TABLE OF CONTENTS

LIGT	OF FIG	NUMBER	37
	OF FIC		X
	OF TA		XI
	MARY		XIV
	LOGUE		XV
		EDGEMENTS	XVI
	REVIA'		XIX
FOR.	EWORI)	XX
CHA	APTER	1 INTRODUCTION	1
CHA	APTER	2 PSYCHOSOCIAL CAUSES OF UNSAFE	
		HEALTH BEHAVIOUR OF SOUTH AFRICAN	
		CHILDREN AND ADOLESCENTS	9
2.1	Introd	luction	9
2.2	HIV/A	AIDS Epidemic and its Impacts on the South African Society	9
2.3	Factors Contributing to the Transmission of HIV among Children and		
	Adole	escents in South Africa	12
	2.3.1	Psychosocial Risk Factors Effecting the Development of Health Behaviour	
		– The Starting Point	13
	2.3.2	Selected Sociodemographic Risk Factors – Poverty and Malnutrition	15
	2.3.3	The Sexual Abuse of Children in South Africa - Harmed Health	16
	2.3.4	Sexual Behaviour of South Africa's Young People – Complexity of Risks	18
		2.3.4.1 Sexual Debut	19
		2.3.4.2 Condom Use	19
		2.3.4.3 Sexual Partnership and Age Mixing	20
		2.3.4.4 Access to Information	20
		2.3.4.5 Specific Historically-Based Factors	21
2.4	Learning Processes to Enhance Health - The Application of the Social		
	Cognitive Theory by Bandura (1986)		
	2.4.1	The Research Model and Underlying Assumptions	24
	2.4.2	Depiction of Research Variables	27

		2.4.2.1	Knowledge of HIV/AIDS	27
		2.4.2.2	Global Self-Esteem	29
		2.4.2.3	Perceived Self-Efficacy	31
		2.4.2.4	Intergender Communication	32
		2.4.2.5	Social Responsibility	33
2.5	Concl	usion		34
CH A	APTER	3	LIFE SKILLS INTERVENTIONS ON HIV/AIDS	
CIII	II I LIX	3		26
2.1	.		IN SOUTH AFRICA	36
3.1		luction		36
3.2			School-Based Life Skills Initiatives on HIV/AIDS with	2.0
		dolesce		36
	3.2.1		nzanian Evaluation	39
	3.2.2	_	gandan Evaluation	40
2.2	3.2.3		enyan Evaluation	40
3.3			chool–Based Life Skills Programme on HIV/AIDS in	45
3.4		Africa	naing the Implementation at Cahool Level	45 46
3.4	3.4.1		al Resources in Public Schools	47
	3.4.1		overstrain and Attrition of Teachers	47
	3.4.2		unce to Teach about Condom Use	48
				49
3.5	Concl		Atmosphere and Violence Levels	50
3.3	Conci	usion		30
CHA	APTER	4	A NEEDS ANALYSIS FOR HEALTH	
			INTERVENTIONS – CASE STUDY OF	
			KAYAMANDI	53
4.1	Introd	uction		53
4.2	The H	listory a	nd Geographical Development of Kayamandi	53
	4.2.1	The Es	tablishment of a Township Structure (1930s until mid-1980s)	54
	4.2.2	Migrati	ion and Population Growth (1989 until 2004)	55
4.3	Socio	demogra	aphic Conditions	57
	4.3.1	Ethnic	Diversity and Cultural Heritage	57
	432	Age St	ructure	58

	4.3.3	Marital Status and Family Units	58
	4.3.4	Employment Status and Income Level	59
	4.3.5	Housing Conditions	61
4.4	Healtl	h Status of the Population	62
	4.4.1	Incidence of Disease	62
	4.4.2	Diarrhoea and Sanitation Models	63
	4.4.3	Malnutrition among Children	64
	4.4.4	Undetected Disease Prevalence – HIV and TB	65
4.5	Crime	e Rate	66
	4.5.1	Crime against Women and Children	67
		4.5.1.1 Domestic Violence	67
		4.5.1.2 Rape and Child Sexual Abuse	67
	4.5.2	Indications for High Crime Dispersal	68
4.6	Educa	ational Status of the Population	69
4.7	Existi	ing Infrastructure	70
	4.7.1	Health Sector	70
	4.7.2	Educational Sector	71
		4.7.2.1 The Case of Ikaya Primary School	71
	4.7.3	Public Institutions	73
	4.7.4	Social Service Sector	73
	4.7.5	Informal Business Sector	74
	4.7.6	Community and Recreational Sector	75
	4.7.7	Religious Institutions	75
4.8	Concl	lusion	75
CHA	APTER	5 RESEARCH IN THE CONDITIONS OF A	
		DEVELOPING COUNTRY – AIMS AND	
		CHALLENGES	78
5.1	Introd	luction	78
5.2	Psych	nosocial Research in the Conditions of a Developing World	78
5.3	Aims,	, Objectives, and Ethics of the Study	80
	5.3.1	Research Objectives	80
	5.3.2	Ethics	81
	5.3.3	Duration of Research	81

	5.3.4	Population	82
5.4	The P	rocedures of Selecting Communities and Primary Schools	82
	5.4.1	A Brief Comparison of the Selected Communities	83
	5.4.2	The Selected Primary Schools	84
5.5	Nego	tiation Access for Psychosocial Research in a Semi-urban Setting	
	in So	uth Africa	85
	5.5.1	Approval for Research at Provincial Level	86
	5.5.2	Negotiation Procedures at Community Level	86
	5.5.3	Negotiation Procedures at School Level	87
	5.5.4	Negotiations with Parents	88
5.6	Unan	ticipated Events – Resulting Limitations	89
	5.6.1	First Phase – Armed Robbery	89
	5.6.2	Second Phase – Tight Research Schedule	89
	5.6.3	Third Phase – Restructuring Process at Nomlinganiselo Primary School	90
	5.6.4	Fourth Phase – Changes in Research Design and Staff	90
5.7	Conc	lusion	91
CHA	APTER	6 METHODOLOGY OF THE STUDY	92
6.1	Introd	luction	92
6.2	Metho	ods of the Needs Analysis	92
	6.2.1	Sampling	93
	6.2.2	Description of the Instrument	93
	6.2.3	Data Collection Procedure	94
	6.2.4	Data Analysis	96
	6.2.5	Limitations and Strategies to Guarantee Data Correctness	96
6.3	Metho	ods of the Process Evaluation	97
	6.3.1	Documenting the Intervention	97
	6.3.2	Reports by Health Promotion Trainers	97
	6.3.3	Learners' Report	98
		6.3.3.1 Description of the Instrument	98
		6.3.3.2 Data Collection Procedure and Analysis of Data	98
		6.3.3.3 Limitations	99
	6.3.4	Participant Observations	99
		6.3.4.1 Description of the Instrument	100

		6.3.4.2 I	Data Collection Procedure	101	
		6.3.4.3 I	Data Analysis	101	
		6.3.4.4	Analysis of Instrument	101	
		6.3.4.5 I	Limitations and Strategies to Guarantee Data Correctness	102	
6.4	Metho	ods of the	Outcome Evaluation	103	
	6.4.1	Question	nnaire	104	
		6.4.1.1 \	Variables and Hypotheses	105	
		6.4.1.2	Sampling	106	
		6.4.1.3 I	Description of the Instrument	106	
		6.4.1.4	Considerations about the Language Applied	108	
		6.4.1.5 I	Data Collection Procedure	108	
		6.4.1.6 l	Data Analysis and Analysis of Instrument	109	
		6.4.1.7 I	Limitations and Strategies to Guarantee Data Correctness	110	
	6.4.2	Opinion	Poll among the Intervention Group	111	
		6.4.2.1 I	Description of the Instrument	112	
6.5	Concl	usion		112	
CHA	PTER	7	IMPLEMENTATION PROCESS - THE CHILD		
]	MIND PROJECT	113	
7.1	Introd	uction		113	
7.2	The Child Mind Project – Planning and Implementation Strategies				
	7.2.1	Background of the Study			
	7.2.2	Coordina	ation Structures	115	
	7.2.3	Commu	nity-wide Implementation Procedures	118	
7.3	The Learning Programme				
	7.3.1	The Und	lerlying Pedagogical Concept	119	
	7.3.2	Interven	tion Phases and Topics Covered	121	
	7.3.3	Presenta	tion Methods and Applied Language	126	
	7.3.4	Education	onal Material and Supplementary Teaching Material	128	
	7.3.5	Program	me Performance – Creating a Safe Classroom	129	
7.4	Invol	vement of	HPTs, the Class Teacher and Parents	130	
	7.4.1	HPT Tra	ining and Preparation of Lessons	130	
	7.4.2	Involven	nent of the Class Teacher	131	
	7.4.3	Parents'	Collaboration	131	

7.5	Special Influences and Events during the Pilot Study					
	7.5.1	Outcon	nes of the Secret Box	133		
	7.5.2	Cases	of Sexual Abuse in the Intervention Group	133		
	7.5.3	Corpor	al Punishment as a Pedagogical Approach at Ikaya Primary School	135		
7.6	Concl	lusion		136		
CHA	APTER	. 8	ASSESMENT OF THE PROGRAMME BY			
			HEALTH PROMOTION TRAINERS AND			
			LEARNERS	138		
8.1	Introd	luction		138		
8.2			HPTs' Report	138		
	8.2.1	Analys	is of the Data by the Project Documentation	139		
		8.2.1.1	The Quality of Relations the Classroom Setting	140		
		8.2.1.2	The Suitability of Applied Methods and Quality of Teaching	141		
		8.2.1.3	Perceived Changes in the Children's Behaviour	143		
	8.2.2	Analys	is of Data by the HPT's Report	144		
		8.2.2.1	Assessment of the HPTs' Self-Confidence	144		
		8.2.2.2	Assessment of Suitability of the Methods	145		
		8.2.2.3	The Link between the HPTs Assessed Self-Confidence and the Suitability			
			of the Applied Methods	146		
8.3	Resul	Results of Learners Reports 14				
	8.3.1	Learne	rs' General Attitude towards the Life Skills Programme	149		
	8.3.2	Comfo	rt with Programme Content and Methods	151		
	8.3.3	Relatio	ons within the Classroom Setting	152		
8.4	Evalu	Evaluating Social Behaviour of Four Children				
	8.4.1	Particip	pant (A) - Observation Results	154		
	8.4.2	Particip	pant (B) - Observation Results	155		
	8.4.3	Particip	pant (C) - Observation Results	156		
	8.4.4	Particip	pant (D) - Observation Results	158		
	8.4.5	Summa	ary of Results of Participant Observation	159		
8.5	Concl	lusion		161		
CHA	APTER	9	RESULTS OF THE OUTCOME EVALUATION	164		
9.1	Introd	luction		164		

9.2	Effect	s of the Programme Regarding Individual Protective Variables	164
	9.2.1	Comparison between Intervention Group and Control Group regarding	
		Sociodemographic Variables	165
	9.2.2	Changes of the Psychological and Social Research Variables	167
	9.2.3	Examining of the Variable of 'Knowledge of HIV/AIDS'	169
	9.2.4	Selected Quantitative Learning Results of Knowledge of HIV/AIDS	176
9.3.	A Des	scriptive Analysis of particular Segments of the Learning Model and	
	Outco	omes Regarding HIV/AIDS	182
	9.3.1	Findings of Health-related Intentions	183
	9.3.2	HIV/AIDS and Sex Education: Potential Steps and Findings	185
	9.3.3	Selected Outcomes regarding Attitudes towards and Knowledge of	
		HIV/AIDS	186
		9.3.3.1 Testing Attitudes towards an HIV-positive Child	186
		9.3.3.2 Testing Knowledge on HIV/AIDS in Booster Session	187
9.4	Resul	ts of the Opinion Poll	188
9.5	Concl	usion	189
СНА	PTER	10 DEVELOPING AN UNDERSTANDING OF	
		THE EVALUATION OF THE PROXIMAL AND	
		DISTAL CONTEXT	192
10.1	Introd	luction	192
10.2	Ethnic	c Diversity and Cultural Heritage	192
10.3	Physic	cal Environment – Prevailing Risks to Health	193
	10.3.1	Risky Health Conditions and Child Diseases	194
	10.3.2	Lack of Security and Violence against Children	196
10.4	Insigh	nt into Family Structures and Realities	198
10.5	Existi	ng Educational System	200
10.6	Condi	tions in Kayamandi: Strengths and Challenges	202
	10.6.1	Demands for Structural Changes	202
	10.6.2	Strengthening the Support of Families	203
	10.6.3	Demands for the Improvement of the Educational System	204
10.7	Child	ren's Analysis of their Demands	207
10.8	Concl	usion	208

CHA	PTER 11	DISCUSSION ON RESEARCH FINDINGS	211
11.1	Introducti	on	211
11.2	The Need	for Health-Promoting Interventions with Children in the Case	
	Study Cor	nmunity	212
11.3	The Appli	icability of the Coordination Structure	213
	11.3.1 Th	e Functioning of the Intersectoral Educational Cooperation Model	213
	11.3.2 Th	e Effects of Networking with the Community	214
11.4	The Incor	poration of HPTs, Class Teacher and Parents	215
	11.4.1 Th	e Class Teacher – Inputs on Project and School Level	216
	11.4.2 Th	e HPTs – An Opportunity for Educational Support?	217
	11.4.3 Par	rents on Board – A Both-Sided Support System	218
11.5	The Effica	acy of the Applied Topics and Methods	219
11.6	The Neces	ssity of Creating a Place of Emotional Safety for Children	221
	11.6.1 Ch	uildren's Interpersonal Relations – Developing Social Competencies	221
11.7	Research	Gaps – Considerations regarding Learning Outcomes on the	
	Individual	l Level	222
	11.7.1 Co	onsiderations to the Social Cognitive Theory – the Individual's	
	Int	eractions with the Wider Physical Environment	223
11.8	Key Reco	mmendations	225
	11.8.1 Re	commendations regarding further Investigations	225
	11.8.2 Re	commendations regarding Life Skills Programmes on AIDS and	
	Sea	x Education	226
11.9	Conclusio	on	226
EPIL	OGUE		228
REFI	ERENCES		229
APPI	ENDIX A	CHECKLIST FOR CASUAL OBSERVATION	253
APPI	ENDIX B	QUESTIONNAIRE FOR FIELD INTERVIEW	254
APPI	ENDIX C	HEALTH PROMOTION TRAINERS' REPORT	256
APPI	ENDIX D	CHECKLIST FOR PARTICIPANT OBSERVATION	257
APPI	ENDIX E	ORIGINAL QUESTIONNAIRE	259
APPI	ENDIX F	REVISED QUESTIONNAIRE	268
APPI	ENDIX G	COMMITMENTS AND RULES FOR LEARNERS AND	
		EDUCATORS	275

APPENDIX H	GROUP STATISTICS (t test)	276
APPENDIX I	CORRELATION BETWEEN GENDER AND THE	
	EVALUATION VARIABLES WITHIN THE	
	INTERVENTION GROUP (IG)	277
APPENDIX J	PEARSON CORRELATION REGARDING AGE OF	
	SAMPLES - INTERVENTION GROUP	279
APPENDIX K	MULTIPLE COMPARISONS FOR KNOWLEDGE	
	SCALE 2 – INTERVENTION GROUP (IG)	281
ZUSAMMENFAS	SSUNG DER FORSCHUNGSERGEBNISSE	282
ERKLÄRUNG (I	Declaration)	286