally PE is in a political crisis because it does not constitute an object of interest for national public policies (Klein 2003, 154).

Curriculum 2005 (C2005), the first democratic curriculum based on OBE, launched a total onslaught on PE. Life Orientation, a new Subject with a completely
different approach not only to content, but also to teaching and learning was introduced. Four subjects of the previous educational dispensation form the basis of LO (e.g., School Guidance, Religious Education, Youth Preparedness and PE) (Rooth 2005; Van Deventer 2005; Van Deventer and Van Niekerk 2008). Bloch (2009), a former advocate of OBE in SA, believes the curriculum process uncritically drew on unworkable proposals from New Zealand and Australia. Education is based on people’s cultural existence (Craig 1991, 22) and therefore the forces of society should determine the education system (Bloch 2009). However, in South African government circles and in the public education debate, a naïve belief persist that education practices can be transferred from one social context to another (De Wet and Wolhuter 2007).

The elections of 1994 brought about democracy and a free society, but for the majority of youth the transition from apartheid has engendered a mix of opportunities and disappointments (Bray et al. 2010, 21 and 22). Bloch (2009) believes that school education in SA is a national disaster and Fataar (2010) purport that a rampant educational crisis faces the youth. Poor quality symbolises the failing of the education system (Bloch 2009, 60). Without quality, access to education is meaningless (Gaum 2008, 1). Learners in dysfunctional schools find it difficult to organise their education aspirations to realise their full potential (Bloch 2009; Bray et al. 2010; Fataar 2010) acquiring neither skills nor qualifications (Bray et al., 2010). Bloch (2009) alleges that in SA, education reinforces the social and economic marginalisation of the poor with few prospects for movement or further development.

Although it took the Department of Education (DoE) some time to admit that the new curriculum did not work (DoE, 2009) various researchers indicated that it was doomed since its inception. Historical and situational constraints, such as poor pedagogies and poor resources limit the potential of OBE to enhance learning (Mathieson 2001; Todd and Mason, 2005; Vambe 2005; Whitaker and Whitaker 1995; Jansen 1999; Botha 2002; Fiske and Ladd 2004; Prinsloo 2007; Blignaut 2009; Bloch 2009). Successful policy implementation is further eroded by a lack of management capacity, underdeveloped infrastructure and unskilled teachers with poor subject content knowledge (Jansen 1999; Chisholm 2000; Fiske and Ladd 2004; Todd and Mason 2005; Vambe 2005; Masitsa 2006; Blignaut 2009; Bloch 2009).

Despite the review of C2005 in 2000 the reviewed curriculum had various deficiencies. Among other things, training in subject specific content was not addressed (Chisholm 2000; Bloch 2009; DoE 2009). Teachers need to be subject specialists for the successful implementation of the National Curriculum Statement (NCS) (Gaum 2008; Blignaut 2009; Bloch 2009; DoE 2009; Mestry et al. 2009). A broad spectrum of teachers who are not specialists in LO teach it (Van Deventer 2004 and 2009; Rooth 2005; Christiaans 2006; Roux et al. 2008; Van Deventer and Van Niekerk 2008). Being a specialist in LO have different meanings, which range from attending a three-day HIV/AIDS workshop, or a two-hour LO workshop, to being an ex-Guidance, ex-Religion, or ex-PE teacher (Rooth 2005; Prinsloo 2007; Bloch 2009). Prinsloo (2007) believes that experts are necessary to present LO. However,
the structure of LO implies that it has no discipline base, which makes it impossible to train specialist teachers (Rajput and Van Deventer 2010). A feature associated with curricula of higher performing countries is (DoE 2009, 38) to adopt a strong, discipline-based approach to school subjects.

Principals’ poor management were ranked high as a reason for the decline in teaching and learning in schools (Ngidi and Qwabe 2006; Bray et al. 2010). Not all principals are equally acquainted with the NCS and do not regard the management thereof as their primary responsibility (DoE 2009). It is common knowledge that the epistemology and skills of teachers determine the status and practice of a subject (Rooth 2005; Christiaans 2006; Prinsloo 2007). However, in a number of schools LO teachers are regularly rotated which implies that they do not teach LO for more than a year (Rooth 2005; DoE 2009; LOF 2010).

Although education should be key to growing the skills required in a cut-throat competitive world (Bloch 2009, 17) a former South African Minister of Education made the following statement:

> Government blames teachers, the teachers blame the parents, the parents blame the students, the students blame government and in the end, instead of working it out, everyone gives up [hope] and goes off to a shebeen [informal tavern] and drink themselves into oblivion (Asmal 2000, 7).

Children’s future educational expectations in SA are of particular relevance because of the extent of social problems that face them across racial boundaries in varying degrees (Steyn et al. 2010). A large majority of children are not given hope, exposure to opportunities or the means to grasp and realise possibilities for growth and achievement (Bloch 2009, 60). In dysfunctional schools learners are doomed to remain trapped in the poverty cycle, without skills, without jobs, without hope (Gaum 2008, 1). Steyn et al. (2010, 185) alleges that:

> An education system which blocks adolescent’s future hopes, . . . can actually stand accused of a crime against humanity.

In Africa you need courage to hope. However, this perception needs to be challenged by focusing initiatives on enhancing the quality of life at grassroots level by transforming hope into action through education aligned to the Millennium Development Goals (MDGs) (Botman 2007; Botman 2010a; Botman 2010b).

Education systems are often seen by politicians as instruments for social engineering and economic growth (Swanepoel 2008 and 2009). However, an education system should be more than that. An education system should enrich the lives of learners and the broader society. A particular useful instrument to enrich the lives of learners, is PE and sport. It can provide hope and freedom in opening up among other things career opportunities for many young people and for many other young people sport may be a lifesaver.
Worldwide accountability to the public is becoming increasingly important for education and therefore several stakeholders need to be identified that could play a role in this process (Botman 2007; Mncube 2008). Prew (2007) reported on a research project in SA that aimed to turn largely dysfunctional schools into functional schools by transforming them into centres of community life. The success of these high-poverty schools were attributed to the role that they played as centres for community upliftment indicating that these schools are of real significance in alleviating poverty in SA (Kamper 2008). Schools and the community should not be understood as separate bodies with different agendas, but rather as a single body that should attend to problems associated with schooling as well as problems facing the community (Mmotlane et al. 2009).

An important facet of successful education is parent involvement. Despite children’s academic achievements their social and interpersonal relations with the entire school are enhanced by parental involvement (Masitsa 2006; Prew 2007; Mmotlane et al. 2009). With a focus on social interactions, income-generating activities and informal education, parents do not feel threatened as the focus is not on their children’s school work. Parent’s lack of literacy skills is not revealed and the teachers’ professionalism is not threatened, which make the teachers respond positively (Prew 2007).

The key to the successful implementation of a school development project seems to be the school principals. Principals should inspire involvement, take school-level ownership of the project and then delegate leadership across the school’s stakeholder groups (e.g., parents, staff and learners) (Ngidi and Qwabe 2006; Prew 2007; Kamper 2008). The nexus between the school, the community and the local economy is the key relationship for sustained school community development (Prew 2007). Prew (2007, 455) states that:

Through this dynamic relationship schools become service centres for the whole community, involve community members in real decisions, often driven by the community as well as creating employment opportunities for them.

The General Assembly of the United Nations (UN) adopted resolution 58/5, entitled Sport as a means to promote Education, Health, Development and Peace, in 2003. As a result 2005 was proclaimed as the International Year of Sport and PE (UN 2005b) to show the world that the value of Sport and PE for education, health, development and peace is being underscored and that it can play a key role in achieving the MDGs (UN 2005a, 3). The UN realised that sport and PE can contribute in achieving the MDGs through economic and social growth and improved public health (UN 2003; UN 2004; UN 2005a; UN 2006). However, the provision of school PE and sport in especially township schools is not satisfactorily (Rajput and Van Deventer 2010) and therefore an important tool to help achieve the MDGs is missing.

The aim of the current study was to determine the state and status of PE within the context of LO in selected primary and secondary schools in the Eastern Cape (EC),
Free State (FS) and North West (NW) Provinces and to compare these findings to that of the study conducted by Van Deventer and Van Niekerk (2008) in the Western Cape (WC) Province.

PROBLEM STATEMENT

The main problem of the study was to determine the perspectives of teachers regarding the implementation of LO with specific reference to PE in selected primary and secondary schools in the EC, FS and NW Provinces and to compare these findings to that of the study conducted by Van Deventer and Van Niekerk (2008) in the Western Cape (WC) Province.

The following sub-problems were addressed:

• To determine whether schools had qualified PE teachers available.
• To determine whether qualified PE teachers facilitate PE.
• To determine whether the LO teachers have in-service training needs.
• To determine whether the schools had sufficient facilities and equipment to present PE, sport and recreation.

METHODOLOGY

Research design

Sample

In 2006 a pilot study was conducted to determine the content validity of a self-designed questionnaire. In 2007 the questionnaire was used in a research project conducted in the WC, which was reported on in 2008. The 2007 study and the current study can be typified as descriptive research in which quantitative and qualitative data were captured.

In the current survey 300 schools (primary n=150 and secondary n=150) were randomly selected in the EC (n=50 primary; n=50 secondary), FS (n=50 primary; n=50 secondary) and the NW Provinces (n=50 primary; n=50 secondary). The questionnaires had to be completed by LO teachers as this would probably reflect a more realistic and hands on perspective.

Two hundred and thirty four schools (234) responded, which is a response rate of 78 per cent. A further analysis indicated that of the primary schools (N=146), 70 Foundation Phase (FP) and 76 Intermediate Phase (IP) LO teachers responded. Of the secondary schools (N=88), 40 Senior Phase (SP) and 48 Further Education and Training Phase (FETP) teachers returned questionnaires.

In the 2007 study the total number of schools (N=157) that returned questionnaires included primary schools (n=95) (FP n=50; IP n=45) and secondary schools (n=62) (SP n=30; FETP n=32). This sample (N=157) added to the sample of the current study (N=234) brings the total sample to 391 schools.
Questionnaire

One questionnaire was used for all the school phases. The only distinction was the grades of the specific phases. The questionnaire had four sections. The first related to demographic information. The main section of the questionnaire related to the NCS. The third related to extramural activities with the focus on facilities and the sport presented at the schools. In the fourth section the teachers had to reflect on general issues related to problems encountered in the implementation of LO.

Statistical calculation

The statistical calculations were performed by the Centre for Statistical Consultation at Stellenbosch University. Summary statistics were done using frequency tables and histograms. Comparisons to test associations of ordinal variables between the four provinces were done using cross tabulation and the Chi-square test. Statsoft Statistica 8.0 was used to analyse the data. The level of statistical significance used was (p<0.05). Correspondence analysis was used to graphically represent relationships between provinces and several of the questions where more than one option could be selected.

RESULTS

Demographic information

In the total sample, 45 per cent of the schools served the Black, 37 per cent the Coloured and 41 per cent the White communities. According to the correspondence analysis the schools in the EC and the FS Provinces mainly served Black communities. In the NW Province White communities were mainly served and in the WC it was mainly Coloured communities. (See Figure 1).

![Figure 1: Correspondence analysis of the school communities](image)
The data indicated that 56 per cent of the schools were located in urban areas. Relative to the other provinces the EC had more schools located in the rural areas. No significant difference (p=0.88) was found between the provinces.

**Curriculum information**

Regarding whether the schools had the services of teachers qualified in PE, 55 per cent of the schools reacted positively. An analysis of the data indicated that the NW Province had the most teachers qualified in PE and the EC had the least. In the other provinces the ratio between being either qualified or not in PE seemed to be fairly even. No statistical significant difference (p=0.06) was found between the provinces. (See Table 1).

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Free State</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>North-West</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>53%</td>
<td>47%</td>
</tr>
</tbody>
</table>

In 98 per cent of the schools LO was presented and 98 per cent of the teachers understood the principles of OBE. The majority (91%) of the teachers received training in OBE at the various Provincial Departments of Education (PDoE) while 34 per cent received training at Higher Education Institutions (HEIs).

In 95 per cent of the schools PE was presented as part of LO and the teachers attached a very high premium to LO. (See Figure 2).

**Figure 2**: Importance attached to LO

In the WC, 60 per cent of the LO teachers who taught PE were not qualified in PE. In the NW, 63 per cent of the LO teachers were qualified in PE and in the other
provinces it seemed to be a 50-50 situation. In the total sample 50 per cent of the LO teachers who taught PE were not qualified. A significant difference (p=0.01) was found between the provinces. In the sample 80 per cent of the schools did not make use of ‘outside’ persons or organisations to present PE. A significant difference (p=0.00) was found between the provinces in this regard. (See Table 2)

Table 2: Qualified PE teachers versus outside persons

<table>
<thead>
<tr>
<th>Province</th>
<th>Qualified PE teachers</th>
<th>‘Outside’ persons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Free State</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>North-West</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Most of the teachers (74 per cent) believed that the time allocation for PE was sufficient. No significant difference (p=0.09) was found between the provinces. (See Table 3).

Table 3: Time allocated for PE

<table>
<thead>
<tr>
<th>Province</th>
<th>Time allocation sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>72%</td>
</tr>
<tr>
<td>Free State</td>
<td>83%</td>
</tr>
<tr>
<td>North-West</td>
<td>78%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>68%</td>
</tr>
</tbody>
</table>

In the sample 72 per cent of the schools indicated that they did know how to assess PE. A significant difference (p=0.00) was found between the provinces. According to the correspondence analysis it seemed as if the development of learner portfolios was a problem in the EC and WC. However, in the WC the development of movement matrixes followed by the development of movement rubrics was a bigger challenge. In the FS and NW Provinces the development of movement rubrics seemed to be the biggest challenge. (See Figure 3).
Figure 3: Correspondence analysis of assessment

Table 4 indicates that 88 per cent of the teachers seemed to have a great need for in-service training workshops in LO.

Table 4: In-service training workshops for LO teachers

<table>
<thead>
<tr>
<th>Provinces</th>
<th>In-service training workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>97%</td>
</tr>
<tr>
<td>Free State</td>
<td>91%</td>
</tr>
<tr>
<td>North-West</td>
<td>73%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>92%</td>
</tr>
</tbody>
</table>

Extramural activities and facilities

Figure 4 indicates that athletics, netball, cricket, rugby, tennis, hockey, wrestling, swimming and soccer were the main sports presented in the four provinces.
In Figure 5 it seemed as if athletics and netball featured to a certain extent in the EC, but not to the same extent as in the other provinces. In the FS it seemed as if rugby, netball, cricket and athletics featured. Hockey and tennis seemed to be the main sports practised in the NW Province. However, hockey and tennis were plotted there because these sports mainly featured in the NW and WC. The other sports that also featured in the NW were rugby, netball, cricket, swimming and athletics. In the WC the main sports presented were modern dancing, soccer, badminton, swimming, athletics, cricket and rugby. Badminton, modern dancing and soccer were officially only presented in the WC.

Figure 5: Correspondence analysis of extramural activities presented in Grades R to 12

Facilities and equipment to present PE, sport and recreation seemed to be insufficient in 60 per cent of the schools. In the NW, facilities and equipment did not seem to be such a problem, but the EC had a huge shortage. A significant difference (p=0.00) was found between the provinces. (See Table 5).

Table 5: Facilities and equipment to present PE

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Facilities and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>23%</td>
</tr>
<tr>
<td>Free State</td>
<td>38%</td>
</tr>
<tr>
<td>North West</td>
<td>53%</td>
</tr>
<tr>
<td>Western Cape</td>
<td>41%</td>
</tr>
</tbody>
</table>

Figure 6 indicates that the schools did have facilities available to present PE, sport and recreation.
K. J. van Deventer

Figure 6: Facilities at schools available for PE

It seemed as if gymnastics halls mainly featured in the WC and NW Provinces. Relative to other facilities soccer fields and swimming pools did not feature in the WC to the same extent as other facilities such as a hall, rugby fields, tennis courts and hockey fields. However, netball courts and open spaces outside featured more in the WC relative to the facilities mentioned above. In the NW, hockey fields featured more relative to the other facilities, such as halls, rugby fields, tennis courts, swimming pools and soccer fields. In the EC and FS relative to other facilities soccer fields featured more. (See Figure 7).

Figure 7: Correspondence analysis of facilities and equipment to present PE
Physical education, sport and recreation: A triad pedagogy of hope

General issues

It seemed as if time on the school timetable was a barrier for the successful implementation of LO. (See Figure 8).

![Figure 8: Problems encountered with the implementation of LO](image)

CONCLUSIONS

It can be concluded that the schools primarily served the Black community, followed by the White and Coloured communities. However, the majority of schools were from previously disadvantaged areas. The schools in the four provinces could mainly be classified as urban.

The majority of the schools presented LO. These teachers gained their understanding of OBE through in-service education and training (INSET) sessions at their respective PDoE and placed a high premium on the importance of LO. Some schools did have the services available of teachers qualified in PE, but they were not necessarily responsible for facilitating PE.

Although the schools did present PE as part of LO, an equal number of LO teachers who facilitated PE were either qualified in PE or not. The WC seemed to have the least LO teachers qualified in PE. More LO teachers in the FP (Grades R–3) and SP (Grades 7–9) were not qualified in PE. That fewer LO teachers in the FP were qualified in PE holds major implications for the growth and development of learners at this age. In the IP (Grades 4–6) and in the FETP (Grades 10–12) more LO teachers were qualified in PE. The majority of the schools did not make use of the services of ‘outside’ persons or organisations to facilitate PE.

Most schools indicated that the time allocated on the timetable was sufficient for PE. However, the teachers in the FETP of whom more were qualified in PE regarded the time as insufficient. In the lower grades more LO teachers were not qualified in PE and as a result they did not seem to know what the correct time allocation according to international standards should be.

Although most schools indicated that the teachers understood the assessment of PE, the number of LO teachers not qualified in PE raises questions regarding this
finding. The lack of knowledge regarding PE was further strengthened by the finding that the majority of the LO teachers believed that they could benefit from an INSET workshop to learn more about recent developments within LO.

Although various sports were presented as extramural activities, most of the LO teachers indicated that they did not have sufficient facilities and equipment to present PE and sport. However, all the schools indicated to a certain degree that they had facilities to present PE and sport. Equipment could have been a problem. Although the exact state of school sport participation was not investigated it can be assumed that with a lack of qualified PE teachers that talent identification in schools is non-existent. It must be remembered that school sport is seen as the extended curriculum of PE (Gilliver 1999).

**RECOMMENDATION**

The following recommendation is an attempt to use PE and school sport as enrichment and transformative tools that can enrich and enhance the lives of poor township learners, as well as play a critical role in community upliftment.

The concept illustrated in Figure 9 was born during school practicum. The idea is to establish an *Activity centre* (A-centre) in a _specific_ township to render services not only to the schools, but also to the community at large. Ideally, the centre should be situated at a specific school, but it can also be situated at different schools in the same area.

![Diagram of A-centre](image)

**Figure 9:** A-centre

In this specific township most schools do have halls and certain sports facilities available. Although the facilities might be in disrepair they can be upgraded. The schools have different facilities available and therefore it might be necessary to
Physical education, sport and recreation: A triad pedagogy of hope

present certain activities at different schools. In the township where this concept will be tested, distance will not create logistical problems as the schools are situated relatively close to one another.

At the inception of this project the Western Cape Education Department (WCED), the school principals, staff and the education district office will have to buy into the concept. Although public-private partnerships are anticipated, the immediate partnership will be a triad between Stellenbosch University (specifically the Faculties of Education [FE] and Arts and Social Sciences [FASS], the Department of Sport Science [DoSS]), the schools and the community. The students of the DoSS and the FE and the FASS will be involved in service-learning projects at the A-centre implying that the schools, the community, the faculties and the students will benefit form this triad partnership. These students will provide assistance in the programmes offered at the A-centre.

A major challenge will be to convince the WCED that qualified PE teachers (a male and a female) must be appointed for the specific township, not for a specific school. These teachers will have to be on the payroll of the WCED. The functions of the different stakeholders will be clarified in the following sections.

At the schools it will be business as usual except that PE will be presented by qualified PE teachers at the different schools on a rotational basis and they will be the events managers (sports organisers) of the school and assist with coaching. This implies that the learners will become physically educated and that school sport will be coached and organised properly and take place on a regular basis. An additional benefit, and a very important one, is that the learners will be taught to use their time more constructively. The learner’s involvement in sporting activities might also have an impact on their parent’s lifestyle. The only additional administrative function that will have to be performed by the school would be to oversee the management of the A-centre.

The A-centre forms the hub of activities within this triad partnership. The real challenge here will be human resources.

During weekday mornings, depending on the needs of the community, the following community projects are envisaged. Toddler playgroups could be run during the day with the help of volunteers from the community and/or students. Exercise programmes for the aged could be presented by Sport Science Honours students or third year students involved in service-learning. Adult basic education and training (ABET) programmes aimed at literacy and numeracy could be presented either by teachers of the specific schools, by staff members and/or students from the FE. If a need exists for certain enrichment programmes (arts and crafts) it could be presented either by volunteers, by staff members and/or students from the FASS. Social upliftment programmes such as ABET will enable parents to assist and motivate their children to see the value of education and to recognise the need to complete their studies (Masitsa 2006).

On weekday afternoons, regardless of sports coaching, recreation programmes could be run by volunteers from the community and/or by Sport Science students
for those learners who do not make sports teams. An important issue that could be addressed by School Guidance teachers and/or School Guidance lecturers from the FE is a teenage club for adolescent boys and girls. Life skills, religious education, career and study opportunities, sexuality, teenage pregnancy, STIs and HIV/AIDS are issues that could be addressed through a teenage club. Workshops on sex education for teenage boys and girls should be a regular feature at schools to discourage girls from falling pregnant prematurely and advising teenagers on good peer choices (Masitsa 2006).

On weekday evenings aerobic classes could be presented to the community by the PE teachers or volunteers from the community or the university. If necessary ABET and enrichment programmes could also be presented in the evenings for parents who work during the day.

On weekends league matches are usually played although sports matches in primary schools are usually played on weekday afternoons. Other activities that could be performed on weekends by the A-centre would be specific community programmes which could include family projects, such as a family/community fun walk/run over five kilometres, which could end with a social event, etc.

The functions of the community should be driven by a committee existing of smaller committees according to the functions provided. For example, the portfolios could be fund raising, coaching, ABET, volunteers, feeding scheme, enrichment, entertainment, etc. The committee responsible for fundraising, for example, could grow vegetables which could be sold in the community generating an income for themselves and the A-centre. These vegetables could, however, if the need exists be used for the feeding schemes at the schools. The committee responsible for entertainment could organise bazaars or local dances either for young people or older people in the community. The money generated here could also go towards themselves and the A-centre. It is obvious that these parents will perform various roles as volunteers at the A-centre, such as coaches, grounds men or assist with the ABET or enrichment programmes. Parents could obtain a licence to run the tuck shop at the school whereby they could generate an income for themselves and for the A-centre (Prew, 2007). Other parents, as is the case currently, could become involved in the feeding schemes at the schools. In short, a basket of basic services are provided to the community.

The advantages accrued by the school include improved safety in the school, the end of vandalism, well-attended parent meetings and payment rates of user fees way above the norm. The extended school activities and community use of the school implied that the school was open day and night which made it vibrant and safe. Parents and communities reported a very positive attitude towards the school by indicating that they protected the school and felt real ownership (Prew 2007). Prew (2007, 455) believes that:

Through this dynamic relationship schools become service centres [centres of excellence] for the whole community, involve community members in real decisions, often driven by the community as well as creating employment opportunities for them.
Botman (2010a) stated that in Africa you need courage to hope and that hope can be transformed into action through education (Botman 2010b). Through the visualised triad partnership the A-centre can bring hope to a poor community by contributing to economic and social growth and improving public health for young and old.

The former President of SA, Mr. Nelson Mandela, made the following statement some time ago:

At the end of the day, the yardstick that we should all be judged by is: are we creating the basis to better the lives of all?

ACKNOWLEDGEMENTS

I would like to acknowledge the technical assistance provided by Ms. Botha, the language editing done by Ms. Grobler and the data collection done by Dr. Van Gent in the EC and Me. Fourie in the FS.

REFERENCES

Asmal, K. 2000. Speech by the Minister of Education, Professor Kader Asmal, MP introducing the debate on the Education Budget, Vote 8 National Assembly, Cape Town, 14 March.


DoE, see Department of Education.


LOF, see Life Orientation Forum.


UN, see United Nations.


K. J. van Deventer


