Imam Abdullah Haron was born in Claremont, Cape Town on February 8, 1924. He attended Talfallah Primary School where he completed Grade 6, following which he pursued Islamic studies for two years in Mecca, under the tutelage of Sheigh Abdurahman al Alawi al Makki. The Imam’s studies continued upon his return, under the leadership of spiritual luminaries, Sheigh Abdullah Taha Gamieldien and Sheigh Ismail Ganief.

The Imam’s commitment to promoting social justice was formed during these early years of study, where he was encouraged to become involved in serving needy and poor communities. During this time, he was exposed to the thinking of intellectuals associated with the Teachers’ League of South Africa and the Non-European Unity Movement. In 1955, Imam Abdullah Haron was appointed Imam of the Stegman Road Mosque in Claremont. He boldly led from the front and was committed to inclusivity at all levels of the mosque’s activities. The Imam pioneered the establishment of a women’ community forum and encouraged their participation in all matters pertaining to the mosque’s activities.

The Imam’s engagement with social and political issues intensified through his Friday sermons. He openly condemned the Group Areas Act and was a highly outspoken critic of the racist apartheid regime. On 7 May, 1961, at the Cape Town Drill Hall, he described the Group Areas Act as “inhuman, barbaric and un-Islamic”. Later, he declared that the Sabotage Bill “… seeks to close all loopholes in the government’s regimentation of the lives of the people. … a granite wall is to be built around our motherland to suffocate us so that the world does not hear our cry”.

During the 1960’s, the notorious Group Areas Act was being enforced with a vengeance and the Imam and his family were amongst thousands who were forcibly moved from their homes to the white sands of the barren Cape Flats. The Imam continued to openly and publicly challenge the legitimacy of the apartheid state, and as a result, he was under constant surveillance by the security branch of the apartheid police. As a consequence of his open opposition to apartheid injustices, the Imam was arrested and detained by the security branch on May 28, 1969. He was held in solitary confinement for a period of 123 days,
during which time he was tortured by the security police in an attempt to obtain names of
persons who were clandestinely working against the government. Imam Abdullah Haron
never betrayed his comrades, irrespective of the harshness of the torture he endured. On
September 27, 1969 the Imam died as a result of trauma caused by torture during his
detention. Despite the injuries on the Imam’s body, which clearly evidenced torture, the
security police maintained that the Imam fell down a flight of stairs.

Imam Abdullah Haron’s funeral procession was attended by approximately 30,000 people.
He will always be remembered as a martyr and an icon of the struggle against apartheid.
Imam Abdullah Haron takes his rightful place amongst venerated leaders and tireless
fighters for social justice, like Nelson Mandela, Steve Biko, Chris Hani, Martin Luther King
and many others who were all firm in their resolve to oppose oppression and injustice and
were willing to make the supreme sacrifice rather than compromise their principles.

FACULTY OF ARTS

Doctor of Philosophy

Department of Linguistics

Supervisor: Prof C Dyers

Dinis Fernando da Costa

A critical analysis of colonial and postcolonial discourses and representations of
the people of Mozambique in the Portuguese Newspaper ‘O Século de
Joanesburgo’ from 1970-1980

Dinis da Costa’s thesis provides a critical analysis of how Mozambican people were
represented or constructed in the colonial and post-colonial periods through the
columns of the Portuguese newspaper, ‘O Século de Joanesburgo’ over a period of
ten years. Using an innovative blend of Corpus Linguistics, Critical Discourse
Analysis and Multimodal Discourse Analysis (MDA), he reveals the exclusionary
discursive polarisation prevalent in both the textual and visual analysis of his data,
with indigenous Mozambicans generally portrayed as villains, victims and negative
actors who are largely immoral and unintellectual. The only exception is when they
are actors in the domain of sport, with footballing stars like Eusebio being acclaimed
as a Portuguese hero rather than a mere indigenous Mozambican. Examiners agree
that the study makes a valuable contribution to the fields of Corpus Linguistics,
Critical Discourse Analysis and Multimodal Discourse Analysis in the understudied
Luso-África agenda.
Ananias Iita

An assessment of the curriculum and implementation of the subject Religious and Moral Education in Namibia: A case study of perceptions of RME teachers in the Ompundja Circuit of Oshana Region

This pioneering research investigated the perceptions of RME teachers, in actual teaching and learning situations, regarding the implementation of the new RME syllabus in Namibia. The study engages a crucial global debate on paradigms for teaching religion and moral values and positively contributes to a growing canon of literature, via specific and carefully-sampled empirical research in an isolated region of Namibia. The constitutional democracy in Namibia brought new challenges to teachers who were previously only trained to teach Biblical Instruction as part of a Christian-National ideology. Findings illustrate that the new multi-cultural/multi-faith RME curriculum helps teachers and learners gain understanding of other faiths and values; fosters a culture of respect and tolerance; promotes the rights of different religions; prepares learners for responsible citizenship via shared values. The study’s significance lies in testing an exciting new paradigm and opening new ways of stimulating participation of learners with different backgrounds towards sharing moral insights that can help solve real-life problems.

Prosperous Nankindu

Language in education policy and literacy acquisition in multilingual Uganda: A case study of Kampala Urban District

Prosperous Nankindu’s thesis makes a valuable contribution to the field of Multilingualism and Diversities Research, a research area that seeks to provide a critical re-thinking of multilingualism in the context of transforming post-colonialities. Her study offers an imposing analysis of the policies and practices related to mother tongue literacy education in Ugandan schools. Backed by robust empirical data and a sturdy analysis, the candidate makes the important point that
what ostensibly appears to be multilingual education policies are, in fact, built on *monglot* understandings of language. In other words, ‘multilingualism’ is conceived in terms of multiple monolingualisms rather than as the unique meshing of speech practices that characterize complex African environments. This finding is illustrated in her rich analyses of children’s everyday multilingual practices, both inside and out of the classroom. The author concludes with thoughtful recommendations for a radically different concept of language to underpin a transformed language policy for Southern Africa.
Integration in South Africa: a study of changes in the community health system

In this study, Jennifer Parr analyses the implementation of integrated primary health care services in an urban setting in the Western Cape. In her analysis of a facilitated pilot project, she draws on key theories in anthropology to explore the human experience, and provides a detailed account of changes in a community health system and their impact on different role players. The findings illustrate that in this particular case, the role of the facilitator was not sustainable; managers’ lack of commitment was due to their lack of power and belief in the success of the process; and staff resistance was attributable in part to lack of power and limited clarity about the change process. The candidate concludes that understanding the context is vital for implementing health reforms and that the concepts of dominance and resistance can be applied in understanding the true motivations behind the acts of managers, staff and the community.
Clever Chikwanda

Combining sport and mediation skills for community healing: A multiple case study of two post-conflict communities in South Africa and Zimbabwe

Clever Chikwanda’s thesis focuses on the powerful role of sport as a catalyst for community healing in Zimbabwe and South Africa. His study, based in Mfuleni outside Cape Town, and Highfield outside Harare, examines avenues through which sport and mediation can be combined for effective peace-building interventions for high school youth. His research is grounded within the framework of the Logic Model, and utilises Lederach’s Multi-Level Leadership Pyramid to locate and connect key actors and critical resources, vertically and horizontally. Examiners commented that the strengths of the thesis are the candidate’s contribution to capacity building for youth to enable them to deal with community conflicts, and his strong delivery of a comprehensive model of training interventions. The examiners also agreed that this is a pioneering study which advances knowledge and innovation in the sport and development field in Africa and globally.
Doctor of Philosophy
Department of Psychology
Supervisors: Prof S E Koch, Prof K Mwaba

Maria Ann Florence

Adolescent substance use: The development and validation of a measure of perceived individual and contextual factors

The purpose of the study was to research the validity of a South African-developed instrument designed to measure individual and contextual factors associated with substance abuse in low socio-economic status communities in the Western Cape. A strength of the study is its location within a larger University of the Western Cape research project, where relevant role players in local communities contributed to the development of the instrument and within which further research on substance abuse will take place. Bronfenbrenner’s ecological theoretical framework was used to conceptualise the instrument around a range of factors and later to organise the results into systems levels. Factor analysis was used to select items and to explore the constructs underlying the instrument, which is currently available in English and Afrikaans. It was demonstrated that the instrument will successfully be able to identify at-risk adolescents.

Doctor of Philosophy
Department of Physiotherapy
Supervisors: Prof P Struthers, Prof J Jelsma

Jeanne Kagwiza

Functioning, disability and health in people living with HIV on antiretroviral therapy in Rwanda

Many people living with HIV (PLWH) experience functional limitations caused by the HIV infection itself and/or the antiretroviral treatment. This study, using mixed methodology, found the prevalence of disability in PLWH on antiretroviral therapy in
Rwanda to be considerable. Many people have a large number of functional limitations associated with a variety of impairments that cannot be addressed by drugs alone. Rehabilitation, including physiotherapy and counselling, is also needed. This study demonstrates the need to establish interdisciplinary collaboration by a multidisciplinary team, based on the use of a bio-psychosocial model, such as that of the International Classification of Functional Disability and Health (ICF) framework to reinforce referral within the hospital system. This might lead to more holistic assessment and management of these patients. Additionally, the ICF questionnaire, translated into Kinyarwanda and found to be valid and reliable through this study, has been placed on the World Health Organisation website.

**Doctor of Philosophy**  
**Department of Physiotherapy**  
**Supervisors: Prof J S Phillips, Prof R Mpofu**

**Wallace Karuguti**

**A model development for an interdisciplinary approach to patient care: A case for curriculum development**

The growing complexity of human health, its determinants and the means to attend to them has exceeded the scope of a single, specific health discipline. Hence, the University of the Western Cape introduced an Interdisciplinary Core Course Curriculum to be undertaken by all undergraduate students enrolled in the Faculty of Community and Health Sciences. This curriculum is aimed at producing graduates who are collaboration-conscious in their practice. The overall aim of Wallace Karuguti’s study was to develop a model for an interdisciplinary approach to patient care in an institutional setting. He is to be commended on the breadth of his research, drawing on a wide range of international sources and on applying an appropriate mixed methods approach to address a complex, multi-faceted issue. The context and the combination of research methods used contribute valuable knowledge and insight into inter-professional education and inter-professional collaborative practice.
A home-based physical activity programme in combination with massage therapy to improve motor and cognitive development in HIV positive children on antiretroviral therapy: A randomised controlled trial

HIV/AIDS is the leading cause of death in children under the age of five, while children infected with HIV/AIDS struggle to perform on par with non-infected children in their age group. It is thus essential that high quality, cost-effective early childhood development programmes be developed to assist HIV positive children. Oswell Khondowe's thesis evaluated the effect of a home-based, physical activity programme on the motor and cognitive development of HIV positive children. Findings illustrate improvement in the cognitive development of children over a period of six months and a decrease in the prevalence of motor delay after six months. It is evident that home-based interventions, as described and implemented by the candidate, could assist healthcare professionals in promoting the motor and cognitive development of HIV positive children.

Building a health-promoting schools conceptual framework model as a strategy to address barriers to learning and promote healthy development of school-aged children in Rwanda

This study concerned schooling in post-genocide Rwanda and addressing the many challenges that schools experience in overcoming barriers to learning. In phase one a health-promoting schools model, embedded in the lived reality of the participants and their schools, was developed through case studies of four primary schools. In phase two this
model was examined through a survey in 92 schools. The model is valuable in understanding the systemic and multifaceted nature of barriers to learning and thus what is needed to address them. One examiner commented: “As I read through the thesis I was constantly alerted to how important research of this nature is and how it uses the very real experiences of people coping under enormously difficult conditions to construct a set of viable tools for leveraging change. This is, in my opinion, the kind of scholarship that the continent needs ... The study makes a valuable contribution to a complex process of reconstruction within Rwanda.”

Doctor of Philosophy

Department of Sport, Recreation and Exercise Science

Supervisors: Dr S H Bassett, Prof E S Bressan

Albertus Petrus van Dyk

The effects of a sports vision training programme on selected visual-motor skills in a non-fatigued and fatigued cardiovascular condition

South Africa has high expectations for the performance of our national sports teams. Efforts to meet these expectations include the implementation of specialised training methods, and sports vision training is increasingly being recommended as one of these methods. Albertus van Dyk’s study explored the effects of a generic sports vision training programme on visual skills of physically active males in non-fatigued and in induced cardiovascular fatigued conditions. He developed a training programme for peripheral awareness, eye-hand coordination, eye-body coordination, visual reaction time and visual-motor response time. The induced fatigue protocol attempted to simulate fatigue levels experienced in field-based sports. The study found no significant effects for the training programme in a non-fatigued condition. However, when in a fatigued condition, visual-motor response time significantly deteriorated. Although this study does not support generic visual skills training, it does demonstrate that some visual skills deteriorate as a result of fatigue during physical activity and highlights the importance of adequate conditioning.
FACULTY OF DENTISTRY

Doctor of Philosophy
Department of Community Oral Health
Supervisor: Prof S Naidoo

Imade Joan Ayo-Yusuf

Socio-economic position, oral pain and oral health-related quality of life among South African adults

South Africa has one of the world’s highest GINI coefficients, a measure of highest inequality, but little is known of its oral health-related inequalities. This unique study used for the first time a validated oral health impact profile (OHIP-14) as a measure of oral health-related quality of life (OHRQoL) among adult South Africans using a structural equation model. Furthermore, it utilised large nationally representative primary and secondary datasets that investigated the prevalence and cost of oral pain over a six month period, as well as related inequalities in relation to individual and area-level socio-economic status. Both absolute and relative inequality in oral health were found to be greater among adult South Africans living in high socio-economic status areas than among those living in lower socio-economic status areas. In relation to oral health-related quality of life, the pathways to ‘oral handicap’ were demonstrated to be different across socio-economic groups. This study has profound implications for the planning of future dental services.

Doctor of Philosophy
Department of Community Oral Health
Supervisor: Prof S Naidoo

Jill Fortuin
The effectiveness of teleradiology as a diagnostic tool in the provision of oral health services in South Africa

Information and communication technology for health (ICT4H) is an enabling tool to enhance the provision of services in the health sector. Teledentistry is the use of ICT to enhance dental services when distance separates the dental professional and the patient. Teleradiology is an application that uses ICT to transmit digital images from one location to another and has the potential to revolutionize the provision of dental services. This study used a measurement metric to assess the effectiveness of teleradiology as a diagnostic tool. The components of the study included user satisfaction, utilization and clinical effectiveness variables. The results indicated that teleradiology is a useful adjunct to diagnosis and furthermore the user satisfaction and utilization aspects yielded positive results. However, the findings related to clinical effectiveness were inconclusive. The study recommended that implementation models for teleradiology should focus on variables that impact on usage frequency, user satisfaction and diagnostic accuracy.

Doctor of Philosophy

Department of Community Oral Health

Supervisor: Prof S Naidoo

Eyitope Ogunbenro Ogunbodede

Implementation of oral health policies in African countries: South Africa and Nigeria as case studies

Although twenty-two African countries have developed national oral health policies, strategies and programmes, few have been implemented and all have failed to show any real impact on oral health, even where excellent policy documents have been drafted. This study analyzed the content, context, process, outcomes and implementation strategies of all oral-health-related national policies of the South African and Nigerian governments, from the year 2000. The study found that policies failed to achieve the original goals and objectives in both countries, and the most important barriers were cited at the level of dissemination, implementation,
monitoring and evaluation. The need to build capacity for oral health policy analysis was identified in both countries studied and in this regard a seven-point agenda was proposed for bridging the gap between oral health policy design and implementation. This agenda will be applicable not only to South Africa and Nigeria, but also to other Sub-Saharan African countries.