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## **BYLAE 1**

# **SKRYWE GERIG AAN BUITELANDSE AMBASSADES**



690 Hans Coverdale Road North

**EERSTERUST**

Pretoria

0022

20 April 1997

The Education Councillor

Embassy of Britain

60 Schoeman Street

Pretoria

0002

Dear Sir

**RESEARCH INFORMATION RELATED TO FAMILY EDUCATION IN SCHOOLS**

I am currently a Ph-D-student at the University of Pretoria. The title of my thesis is: A Historic Educational Study of Family Education in Schools. The aim with the study is to do research on Family Education in schools in my own country (South Africa) as well as in other countries and to develop the findings in a new syllabus for schools in South Africa.

I will greatly appreciate it if you could procure me with the following information concerning Family Education in the schools in Britain:

- a. Do colleges and universities make provision for the training of teachers in Family Education?
- b. Is Family Education presented as a subject in schools or is it integrated into other subjects?
- c. Does Britain have different schoolsystems, districts or education departments with own curriculums in each district (region) or department of education?
- d. Is the schoolsystem decentralized or centralized?
- e. Are the curriculums in the different districts or education departments the same?
- f. How is Family Education organised in schools (e.g. how many periods in schools per week, is it compulsory, etc.)?



- g. What are the names of the subjects or programmes in schools concerning Family Education?
- h. What are the aims with Family Life Education in schools?
- i. Are parents involved in the programmes? Are there any extra curricula activities with regards to Family Life Education?
- j. Please send copies of curriculums of Family Education (of two or three regions, districts or teaching departments) and any other relevant information.

Please be ensured that your favourable considerations to my request will be sincerely appreciated.

Thank you in anticipation.

Yours faithfully

A handwritten signature in black ink, appearing to read 'C.G. Hartell', written over a dotted line.

.....

**C.G. HARTELL**



## **BYLAE 2**

# **GESINSOPVOEDING IN UGANDA**

# 10 Our Family

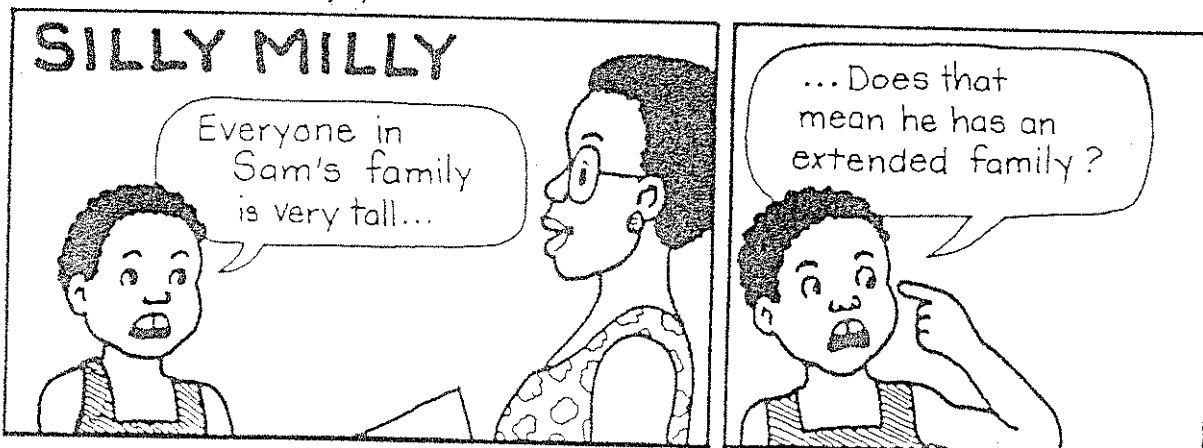
## How We Work

### How Different Families Work

#### Different types of families

Did you learn in P5 what an EXTENDED FAMILY is?  
How many members of your family live in your house?  
How many members of your family live in your community (village or neighbourhood)?

Who are the members of your family?  
What roles do different members play in your family? What activities are done by women, men, boys and girls? What must each of them not do? (For example, what does your mother do in the home, what does your aunt or uncle do for your part of the family?)



### *Note to Teacher*

(Syllabus pp 61  
Term 3, Unit 16: Family Health & Social Problems  
"Family Concept"  
"Family Good Relationships"  
"Problems of Very Young Mothers & Fathers"  
"Care of Children After Birth")  
Teacher's Guide  
"Family Planning & Child Spacing" p 235  
"Problems of Very Young Parents"  
"Marriage" p 203

## Our Family

---

Have any of your family moved away?  
Why did this happen? Why have they gone?  
(Were they moving to a new job? Did they get married?  
Go to school?)

How often do you see them?

Nuclear family



An extended family is made of mothers, fathers, their children and other relatives such as aunts, cousins, nephews and so on. In countries where people are said to have extended families, people usually live in the same house, work closely with, help and are helped by many different people in their family.







Exercise

The word nuclear comes from the word nucleus. The nucleus is the seed of a living cell. Discuss with your classmates: Why is a nuclear family like a nucleus?

The word extended means stretched out. Discuss with your classmates: Why is Silly Milly confused about the word "extended"?

Which kind of family is yours - nuclear or extended?

Both types of family can work well.

Can you list the advantages and disadvantages of NUCLEAR and EXTENDED families?

	Advantages	Disadvantages
EXTENDED FAMILY		
NUCLEAR FAMILY		
MY FAMILY		

## What Can Go Wrong

### WHAT CAN GO WRONG IN A FAMILY

#### Poor Relationships

- Has anyone shouted at other family members? Have they hit them or made them cry?
  - Have you or other children been naughty in any way?
  - Have you done something your parents told you not to?
  - Has someone come home drunk?
  - Has something else upset your family?
- Why do you think these things happened?  
How did people in the family feel when they happened?

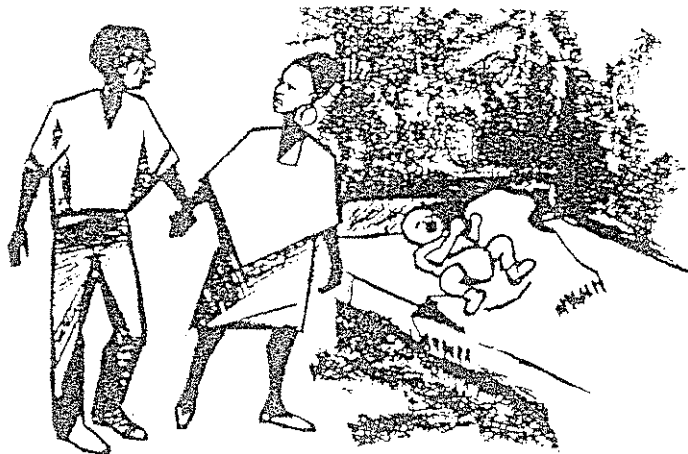
## Our Family

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### Getting Married Too Young

Boys and girls who marry before they are old enough may not be able to care for each other or their children properly because:

- They may want to have fun instead.
- They may not have enough money.
- They may not have planned to have children and don't know how to care for them.

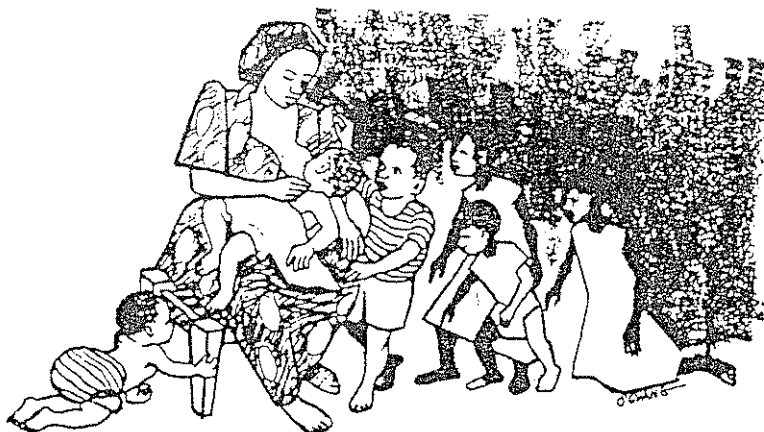


### Too Many Children Too Quickly

Sometimes parents have too many children too quickly.

Then they may not be able to look after each other or their children properly because:

- There is not enough money to buy food.
- There is not enough money for clothes or school fees.
- Small children do not get enough care because the mother is too busy with the newborn.





## Our Family

- There is not enough room in the house and it becomes unhealthy.
- The mother has damaged her health through too many pregnancies.

If a woman has children too frequently she is likely to have health problems:

- Anaemia - tiredness and weakness. (See Chapter 10).
- Miscarriage - the child will die before being born.
- Premature birth - the baby is born too early, and is likely to get ill or even die.
- Small baby - the baby weighs less than a healthy baby, and gets sick very easily.

How many brothers and sisters are in your family? Why do you think families have many children?

How many children are enough?

How many children are too many?

## How We Can Help

### HOW WE CAN HELP TO HAVE A HAPPY FAMILY

List some things which you think make a happy family.

What can you do in your family to make it work happily?

Can you:

- Help to look after your younger brothers and sisters?
- Do your jobs willingly and well?
- Do your school work well to make your family proud of you?
- Help when someone is sick or your mother is pregnant?



Our Family

Sara  
I would like to get married soon, to get away from this place.



Vicky  
I will wait until I am 21, then I will have finished school and may have a good job.

2  
Sara  
I would like to have 8 children

Vicky  
That's too many I would like 3.

3  
Sara  
What if they are all girls, won't you have more?

Vicky  
No, girls, boys it doesn't matter. I want to be able to bring them up properly, put them through school.

4 Sara  
But how can you be sure you will only have 3?

Vicky  
I shall learn how to plan my family. I have heard that it is possible.

I was thinking of asking Sara to marry me, what do you think, John?

5 Sara  
Max - Vicky says you can plan how many children you have, Is that right?

Max  
I don't know. I just know I want to marry you, Sara.



Why don't you wait until you have both finished school, like Vicky and me?



2

Max

My parents want a grandson. John, what am I to do?

John

They would rather have a healthy grandson, Max so explain to them that you wait until Sara is ready and you can both care for children. Anyhow, it might not be a son, and then what will you do?

Vicky and John later got some advice from the health worker. She was told:

1

Vicky

When we get married we want 3 children, How do we make sure we do not have more?

Health Worker

That is a good decision I will show you how you how you can plan your family.



2 Health Worker

It is also important to have a gap of about two years between each pregnancy. So plan how many you would like and when you would like them.

The health worker also advised Vicky how to take care of herself during pregnancy (see Chapter 10) and how to take care of her child when she had one.



## Our Family

### Activity

What decision do you think Sara and Max will make?

Discuss what decision you think they should make.

How can they talk to Max's parents?

What will Max's parents say if they tell them they do not want to marry, or if they marry and have a girl?

Find some friends in your class to take the parts of Sara, Vicky, Max, John, Max's mother and father.

How does the story end? What do Max and Sara do?

What do Vicky and John do?

Why did Vicky want only three children?

She knew that she and John need:

- enough money to feed, clothe and educate them
- enough time to spend with each of them and with each other.
- enough energy to look after them.
- then they will have a happy family.

Ask your teacher to explain how these methods work.

- How will you make your own family work happily when you get married and have children?
- At what age do you think you will marry?
- How many children would you like to have?



## CHILD-to-child

What can you do to make your family work happily now?

Can you:

- Play with your younger brothers and sisters? Make them toys?
- Can you help them keep clean?
- Can you help them learn to read, and count?
- Can you listen to them when they have problems or are upset?
- Can you do an extra job for your mother, father, or aunt?

Can you think of other ways to make your family happy?



## **BYLAE 3**

# **GESINSOPVOEDING IN DIE DEPARTEMENT VAN ONDERWYS EN KULTUUR: ADMINISTRASIE, RAAD VAN AFGEVAARDIGES**



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

359-001-51

HDE 1

ADMINISTRATION: HOUSE OF DELEGATES  
ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

Department of Education and Culture  
Departement van Onderwys en Kultuur

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Ref. No. A 4/5/2  
Verw. No.

Enquiries  
Navrae

Curriculum Policy Directorate

3 January 1994

L.C. CIRCULAR MINUTE L OF 1994

- TO :
- \* PRINCIPALS OF ALL SCHOOLS AND TECHNICAL COLLEGES
  - \* RECTORS OF COLLEGES OF EDUCATION

INTERNATIONAL YEAR OF THE FAMILY (IYF) - 1994

PROCLAMATION AND WORLD-WIDE PARTICIPATION

The United Nations General Assembly has proclaimed 1994 as the International Year of the Family (IYF). Accordingly, a Secretariat has been established in Vienna, Austria, to encourage and promote world-wide participation in the IYF.

SOUTH AFRICA'S INVOLVEMENT

2.1 Our country has accepted the invitation to join in the observance of the IYF and has appointed the Committee for Marriage and Family Life (CMF) of the South African Welfare Council to act as the National Co-ordinating Committee for the celebration of the IYF in South Africa. The Cabinet has approved a National Plan for Family Life aimed at *realising the highest quality of marriage and family life for all the inhabitants of South Africa.*

2.2 The following are the objectives of the National Plan for Family Life for South Africa :

- (a) The enhancement of the well-being of society :
- \* To enhance the well-being of communities that are conducive to a healthy family life.
  - \* To raise the quality of life in areas and communities that have militated against family life.
  - \* To promote an acceptable and viable infrastructure, e.g. housing, schools and recreation facilities.





**(b) The creation of a climate of involvement :**

- \* To make the family, the community and society aware of the family's fundamental importance.
- \* To make the family, the community and society aware of the extent and consequences of family and marriage disintegration.
- \* To involve the family, the community, society and the State in programmes geared to the improvement of the quality of marriage and family life.

**(c) Preparation for marriage and family life :**

- \* To give children (young people) guidance on human relationships, including marriage and family life.
- \* To prepare prospective couples for their relations and roles within the marriage and the responsibilities that go with it.
- \* To give parents guidance on preparing their children for their roles and responsibilities as adults.
- \* To prepare previously married persons and their children for a second marriage with its relationships between man and wife, parents and children and between children themselves.

**(d) \* Promotion of the quality of marriage and family life :**

- \* To foster good relations and communication within the family and the marriage.
- \* To foster the skills and abilities necessary to meet a family's needs.
- \* To improve the quality of the relations in healthy marriages and families by means of enrichment programmes.
- \* To help families to adjust to and deal with serious crises or unusual circumstances, for example a disabled family member, terminal illness, single parenthood, divorce or a second marriage.
- \* To promote a reciprocal sense of responsibility within the family.
- \* To improve and standardise support programmes for the maintenance of marriage and the family.

**(e) Dealing with marriage and family dysfunctions and pathologies :**

- \* To improve therapeutic services aimed at restitution of dysfunctions and pathologies.
- \* To assist, where necessary, in making families self-sufficient.
- \* To synchronise the legal system with the reconciliation system in a search for solutions for marriages or families that are disintegrating or in cases in which the security/welfare of any member of the family, especially children, is threatened.
- \* To render therapeutic services and give support to families experiencing marital, family and teenage pregnancy problems, divorced persons, single parent families, persons entering a second marriage and reunited families experiencing adjustment problems.

3 The above National Plan for Family Life has to be implemented at the national, regional and local levels, during the observance of the IYF and beyond. The CMF has identified 9 sectors in society which should participate in the implementation of the National Plan, namely the Government sector, welfare and other community organizations, education, religion, mining, media, commerce and industry, health care



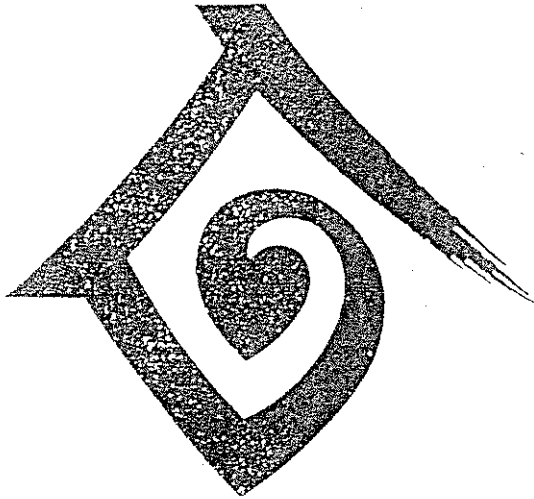
and organized agriculture.

### THEME(S) OF THE IYF

- .1 The theme of the IYF is : *Family Resources and Responsibilities in a Changing World.*
- .2 South Africa's themes for the celebration of the IYF 1994 are :
  - (1) DECEMBER 1993 - JANUARY 1994  
Cherish the family : Live together in peace
  - (2) FEBRUARY - MARCH 1994  
Cherish the family : Help another family
  - (3) APRIL - MAY 1994  
Cherish the family : Live healthily
  - (4) JUNE - JULY 1994  
Cherish the family : Invest in the youth
  - (5) AUGUST - SEPTEMBER 1994  
Cherish the family : Develop together
  - (6) OCTOBER - NOVEMBER 1994  
Cherish the family : Work and relax together
  - (7) DECEMBER 1994  
Cherish the family : Care, share and serve

### OFFICIAL EMBLEM

The United Nations has chosen the following as the official emblem of the IYF :



The design, created by Catherine Littassy-Rollier, a well-known Swiss artist residing in Vienna, will be used in promoting public awareness of the goals and purposes of the IYF. The simple design consists of a heart sheltered by a roof, linked by another heart, to symbolise life and love in a home where, the artist says, one finds warmth, caring, security, togetherness and tolerance. The open design is meant to indicate continuity with a hint of uncertainty. The brushstroke, with its open line roof, completes an abstract symbol representing complexity of the family, viewed as the building block and smallest democracy at the heart of society.

### CHECKLIST OF ACTIVITIES

The Vienna NGO Committee on the Family has prepared a series of checklists of activities for an effective International Year of the Family 1994. The checklist below is applicable to educational institutions :



- \* Involve families themselves in all educational plans.
- \* Portray a realistic approach to partnership and family life.
- \* Teach skills and develop abilities necessary for everyday family life.
- \* Promote youth and adult education by expanding and pooling resources of schools, institutions, universities and private initiatives.
- \* Offer a wide range of family centred activities, e.g. on health education, creative hobbies, sports and games, to strengthen the communication within and between families, taking into account single parent families.
- \* Utilize the network of schools and educational institutions to discuss the real needs of families, both material and non-material.
- \* Provide special education for families with special needs, i.e. families confronted with unemployment, minimum income, poverty, disability, illness, aging, alcohol/drug problems, domestic violence, war situations, threatened status in society because of refugee or migrant situations, child conscription and labour, street or prostitute children, slum dwellers, etc., as well as general education for human rights.

### INTERNATIONAL DAY OF FAMILIES : 15 MAY

The United Nations has declared that, beginning in 1994, 15 May of every year should be observed as the International Day of Families.

This year 15 May falls on a Sunday. Furthermore, schools under the control of this Department will be closed on 12 and 13 May 1994 on account of a public holiday and school holiday respectively. It is suggested that pupils/students be inspired to make 15 May a Family Day. Schools/Colleges could prepare special programmes for the run-up to Family Day in order to make pupils/students aware of what they should do on 15 May 1994.

### DEFINITION OF "THE FAMILY"

There is no simple view or universally applicable definition of *the family*. Throughout history diverse types of families have existed and new and divergent family forms are constantly evolving. Notwithstanding this, the family is universally recognised as a basic unit of society. The enclosed copies of "Occasional Papers Series, Nos. 1 and 2 of 1992" provide information relevant to the above.

### APPEAL

An appeal is made to all schools/colleges to embark on appropriate programmes/activities to mark the observance of the IYF. The Department does not wish to prescribe to schools/colleges the nature and content of programmes/activities to celebrate this event. However, a request is made to schools/colleges to ensure that programmes/activities are sensitive to the variety of family forms and structures prevalent in society. In this regard, one of the abovementioned "Occasional Papers Series" states that *a family-friendly society is one that recognizes the diversity of family forms and respects unique conditions, benefits and disadvantages each experiences in the execution of its functions*. The unfolding process of democratisation in our country affords all of us the opportunity to build such a family-friendly society. The National Plan for Family Life will only be successful if there is enthusiastic support for the concept at grass-roots level.



The following appeal by the CMF is therefore pertinent to schools/colleges :

"... keep in touch with the needs of family members within your field of service. Plan themes and activities which will involve every member of the family, influence them and create renewed awareness for the wonder and value of Family Life. Use every week of 1994 creatively".

## 9. FURTHER INFORMATION

- 9.1 Since January 1993 the Department of National Health and Population Development has begun publishing a series of newsletters on behalf of the CMF. The newsletter, *SA Family Mirror*, aims to provide information on involvement and progress of participants in the IYF programmes in South Africa. Enquiries may be directed to :

Project Leader  
National Plan for Family Life  
Private Bag X828  
PRETORIA  
0001  
Tel. : (012) 325-5100 X 264  
Fax. : (012) 325-5706

- 9.2 The Family and Marriage Society of South Africa (FAMSA), a registered welfare organisation, provides a variety of services aimed at preventing the disintegration of marriage and family life. For further details, contact :

FAMSA National Directorate  
P.O. Box 2800  
KEMPTON PARK  
1620  
Tel. : (011) 975-7106/7 or 970-1176

- 9.3 The instructional programmes for subjects, e.g. Right Living, Guidance, Health and Family Life Education and Environmental Studies, lend themselves to the incorporation of IYF themes/topics. For further details regarding the curriculum for Health and Family Life Education, contact :

Mr A.N.M. Khan  
Superintendent of Education  
c/o Deputy Director-General  
Department of Education and Culture  
Private Bag X54323  
DURBAN  
4000  
Tel. : (031) 3606066/3606225/3606911

0. Further correspondence regarding the IYF will be sent to schools/colleges during the course of the year. Kindly bring the contents of this circular minute to the attention of all educators.

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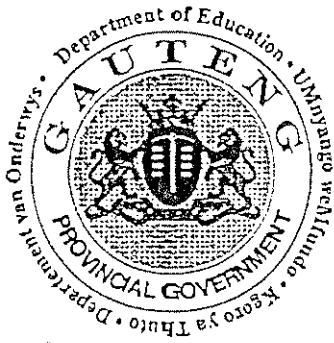
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S.P. Mair  
DEPUTY DIRECTOR-GENERAL



**BYLAE 4**

**GAUTENG DEPARTEMENT VAN ONDERWYS:  
OMSENBRIEF 125/1998**



**GAUTENG DEPARTMENT OF EDUCATION**  
**OFFICE OF THE SUPERINTENDENT-GENERAL**

*Postal address*  
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2000

*Physical address*  
111 Commissioner Str  
Johannesburg  
2001

Date: 13 November 1998

**CIRCULAR NUMBER 125/ 1998**

To: All chief directors and directors at head office and district offices;  
The principal and staff of all schools;  
Members of school governing bodies;  
Teacher organisations and unions; and  
Relevant non-governmental organisations

**Topic:**

The continued provisioning for Guidance (according to Nated 550) and Life Skills (Curriculum 2005) in schools' curricula

ENQUIRIES: All enquiries related to this circular should be directed to the Teaching and Learning Services unit at District Offices; and at Head Office to Brennand Smith or Ivor Hoff on (011) 355 0836 or Felicity Rose-Fraser on (011) 355 0808

This circular is available in IsiZulu, Sepedi and Afrikaans  
Le setshula iyatholakala ngesi-Ngisi, isiZulu, iSepedi nange-Afrikaans  
Sekulara ye e hwetsega ka maleme a Sizulu, Sepedi le Afrikaans  
Hierdie omsendbrief is beskikbaar in Zulu, Sepedi en Afrikaans



1. The **Résumé of Instructional Programmes in Public Schools (Report 550:Revised, September 1998)** makes Guidance a **compulsory offering in Secondary Schools' curricula (Gr. 8-12)**.
2. In the **Intermediate Phase (Gr.4-6)** Guidance **MUST** be one of the minimum of two offerings in NATED 550 (p.13-sect. 3.7)
3. The **Interim Amended Programme Requirements (dated January 1995)** recommend two periods, or one hour per week or cycle, for the instruction of Guidance
4. **Life Skills** is already being implemented in the **Foundation Phase (grade 1 in 1998)** and will be implemented in grade 2 (1999) and grade 3 (2000) in accordance with Curriculum 2005. A **notional time of 25%** has been agreed for the instruction of Life Skills. (Policy Documents, September, 1997).
5. The **Interim Syllabus for Guidance for Grades 1-12 (January 1995)** cover aspects of Family Guidance, Sex Education, Career Orientation, Life Skills, etc. This Interim Syllabus is still operational and will be replaced by Life Orientation (i.e. Health, Guidance, Life Skills, Religious Education, Human Movement) as Curriculum 2005 is phased in incrementally.
6. Several programmes (e.g. Life skills; HIV/AIDS Education; Career and Subject Orientation; Alternative discipline, etc.) have been initiated by the GDE and these will only impact on learners if institutions have committed teacher(s) to co-ordinate or implement these and other programmes. As such, Guidance teachers should **NOT** be automatic choices when institutions have to determine which educators are affected by the rationalisation process. Due processes, as set out in the Education and Labour Relations Council (ELRC) agreements, must be followed to identify such educators.
7. School Management Teams are responsible for the continued provisioning of Guidance and Life Skills programmes in their planning of school timetables and learning programmes. The effective use of time allocated to Guidance and Life Skills must occur in the grades as stipulated above.
8. A monitoring process will be set up during 1999 to ensure that the content of this circular is applied.

TMJ MASEKO  
(SUPERINTENDENT-GENERAL)