

Exploring the Utilization of Funds to Support Health Promotion Programs in Early Learning Environments

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ABSTRACT The Department of Basic Education has instituted several measures for improvement in the provision of early education in South Africa. Despite these efforts and resource allocations, health promotion in centers of early learning remains a challenge. This study focused on utilization of funds allocated to Grade R classes. Participants from schools and community-based sites with Grade R classes participated in this research. The main instruments for data collection included individual interviews, photographs and documents. The findings from this study indicated that funds allocated to health programs are channeled to fund other priorities, which are academically inclined. A low priority given to health promotion was visible in the budgets, with schools as worst culprits. Lack of monitoring and control of the budgets and absence of adherence to the stipulations in circular 33/2010 were the main challenges. The visibility and involvement of the government departments in Community-Based Centers, assisted in ensuring that funds are utilized to enhance health initiatives.

INTRODUCTION

The challenges of providing quality foundational education in environments that do not enhance healthy living are many and difficult to deal with in later stages of learners' development. According to Viviers et al. (2013: 34), young children need to be supported in numerous ways to safeguard their well-being and development. South Africa's constitution (South Africa 1996) recognizes the state's responsibility to cater for children's health by emphasizing learners' right to receive education in a healthy setting. Healthy environments cannot be realized without financial backing and effective management of such funds. Research indicates that health initiatives are constrained by unavailability of resources. This research argues that efforts to improve learning outcomes can be counter-productive if healthy environments are not established and sustained. Research suggests that growing children require healthy environments to develop and learn effectively (Meier and Marais 2007: 204).

There is a great demand for early learning in South Africa, and this is evident in the increase in the number of learners registering for Grade R in schools and Community-Based Sites in recent years. This growth in Grade R participation according to the Department of Basic Education (2011: 4) was first realized in 2010 where a pro-

gression from fifteen percent in 1999 to seventy percent in 2010 was observed. This trend according to the Department of Education (2015:9) continued in year 2014 where about 78,000 enrolled in ordinary schools. Inclusion of the Reception class in schools is new. In recent years, the 5 to 6-year-olds were accommodated only in Community-Based Centers. The move to include the Reception class in schools and registered Community-Based Sites, meeting the requirements of the Department of Basic Education is according to Biersteker (2012), an effort to make the Reception class compulsory. The intention is to make Grade R a part of the planned extension of free and compulsory 10-year education provision, to enhance school readiness. As much as this is a very positive development, it however, places enormous pressure on schools and registered sites that of accommodating added Grade R classes in their provision of healthy environments. Most schools are not properly planned or organized to accommodate Grade 0 or R.

A number of studies have sought to determine factors that contribute to sustenance of healthy environments. Evaluations of the programs have also been conducted both nationally and internationally. The findings from these studies indicate that inadequacies in funding, leading to a shortage of resources, present drawbacks in the successful implementation of health

programs. There is therefore the need to explore how funds allocated for Grade R sites are utilized to support healthy school environments in both school and Community-Based Sites. Health promotion programs that need to be sustained using financial resources are discussed in the section below, followed by allocation of funds for Grade R sites in schools.

Health Promotion Programs

A healthy environment according to Morrison (2012: 9), promotes learners' physical and psychological health by providing facilities and resources that will facilitate the effective implementation of health programs. In South Africa, the School Health Promotion (SHP) takes a whole school approach, which involves the following focus areas to achieve healthy schools status:

1. *Physical Activity (in the Life Skills Curriculum)*: Physical activity is integral for physical, emotional and cognitive development of children (Carsona et al. 2015). According to the American National Association for Sports and Physical Education (2002), preschool learners should be engaged in structured activities for a time frame of about 60 minutes and unstructured activities for another 60 minutes daily. Brown et al. (2009) indicated that early centers of learning often fail to meet this requirement due to the unavailability of particular outdoor materials and sufficient open space among other reasons. Grade R learners (5-6 year olds) need specific outdoor and indoor equipment, if the development of their gross and fine motor skills, which is fundamental during this stage of development is to be realized. There is growing evidence that physical activity among the 5-6 year olds can be improved by the use of play equipment (Hannon and Brown 2008: 235). Moreover, indoor and outdoor spaces can, according to Curtis (2001: 42), offer children rich childhood experiences. The findings of a research conducted by Cardon et al. (2008) indicate that more space per child was found to be associated with more physical activity.
2. *Healthy Eating (National School Nutrition Program)*: This program is spearheaded by the Department of Basic Education, with the help of the Health Department, com-

munity members and the business sector. The role of the schools is to ensure that the program is running smooth, all learners are fed on time and that all volunteer food handlers are effective and efficient in their efforts to render service to learners. This program stands on three pillars. Firstly, having a school-feeding program in place. This is the responsibility of the department of education. Secondly, use of school gardens to stimulate local vegetable produce, which is the responsibility of the school with the feeding scheme. Thirdly, the promotion of healthy lifestyles, which is encompassed in the Life Skills curriculum.

3. *Prevention of Communicable Diseases*: Includes the general cleanliness of the school surroundings, availability of separate toilet facilities for Grade R learners and taking precautionary measure in preventing the spread of communicable diseases. Clean and functioning toilets are a necessity that can be assured by routinely cleaning and maintaining toilets (WHO 2009: 22). It is unfortunate therefore that there are no guidelines indicated in the Norms and Standards for funding Grade R, as regarding learners' toilets in South Africa.

Another important factor in the prevention of communicable diseases in early learning is an adherence to hand washing programs. Hand washing is regarded as the "most effective method for prevention of hand-borne transmissible illness" (White et al. 2007: 258). Challenges highlighted in the literature include time constraints and lack of resources such as soap, towels and sinks. It is also established in the literature that lack of focus in dealing with the transmission of microorganisms can cause the spread of infections, particularly, infections of the respiratory and gastrointestinal tract. A combination of education and accessible, convenient hand washing can reduce hand-transmitted infections (Hammond et al. 2000).

Pre-school learners tend to be attracted to injury provoking activities that result in injury episodes or traumatic events in which a learner gets injured one or more times from an external cause. Learners with injuries need medical attention from healthcare professionals or treated at school by a first aider.

4. *Infrastructure:* In this research infrastructure is associated with classrooms and playgrounds.

Learners in early learning may not develop to their full potential especially if they lack stimulation due to lack of emphasis on health promotion. Health programs are guided by health policies including the National Policy on HIV/AIDS Act 27 of 1996, the Integrated School Health Policy (2002) and the Curriculum Assessment Policy Statement (CAPS) (2012).

The issue of utilization of funds for health programs to cater for the Reception class warrants attention, in order to ensure that learners benefit and to avoid initiatives that are fragmented and inadequate. Healthy environments may not occur without school and site managers supporting its importance by channeling funds and engaging others for its sustenance.

Allocation of Funds and Utilization

The funding for Grade R is governed by the Norms and Standards for Funding (South Africa 2008). Funds allocated for the Reception class are deposited into the schools' account despite the recognition of lack of financial management capacity by School Governing Bodies in poor schools. Community-Based Sites with Grade R classified as Independent Schools are under Section 20, with the school district being responsible for procurement of funds. The availability of funds for the Reception class becomes critical, to develop and sustain a stimulating and appropriately developmental setting.

Public funding for Grade R in public schools according to the National Norms and Standards for Grade R funding (2008), favors the most disadvantaged in the society, where poor schools will be the first brought to the program. The financial resources that are directed towards expanding access to early learning provide an opportunity to create a system, in order to ensure sustainable healthy learning settings. Achieving this will require a strong commitment to develop and sustain healthy learning environments, in turn, support high levels of quality. Healthy environments are regarded by UNICEF (2009) as child-friendly caring spaces, mitigating health problems and providing health programs as an integral part of schooling.

Two models for Grade R funding laid out in this policy include the first model that is envis-

aged in White Paper 5, where public funds for the Reception class service, covering both personnel and non-personnel items, are transferred directly to the banking account of the section 21 school fund by the provincial education department. The second model pertains to funds that are partly converted to the educator post and the remaining amount either transferred into the banking account of the school fund or retained by the provincial education department, to procure goods and services on behalf of the school under section 20.

According to circular 33/2010, the allocation and utilization of funds for the Reception classes and sites are as follows:

- Fifteen percent for a pro rata monthly contribution towards the telephone, fax machine, photocopier, copier machines, equipment for connectivity within the school and to the Internet, small capital items required by the school and cleaning equipment.
- Twenty percent for the up-keep and maintenance of the Grade R facility, made up of the following cost centers including minor repairs (fixing of broken windows or replacing light bulbs) and maintenance of the entire physical infrastructure (painting) of the Grade R class and outdoor equipment in school, and hardware tools.
- Sixty-five percent for top-up of consumables and Learner Teacher Support Material (LTSM) including outdoor playground equipment for Grade R made of the following cost centers including stationary for learners, materials for art activities, stationary for office use, paper, cleaning materials and replenishing items in the first aid kit, teacher reference books (including textbooks), library books (for example, story and rhyme books in the appropriate home language, theme books), charts, models, audiovisual equipment, equipment for cooking, musical instrument and fantasy corner furniture, sandpit and sandpit toys, jungle gyms, equipment for human movement such as hoops, bean bags, bails, balance beams, and wheeled toys.

The Department of Basic Education is the main funding resource for health programs for the Grade R learners. The bulk of the fund is allocated to the LTSM while health promotion programs are allocated money as part of consumables and LTSM, upkeep and maintenance

and daily services. The quality education promoted by the availability of such resources can be realized only if the child is present, ready and able to learn. The budget for health promotion is not ring fenced specifically for the programs, but is presented in a patchy manner. Careful choices have to be made on how to utilize what is available.

The aim of this research was to investigate how the funds allocated to sites are utilized to sustain healthy environments to benefit learners in the Reception class. The focus was thus, on general cleanliness, maintenance of the infrastructure, availability and use of indoor and outdoor equipment for the promotion of healthy living and replenishing of the first aid kit.

METHODOLOGY

Setting

The study was conducted in four settings in the Gauteng province in South Africa. Two primary schools and two Community-Based Sites (CBSs) from four different townships participated in this study. Both CBSs were registered with the Department of Basic Education and were thus, expected to use the same health policies, implement almost the same health programs and receive similar funding as public schools. Table 1 provides an overview of the characteristics of

each Grade R site. The sites were purposefully selected based on their unique backgrounds. The selection of participants was based on the anticipation of the rich data to be collected. Managers were recruited to get a strategic perspective, while the other participants provided practitioner perspective. The appendices provide a table on information about sites, figures depicting photographs taken from schools and examples of budgets from two schools. These appendices thereby, offer context to this research.

Method

To determine how funds were utilized to support health promotion initiatives for Grade R learners, photography and photo-elicitation was used as a method of gathering data. There is a focus on visual images in qualitative research in order to explore participants' experiences and meaning making (Simmonds et al. 2015). The rationale behind the choice of visual methods is based on Frith et al.'s (2005) claim that visual methods can provide valuable and valid data. According to Staunæs and Kofoed (2015), meanings and interpretations are most often based on a belief in the photograph's value as a document of natural events and in recognition of its iconic referents. Thus, photographs were used as prompts to elicit extended personal narratives,

Table 1: Characteristics of Grade R sites

<i>Sites</i>	<i>Accommodation</i>	<i>No. of classes</i>	<i>No of Gr R learners</i>	<i>Practitioners</i>	<i>No. of learners in the school/site</i>	<i>Participants</i>
School A	Accommodated in a primary school	3 Classrooms built with brick and mortar	110 learners	3 practitioners 1: 35	1200	1 Principal (A1)1 Practitioner(A2)
School B	Accommodated in a primary school	3 Mobile classes	120 learners	3 practitioners 1: 40	800	1 Foundation Phase HOD (B1)1 Practitioner (B2)
CBS- A	Accommodated in an old municipality building	1 Grade R site	33 learners	1 practitioner 1: 33	64	1 Site Manager (C1)1 Practitioner (C2)
CBS – B	A CBS privately owned	Shack/ prefabricated building	60 learners	2 educators 1: 30	110	1 Site Manager (C1)1 Practitioner (C2)
4 sites						n=8

which illuminate viewers' beliefs and experiences. Photographs were used as stimulus to trigger responses from the participants during individual interviews that were conducted.

The process of data gathering included obtaining permission to conduct research from two primary schools with Grade R classes and two Community-Based Sites of the Sedibeng West District in the Gauteng province of South Africa. The images were thus, produced by the researcher before the interview sessions and as suggested by Guillemin (2004), interviews focused on utilization of funds to support health promotion initiatives. Field notes were developed at the time when photographs were taken, and these field notes were based on personal observations. A review of documents produced in the course of the interviews was conducted. Marshall (2006: 108) indicates that document analysis is an unobtrusive method of data collection, which is "rich in portraying the values and beliefs of participants in a setting". The main documents analyzed included copies of budgets from all participating schools and sites for a period of three years. The rationale behind a combination of three data collection methods in this research, as suggested by Branigan (2002), was to ensure validity and rigor and for in-depth qualitative inquiry.

The schools' principals, CBS managers and practitioners were informed about the objective of the study and gave consent to the photographs taken. Participants were informed of their right to decline if they were not comfortable with the photos of some areas of their schools or sites being taken. Another ethical consideration

included having the schools or centers appearing as any other in any part of South Africa in the photographs. Before the start of each interview with a principal or a center manager, they were allowed to check all photos taken as suggested by Howell et al. (2015), and read the field notes before the phase of the interviews could be embarked on. All images were to be used only for research purposes. The school budgets have been re-typed because the original copies had school stamps.

RESULTS

Maintenance of Infrastructure

In all participating sites, the classrooms were in good condition, well ventilated and spacious, and there were no broken windows. Infrastructure in the participating state funded sites was totally different. In school A Grade R learners were accommodated in extra classrooms that were not being used by the school. In school B, where extra classes were not available mobile classrooms were provided by the Department of Education, while in CBSs classrooms were mostly shacks. In school B, where learners were accommodated in mobile classes, participants complained of uneven floors. The picture indicated as Figure 1 depicts a building structure for Grade R learners in school B. From this picture, the main reason for uneven floors was that there was no building foundation made.

"Uneven floors make it difficult for us to do class activities, learners can't walk around otherwise, things on the tables will fall, we do not



Fig. 1. Grade R classes in schools

raise such problems in budget meetings, I never had thought it is the school's responsibility to fix these buildings. The department has changed, they are now using brick and mortar to build new Grade R classes, but we are left with this situation now." (B2)

"In the past three years no money was spent on the classrooms for Grade R, the classes are still new, so there is nothing to fix, I am aware that there are so many things we can do, like having at least a floor foundation for the classes, I will propose this in the budget for 2015." (B1)

There were problems regarding lack of funds for the repairs in both participating schools. There was no separate budget for Grade R, the budget was for the whole school, in that sense, Grade R was not prioritized, but the focus was on the needs of the school as a whole. Not having a separate budget for Grade R seemed to be the main reason for the lack of focus on their specific needs (see Appendix 1). Although maintenance was one of the three priorities in the school's budget, the Grade R classes did not benefit from this budget allocation, this is what the participants indicated:

"We do repairs when there are many broken windows in the whole school, but not only in the Grade R class." (A1)

"They will only be repaired at the same time as others, this is unfair, Grade R has funds allocated for this purpose." (A2)

"We have not done maintenance in three years now, although, we have no broken windows, we need a room suitable for Grade R learners, this classroom was not built for Grade R, but for older learners." (B1)

"The classes have not been adapted to suit the needs of Grade R, we do not have basins for washing hands in the classroom, I think that is important, children have to wash their hands whenever they feel the need to" (B2).

In that regard, there was also no budget for the cleaners and cleaning material for the classrooms. People that were helping with the cleaning of classrooms in schools were parents of learners in Grade R who were volunteering. There were three parents in each of the schools taking turns with cleaning the classroom. The parents were requested by the practitioners who targeted those not working, but willing to volunteer without payment. This system seemed not to be working well because there were other parents

who volunteered to cook for learners and were being given stipends at the end of each month. The item on salaries Grade R (see Appendix 1) indicates a budget for the salaries of Grade R practitioners only. Volunteers were aware of this, and it affected the way they worked, as they tended not to be regular in their attendance of duties. They were also reluctant to do extra work such as cleaning of walls.

"The walls need to be cleaned but cleaners only clean floors, they volunteer and are not paid, we cannot be strict because they are just helping." (B2)

"We make use of the cleaning material bought for the school, it is supplied to all classes at the beginning of every term." (B1)

"...But the problem is that parents do not like volunteering to clean classes for Grade R, except when they see this as a gateway to being food handlers who are paid a stipend." (A1)

"We beg parents to volunteer to clean, I do not know why the school does not motivate them by paying them, even if it is R200, we need the assistance of these ladies to keep our classes clean." (A2).

There was however no problem with the cleaning of Grade R classrooms in the Community-Based Sites. The sites hired two cleaners each, who were remunerated from the money paid by the learners. In both sites, there were caretakers who were responsible for the general maintenance and cleanliness of the surroundings.

"We have to keep our classrooms clean, we always have visitors, from the Social Development." (C1)

"The ladies who help us are paid by the manager, from the school fee that learners pay or the money we receive from the Social Development." (C2)

"We always have cleaning material, we are proud of the site, we want to keep it as clean as we can." (D1)

Space was a concern in CBS A, and this was due to the fact that the site was situated in a small area that was given to the owner by the municipality. The owner had no clear plan for the site structure and the Department of Education approved its application as a Grade R site due to the availability of spacious classrooms and a manager who had matric. The unavailability of space contributed to the lack of focus in spending money to buy outdoor equipment for this site. In CBS B, there was enough space for

learners to play, as the Grade R site was separate from the house where Grade 0 and younger learners were accommodated. This site had a different reason for lack of focus in acquiring outdoor equipment, as their focus on outdoors was determined by what parents wanted.

“We do not have much space. Learners use the outdoor equipment to play. I am aware that learners need some space just to run around. I am considering going back to the municipality for an additional site. It’s of no use to buy play equipment if there is no space to put it. I use the money for other things such as books and charts. There is nothing we can do, learners have to play in the small space we have.” (C1)

“We have enough space, we buy play equipment, parents have to see that we are progressing, but they want their children to learn, so they play only in the first term when we are still trying to make them comfortable. They do not play from the second quarter, as they are in class the whole time.” (D1)

In both participating schools, there was a lot of space for learners to move around and play, with a separate playground for Grade R learners. Constructive play was encouraged to a certain extent by a few wheeled toys, two wooden jungle gyms, one Jack and Jill climber, one wooden bench and one swing for all Grade R learners in a school. There was also a small traffic area with few traffic signs and a bus stop as the only road

sign. In both schools, the play area had similar items. The Department of Basic Education supply schools, who meet its requirements for offering Grade R classes, with basic minimum packages of outdoor equipment. It is mandatory for schools and Grade R sites to buy outdoor equipment (Department of Education, 2008: 5) to supplement the starter pack. There is no focus on outdoor equipment in both schools’ budgets (see Appendix 1). The picture in Figure 2 depicts the starter pack for outdoor equipment that school A received from the department.

“The department helped us with a start, but for the past three years no money was budgeted for outdoor equipment. We will start budgeting for it when we see the need. For now, there is nothing broken that needs to be fixed or replaced, these things are still new as you see.” (A1)

“This is not enough for all our learners, we have few items. We need more. It is difficult for Grade R to raise funds, as parents are paying fees. If the school can at least budget for few outdoor items each year, we would have a bigger playground, but now, its a miniature, enough for ten learners at a time.” (A2)

In school B as in school A, there were no outdoor equipment items bought ever since the starter pack was erected three years ago. In school B, they fenced the play area to demarcate it from the rest of the school playground



Fig. 2. Play area in school A

(Fig. 3). The fenced area was much bigger than that of school A with the same number items. This area was not well maintained, and there was no evidence of regular raking and cutting of grasses to eliminate hazards. The budget only mentions Grade R graduation (see Appendix 1).

“The area designated for only Grade R learners is very close to the mobile classes. This area was fenced in 2012 shortly after the playground equipment was installed. We had one Grade R class then, but a year after, our numbers grew to 120. We hope that the department will help us extend the playground. The money allocated for Grade R is not enough, we have to prioritize.” (B1)

“This area is now too small for such a number of learners. There is nothing in this year’s school budget about installation or extension of a playground. Our budget focuses on LTSM and the graduations at the end of the year.” (B2)

The time spent using outdoor equipment varied, although, all the sites followed a time table based on what is prescribed in the CAPS document, some spent less time than others. In school A, four hours were allocated for physical activity, that is an hour a day from Monday to Thursday, while in school B, learners did physical activity on Monday from 12:30 to 13:30 and on Friday from 10:30 to 11:30. In schools, learners did not use the outdoor equipment during physical activities, but only in the morning before school and during break period. Learners in CBS B were allowed to make use of outdoor

equipment three times a day, in the morning before the classes started, during break period and after school while waiting for their parents to pick them up. In the first term, learners were allowed more time to play as the real classes started in the second term.

“Learners are allowed to play in their play area during the break period, while during the PT period they have to do what CAPS says. The activities are not linked to the play area.” (A1)

“During the physical activity period they do body exercises which are according to CAPS.” (A2)

“Learners make use of outdoor during break, and after school, when they are waiting for their transport. Learners don’t use equipment more often, but it is what the parents want.” (C2)

“Not having outdoor equipment does not mean there must be no activity, our learners go out to play, they do both structured and unstructured activities. With enough space for a bigger play area, our priority would be to erect outdoor equipment.” (C1)

“Our main focus is on learning, we have to please parents, yes learners do physical activity but it is not linked to the play area with equipment. Parents have to be satisfied with the way we teach.” (D1)

Focus on the Cleanliness of the Surroundings

The surroundings in school A and the two CBSs were well maintained and looked clean.



Fig. 3. Play area in School B

The general cleaner employed by the department in school A was efficient in doing his job. There were no papers on the grounds, as children were trained to pick up papers immediately after break and after school. The general cleaners in both CBS were paid from the learners' fees pay.

"We do not only focus in areas surrounding Grade R classes, but the whole school." (A1)

"Parents are attracted to clean environments we do our best to keep them clean, it is our hope of keeping our door open." (C1)

"We have the Department of Health coming to check our facilities timeously. We have a lawnmower, garden tools including a 15-meter hose pipe and a wheel barrow for the cleaner to keep the surroundings clean." (D2)

"We have a general cleaner who focuses on the area surrounding the office, the whole school is too big for one person. There are no garden tools, they were stolen few months after they were bought." (B2)

Toilets were also at different levels as in schools, where Grade R learners were accommodated in extra classrooms, they were sharing toilets with older learners. Participants mentioned blockages of toilets as one of their challenges in school A. All mobile classes had toilets meant for younger learners with washing basins and running water next to the toilet, this was the same in CBS.

"We do not have separate toilets for them, but we try to keep our toilets clean. I do not think we can use the money allocated to them

for separate toilets. The department is aware of the challenges." (A1)

"This is a problem but the department intends to fix it by having separate buildings for Grade R, until then, we are sitting with this problem, sometimes these toilets block and it becomes difficult for younger children to use them." (A2)

"We have not experienced blockage, but the toilets leak, I think the sealer is not strong." (B1)

"We have two toilets in each of the mobile classrooms and we have about 40 learners in each of the classes, I don't think they are enough and there is no hope of additional toilets." (B2)

"We have enough toilets we would not be assisted by the departments if our toilets do not meet the required standard. We budget for the cleaning material and payment of cleaners." (C1)

"We meet the requirement of the department otherwise, they will deregister the site, we have enough toilets for the number of learners in this site." (D1)

First Aid

Only two sites had fully equipped first aid kits, school A and CBS B. The picture in Figure 4 depicts the contents of the first aid box from school A, which were almost the same as those in the CBS B. This was the only first aid box available in the school with 800 learners. There were first aid kits in the remaining centers but



Fig. 4. Contents of a first aid box in school A

with few items. School A and site B indicated that they replenish their kits at the beginning of each year. Site B also checks for the expired items in July when schools reopen for the mid-year holidays. The Department of Health checked the kit in site B. One of the practitioners also attended a workshop on first aid.

The other two sites highlighted a number of factors deterring them from replenishing their first aid kits. These factors included lack of funds and a focus on more pressing matters, especially in schools. Teachers designated to be in charge had no time to check the contents resulting in having expired items in the box.

“The Department of Health replenishes the kits every year in January. When something happens to a child, we call a parent or take the learner to the clinic. We take it that the items will last us for a year.” (C1)

“We need items such as bandages and plasters more often, when the supply from the department is finished early in the 2nd term, we continue without such items.” (C2)

“There is no time to check the contents of the first aid kit.” (B2)

“We do not have our own kit for the little ones, it is for the whole school.” (A2)

A problem that was prevalent in all participating schools was the lack of training of practitioners in first aid. Educators and practitioners that were in charge of the first aid kits were not trained. In all participating sites, there was no money budgeted for the training of practitioners on first aid, but the Department of Health provided training for a practitioner in CBS B.

“I was not trained but I can check expiry dates, throw away expired items, we buy basic items.” (Pr1A)

“No one is trained here, I think that is the responsibility of the department not the school.” (E1)

“I know people have to be trained, we record a number of minor injuries each week, but I do not think the district will allow us to ask for money for training.” (CBS 1)

“I don’t think it is a priority, we help children when they are injured even if we are not trained.” (E2)

DISCUSSION

The literature on funding and utilization of funds in schools and sites is limited. It is how-

ever, broadly accepted both nationally and internationally (Evans et al. 2003), that the funding for health promotion is patchy and tenuous. The findings of this research indicate gaps between policy and practice, and low priority on expenditure on health promoting programs in schools and CBS is evidence of such a gap. There was a general under spending on maintenance and infrastructure, physical environment, availability and use of outdoors equipment and on first aid kits. The bulk of the surplus was spent on LTSM and other priorities. The twenty percent allocated for the maintenance of the entire physical infrastructure seemed to be channeled elsewhere. The learners’ right of being taught in a healthy environment is thus, grossly violated.

This situation is worse in Grade R classes accommodated in mobile classes. The model of mobile classes was new, and structures are fully furnished with toilets and washing basins. This however, does not mean that these mobile classes do not need to be maintained. As indicated elsewhere, the first challenge is that of mobile classes not having and having learners up to 40 that make use of two toilets and two basins is a concern. Grade R learners accommodated in extra classrooms were not better off, as these classrooms were not adapted for younger children. Schools cannot have the capacity to address some of these challenges.

The focus of the budget on health promotion was better in the CBSs. There are two reasons for this. Firstly, this could be attributed to the collaborated efforts of the Departments of Education, Health and Social Development to support these sites. Secondly, the sites had to do everything in their powers to keep parents happy. The factors that were contributing positively in the promotion of healthy living in the sites were not found in the participating schools.

The Grade R classes both in schools and in sites seemed to be more academically inclined as the emphasis of the budget was on LTSM. In such conflicting priorities expenditure on health promoting programs becomes a challenge. The budgets in this research indicated that health promotion was given lower financial priority than educational activities. This finding is supported by research conducted by Gugglberger and Dür (2011). Availability and utilization of funds for health promotion is an enabling factor (Hung et al. 2014) that ascertains sustainability of health programs. A study conducted by Múkoma and

Flisher (2004) indicated that funding had a significant impact on initiating changes in health promoting activities in schools in England.

CONCLUSION

This paper has presented new evidence on the manner in which funds allocated for health promotion are spent in schools and CBSs. It also indicated that although availability of funds is an enabling factor, without a concerted effort to focus on healthy living, funds would be channeled elsewhere other than where originally dedicated. The involvement of the Departments of Health and Social Development had a positive impact on health promotion efforts in CBSs. While these results need to be verified comprehensively, the implications for policy are sobering.

RECOMMENDATIONS

The recommendations below are regarded as top priority for implementation in order to revitalize the prospects of health promotion for Grade R learners. *Firstly*, there is a need for monitoring of the budget for adherence to the stipulations of circular 33/2010, to ensure that money allocated for health promotion is utilized for health programs. Mestry and Naidoo (2009) argued that “budget monitoring and control is a specialized activity and can only be undertaken by persons with expert knowledge and skills”, and this research suggests that there is a need for skilled financial administrators who will focus on the issues of finance.

Secondly, there is also a need for funding to be improved, specifically ring-fenced for health promotion. Although, circular 33/2010 stipulates the amount of money allocated for each of the focus areas of the budget, there is no priority given to health programs, as they are patched all over with no direct financial support for the programs.

Thirdly, there is a need for schools to collaborate with the Departments of Health and Social Development to safeguard their health initiatives.

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APPENDIX 1: SCHOOL BUDGETS**A Budget in School A**

<i>Item</i>	<i>2012 proposed</i>	<i>2013 proposed</i>	<i>2013 Actual</i>	<i>2014 budget</i>	<i>Comments</i>
Income					
Fundraising	60 000	80 000	42 409	90 000	Civies, sellings, raffle, valentines' day, etc.
Grade 7 farewell	28 000	31 000	-	34 100	Take place end of November
Grade R school fees	47 250	61 425	30 756	67 568	Pay grade R teachers salaries
Grade R graduation fees	5 500	6 000	-	7 920	Gowns, photos, certificates, hall (end Nov)
Grant school	1 085 482	1 122 110	597 387	153 251	LTSM, maintenance, services, day to day
Grant grade R	-	-	-	104 585	LTSM, maintenance, services, day to day
Rent income	11 000	11 550	-	11 500	Elections 2014, sports ground
Trip income	-	100 000	58 375	80 000	Educational, sports and other trips
Total income	1 237 232	1 412 085	728 927	1 547 923	
Expenditure					
Audit fees	6 000	6 600	4 950	5 808	To be paid out of fundraising money
Bank charges	10 000	11 500	5 486	8 000	To be paid out of fundraising money
Capital expenses	15 000	20 420	-	-	To be paid out of fundraising money
Catering expenses	14 000	16 100	10 046	11 000	To be paid out of fundraising money
Day to day expenses	35 000	35 000	24 990	35 000	Grant school
Fundraising expenses	9 000	10 000	10 000	12 000	To be paid out of fundraising money
Grade R graduation	-	7 920	7 920	8 712	To be paid out of Grade R graduation income
Grade 7 farewell	5 500	31 000	-	34 100	To be paid out of Grade 7 income
Health and safety	3 200	10 000	860	10 000	To be paid out of fundraising money
Learners awards	7 000	8 400	-	9 000	To be paid out of fundraising money
LTSM Grade 1-7	545 241	543 555	337 734	559 126	Grant school
LTSM Grade R	-	-	-	67 980	Grant Grade R
Maintenance school	118 962	130 453	32 819	134 190	Grant school
Maintenance Grade R	-	-	-	67 980	Grant Grade R
NASGB	1 000	1 500	1 500	1 650	To be paid out of fundraising money
Salaries Grade R	52 000	57 000	38 520	67 568	Paid out of Grade R school fees
Services	339 244	373 168	326 700	410 485	Grant school
Services Grade R	-	-	-	22 828	Grant Grade R
Sports expenses	3 300	15 000	7 000	8 000	To be paid out of fundraising money
Training and development	7 000	10 000	7 000	10 000	To be paid out of fundraising money
Transport	25 000	27 000	18 000	20 000	To be paid out of fundraising money
Trip expenses	-	90 000	47 544	80 000	To be paid out of trip income
Total	1 196 447	1 404 816	881 069	1 545 885	

SGB chairperson.....Date 13/10/2013

PrincipalDate 13/10/2013

Budget for the Year Ending 2015 in School B

Total expected	R600 543
Section 21	R600 543
Fundraising	R30 000
<i>Expected Expenditure</i>	
<i>1. LTSM</i>	
• Textbooks	R282 727
• Library books	
• Stationery	
• Equipments	
<i>2. Maintenance, Cleaning Material, Repairs and Services</i>	
• Window panes	R3 300
• Printing	R10 000
• Padlocks	R3 000
• Plumbing maintenance	R5 000
• Florescent tubes	R1 650
• Starter (florescent tubes)	R550
• Refill fire extinguishers	R11 000
• Petrol/oil/2 stroke oil	R12 600
• PA system upgrading	R8 500
• Hose pipe 50m	R220
• Nose back x10	R70.00
• Gloves long sleeves x2	R88.00
• Anti-Smell Stone per packet	R140
• Door handles	R10 000
• Water pump rubbers	R20
• Hammer 4 pound	R200
• Screw drivers 5mm flat	R70
• Screw drivers 5mm star	R70
• Hacksaw blades	R40
• Side cutter	R40
• Taps	R400
• Gum boots	R150
• Lawn mower service	R20 000
• Palisade repairs	R10 000
• Cleaning material	R40 000
• Repairing carport and extension	R28 000
• Wendy zozo for security	R10 000
Total	R154 028
<i>3. Services and Day-to-Day Expenditure</i>	
• Computer expenses and repairs	R30 000
• Funerals	R6 000
• Postage	R500

• Petty cash	R12 000
• Transport	R40 000
• Telephone	R25 000
• Electricity	R200 000
• Water	R15 000

Total R328 500

• Educator development	R35 000
• SGB development	R20 000
• Sport, Arts and Culture	R35 000

Total R90 000

• Starting pistol claps	R120
• Volley ball kit	R6 000
• Rugby tops and shorts	R4 000
• Gazebo	R2 500
• Basketball	R1 000
• Netballs	R1 000
• Soccer balls	R1 000
• Cricket balls	R300
• Hand ball kits (boys and girls)	R5 000
• Whistles	R200
• Netball bibs	R500
• Netball stripper	R3 000
• Various culture clothes (2 kinds)	R6 000
• Video camera	R5 000
• Township dance attire	R3 000
• Outfit soccer boots	R15 000
• Table tennis	R5 000

Total R58 620*SLCK*

• Gifts for staff awards	R7 000
• Learner awards	R3 500
• Grade 7	R10 000
• Grade R graduations	R10 000

Total R30 500

Contingency funds	R50 000
Grand total	R661 648
Drafted by SGB	
SGB Chairperson.....	
Principal.....	