

**ADOLESCENT FEMALE LEARNERS EXPERIENCE AND KNOWLEDGE
OF HUMAN RIGHTS AT A SECONDARY SCHOOL IN A SUB – DISTRICT
OF CAPE TOWN, SOUTH AFRICA**

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Human rights, adolescence, gender, human rights experiences, secondary school, knowledge, facilitation, perception



**Human rights- *droitsde l’homme, derechos, menschenrechte*, - “the rights of man”
are literally, the rights that one has because one is human.**

(Donnelly, 2003: 7)



I hereby declare that this mini thesis is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. I have not submitted any part of this thesis for a degree at any other university.

DEIRDRE SWARTZ



DEDICATION

I dedicate this study to my husband, Aldridge Samuel Swartz who patiently allows his wife to follow her dreams.



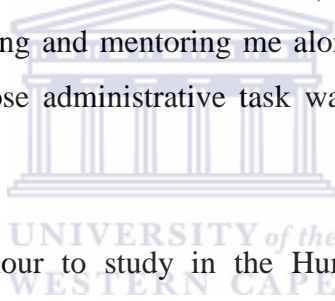
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I would like to thank the following people because without them this study would not have been possible.

I thank the Lord for the gift of knowledge He has bestowed upon me, the ability to understand and the strength and power to complete this thesis and for granting me all that I have.

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To my friends, fellow students, colleagues, my students at day school and at night school, thank you for your love and support.

ABSTRACT

Human Rights have been the focus of much debate in recent years. It is read about in biblical contexts and extensively written about and researched globally, nationally and locally. South Africa is especially recognised as a country trying to adhere to human rights recommendations since after experiencing years of “apartheid” and human rights violations. South Africa is proud to introduce a sixteen-year democracy and a constitution respected by the global society.

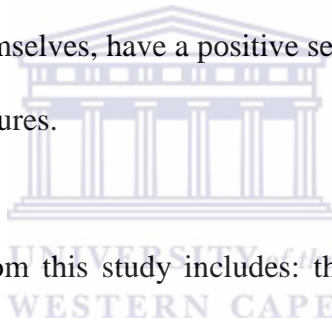
As South Africa embarks on a period of transformation, women who were historically marginalised are encouraged through education to demand their right to know that their human rights be recognised. The adolescent female in her educational environment is socialized to recognise her basic human rights and, through education, she is able to embrace them and demand that they be upheld.

The adolescent female learner within the South African context is the focus of this study as we explore her knowledge and experiences’ of human rights at school. The study also attempts to explore the schools role in providing adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

Both quantitative and qualitative research methodology were used in this study. A sample of 12 adolescent female learners was purposively selected. The study was

conducted at a Secondary School in the Central Sub-district of Cape Town in the Western Cape. The questionnaire was standardized by testing the questions on learners and the Life Orientation educator of another school. A thematic analysis was used to analyse the audio taped data from the interviews.

The key findings were that the adolescent female perceives human rights as being equal and being human amongst other humans but that their human rights are violated at school. It was also found that knowledge about human rights changed the attitudes and behaviour of the adolescent female learners in creating higher self confidence, the ability to stand up for themselves, have a positive self image and an understanding and appreciation for other cultures.



The recommendations from this study includes: that the adolescent female learners need to internalize their basic human rights and then demand that these rights be upheld. The integration of human rights concepts within other learning areas or subjects in the school curriculum were additional recommendations.

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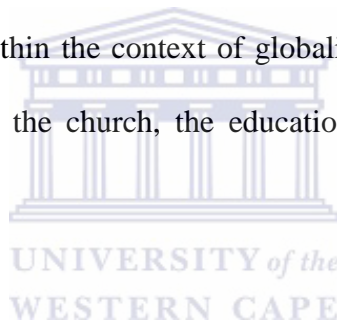
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CHAPTER ONE: INTRODUCTION

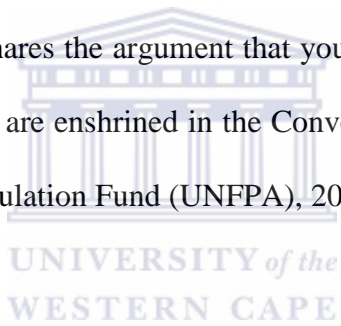
1.1 BACKGROUND

Human Rights, is a relevant and contextual term describing how people should be respected and provides guidelines for human interaction. According to the World Health Organization (WHO), Human Rights refers to “an internationally agreed upon set of principles and norms by governments” (2001: 5). The reality is that human rights infractions have been around since the beginning of time and read about in various contexts. It represents a contentious issue which is extensively written about and researched. Human rights, is also the topic of much debate globally, nationally and locally, especially within the context of globalization, in which “the citizens are socialized by the family, the church, the education system and the media” (Ishay, 2004: 361).



As South Africa emerged from a history of colonialism and apartheid into an era of democracy, a Constitutional government with a Bill of Rights which prohibits discrimination on the basis of race, colour, gender, religion and ethnicity was introduced in 1994. The Republic of South Africa is now a sovereign, democratic state founded on values such as human dignity, the achievement of equality and the advancement of human rights and freedom. South Africa’s post “apartheid” constitution is respected globally because it is recognised as having taken cognisance of the human rights of all its citizens, especially those of children.

The adolescent child, age 13-18, has been the subject of much abuse: physically, mentally, psychologically and emotionally; throughout the South African society (Govender & Masango, 2007; Children's Act 38 of 2005). The South African government recognises that human rights are best shaped within the educational environment. The South African Schools Act seeks to uphold the rights of all learners since it is the site where the adolescent female learner spends the majority of her time during the years of her development (South African Schools Act, 1996). Communicating human rights to this group of learners is considered to be the key component in ensuring that there is a standard message for the rights of children. International consensus shares the argument that young people are entitled to exercise their human rights, which are enshrined in the Convention on the Rights of the Child, 1989 (United Nations Population Fund (UNFPA), 2008).



As a socialization agent, the school plays an essential role in moulding the adolescent female learner to become an assertive, confident and well rounded citizen who knows her basic human rights and demands that these rights be upheld as set out in the Convention on the Rights of the Child (2003: 14) and the Preamble of the South African Schools Act (1996: 1). This is also specified in the Learning Outcome 2 (Social Development) for the subject Life Orientation, in secondary schools (Revised National Curriculum Statements, 2005: 26).

This study therefore explored the adolescent female learners' knowledge of her basic human rights within the school setting, how she experienced these rights at school and

whether the school provided adequate facilitation for her to gain sufficient knowledge about these basic human rights. The study provided recommendations to various stakeholders in education on the improvement of curriculum skills in Life Orientation as a subject, and human rights education in general.

1.2 STATEMENT OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY

Schools are tasked with socializing learners to become well rounded global citizens who respect themselves and others as well as their micro and macro environment. This is only possible if the rights of all its learners are upheld as stated in the South African Schools Act (South African Schools Act, 1996) as well as in the Bill of Rights in the South African Constitution (Constitution of South Africa, 1996) which states that “a child’s best interest is of utmost importance in every matter concerning the child”. Adolescent female learners’ experience and knowledge of human rights at a secondary school in a sub-district of Cape Town, South Africa provided a contextual description of their experience of the Bill of Rights. This study therefore explored the adolescent female learner’s knowledge and experiences of her basic human rights and the extent to which the school provides adequate facilitation for her to acquire this knowledge.

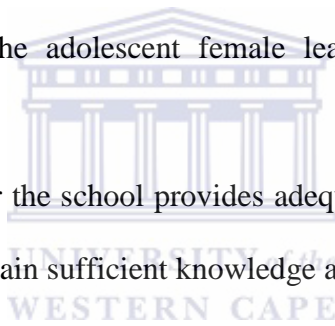
This study is significant as it contributes to knowledge that will help teachers at this school to understand the human rights experiences’ of adolescent female learners. The research findings of the exploration of whether the adolescent female learner knows her human rights and how she experienced these rights at school could provide input to Curriculum Development specialists and textbook writers who prepare Life

Orientation guidance and material respectively. Recommendations will be made to the life orientation teachers at Maitland Secondary School who are interested in improving their curriculum skills on Life Orientation and recommendations will be made on how human rights education could be implemented in the curriculum.

1.3 OBJECTIVES OF THE RESEARCH STUDY

The objectives of the study are:

1. to explore the adolescent female learners' knowledge of her basic human rights.
2. to explore how the adolescent female learner experiences these rights at school.
3. to explore whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.



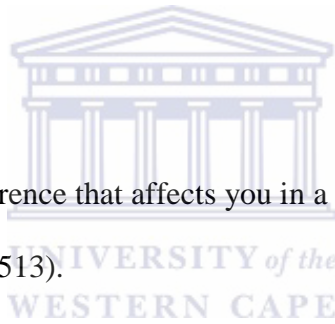
1.4 OPERATIONAL DEFINITIONS

Adolescence

“Adolescence is a transitional period between childhood and adulthood, beginning with biological changes associated with puberty and proceeds through a process of psycho-social changes, influenced by cultural factors, which determines the identity and sexuality of the adolescent” (World Health Organization, 2000). For the purpose of this study, the age 19 is included since this study was conducted at a secondary school where this age group is included.

Experiences

Experiences are “an occurrence that affects you in a way and influences your way of thinking” (Hornby, 2005: 513).



Human rights

Human rights refers to “rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status” (United Nations Human Rights, 2009: 1).

Knowledge

Knowledge is defined as “objective truth that is derived from rigorous research. The purpose of research, then, is to identify verifiable facts and to construct valid knowledge that is understood as value-neutral and scientific truth. Knowledge

provides information that changes something or someone as it generates appropriate actions and provides a framework for evaluating and incorporating new experiences and information for growth and development” (Amstutz, 1999: 20).

Perception

According to McShane and Travaglione (2003: 74), perception is “the process of receiving information about and making sense of the world around us. It involves deciding which information to notice, how to categorize this information and how to interpret the information within the framework of our existing knowledge.”



Facilitation

“Facilitation helps us communicate better as human beings and to make more sense out of our world. It is concerned with encouraging open dialogue among individuals with different perspectives so that diverse assumptions and options may be explored” (Hogan, 2002: 10).

SUMMARY

This chapter introduced the research and provided an overview of the study. Chapter two proceeds to provide the relevant literature specific to this study.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

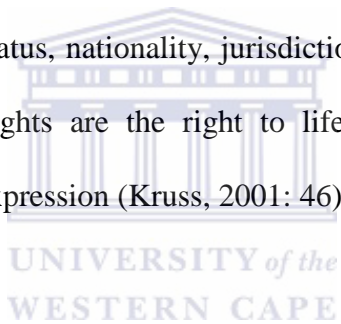
Human Rights constantly evolved throughout human history. They have been tied to laws, customs and religions throughout the ages but have not always been enjoyed by all citizens, especially women. The oppression of women is evident in the history of South Africa, through years of discrimination which marginalized women by allowing them very few or no legal rights, restricted access to education and no right to own property. Jobs were often hard to find, forcing women into agricultural or domestic work with low wages (Mutua, 1997: 101). These jobs separated women from their families and fragmented family life, leaving children to fend for themselves while their mothers were out at work. Family fragmentation also led to the exposure of domestic violence and the transmission of Sexually Transmitted Diseases' and HIV infection transmitted by the male partner who works away from home (Haffejee, 2006: 4).

The devastating effect of HIV and AIDS is seen in the prolonged illness and death of a family member at their prime working age, which impacts on the family and household livelihoods and the ability to provide for its members, often leaving children to head the household (Richter & Sherr, 2008: 8). The adolescent female was socialized into this environment and many were forced to leave school to look after siblings. This shortened her adolescence, stunted her educational experience and made her vulnerable to human rights violations as a result of a lack of knowledge. In this light, human rights legislation was put into place as an important mechanism to protect

all citizens against human rights infractions (Richter & Sherr, 2008: 8; Mutua, 1997: 101).

2.1 Human rights legislation

Human rights legislation is put in place to protect people from discrimination. It seeks to guarantee people equal treatment regardless of identified characteristics, historical stereotyping and bias. “*Human Rights*” refers to the norms, processes and institutions which address the relationships among states, communities and individuals (Mutua, 1997: 63). *Human Rights* are the basic rights and freedoms entitled to any person, regardless of economic status, nationality, jurisdiction, age, ability, ethnicity, sex and sexuality. These basic rights are the right to life, freedom, equality, justice and freedom of thought and expression (Kruss, 2001: 46).



The Universal Declaration of Human Rights is derived from the International Bill of Rights, based on values that are shared by ancient philosophies and many religious traditions. Along with individual rights we each have a responsibility to protect the rights of other human beings (Ishay, 2004: 359; Gaer, 2003: 339; Mutua, 1997: 63).

2.1.1 The United Nations

The world community established through the United Nations a framework for human rights awareness and protection, which culminated into the Universal Declaration of Human Rights (UDHR). This was the first time that the protection of human rights was officially declared an international responsibility (Messer, 1993: 221). Human

rights education and awareness then took root in countries all over the world. The United Nations promoted and coded human rights through the Universal Declaration of Human Rights and associated resolutions, covenants, fact-finding commissions and monitoring and reporting mechanisms. The United Nations view the concept of human rights as: “the minimum standards of behaviour by government toward their citizens at all times and in all places regardless of their political affiliation”. This view of human rights was adopted by South Africa when it gave birth to a new democracy in 1994 (Berling, Baehr, Burgers, Flinterman, de Klerk, Kroes, van Minnen & van der Wal, 1990; Weissbrodt, 1988 cited in Messer, 1993: 221).

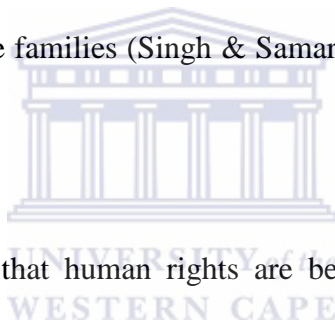
2.1.2 South African Constitution

Subsequent to Nelson Mandela’s release in 1990, South Africa became an international human rights project (Mutua, 1997: 66). Human rights dominated every aspect of recreating South Africa, as is evident in the Constitution (1996). The New State of South Africa ratified two major international human rights instruments which are: the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child. The Bill of Rights is the part of the Constitution that has had the greatest impact on life in South Africa and forms the cornerstone of democracy, as it enshrines the rights of all people in the country and affirms the values of human dignity, equality and freedom (Sund, 2006: 327; van Rensburg & Olivier, 2003: 627 cited in van Rensburg & Horston, 2004: 55; Goonesekere, 1997:1; Mutua, 1997: 66).

As South Africa is a country adhering to international human rights recommendations after years of “colonialism”, “apartheid” and human rights violations (in the form of racial and gender discrimination), women have come to the table as the subject of much abuse: physically, mentally, psychologically and emotionally throughout society (Goonesekere, 1997: 3). These marginalized women suffered through a myriad of human rights violations; from few to no legal rights, no access to education and no right to own property (Satterthwaite, 2004: 11). Cultural and religious values and norms historically shaped the notion that women are expected to be quiet, submissive, not questioning the authority of men, unintelligent and self-sacrificing. By association, the adolescent female is developing into a woman and is socialized to expect and accept these barriers. As these barriers vary by region, country, culture, society and community; women are categorized according to their race, sexual orientation, disabilities and economic status, which trigger discriminative actions in society (Enslin, & Pendlebury, 2000: 438).

In the South African context, women continue to experience human rights violations through the exploitation of labour, deprivation of education at primary level as well as sexual and reproductive health exploitation (Goonesekere, 1997: 4). The denial of human rights reinforces the adolescent female’s experience of gender discrimination, perpetuating the cycle of human rights violations. Gender based violence affects the physical, psychological and social well-being of women and children. Abuse may cause permanent damage to a woman’s physical health and may have a lasting emotional impact as well. Some may experience depression, post traumatic stress

disorder and insomnia. A difficulty in forming relationships with their children may surface. They may drop out of school and develop a dependency on drugs and alcohol. The experience of abuse may predispose the female to an early sexual debut, multiple partners and HIV and Aids (Fox, 2003: 15-16). The purpose of the application of human rights is to challenge and change this discriminatory heritage through education thereby, creating and maintaining a healthy self-esteem and identity among adolescent females (Tomasevski, 2005: 1-7). This in turn shapes the future of the adolescent female by reducing poverty, extending adolescence and school attendance, having fewer childhood marriages and decreased fertility levels and moving to increase the number of educated future families (Singh & Samara, 1996: 153 cited in Tomasevski, 2005: 1-7).



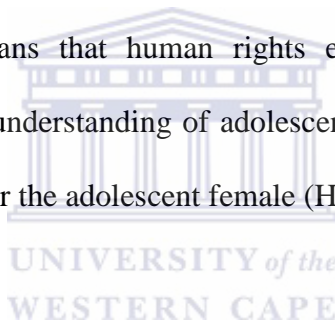
South Africa recognizes that human rights are best shaped within the educational environment; since in addition to the family, the church and the media; it is the site in which the adolescent female spends the majority of her time during the years of her development, and is the socializing agent in creating a well-rounded citizen who respects herself and her micro and macro environment (Dawson, 2007: 459).

2.1.3 Toward a definition of human rights.

Human Rights are used throughout the world and translated into different languages since its recognition by world leaders and activists alike. The most recognized translation is- "*droitsde l'homme, derechos, menschenrechte*"- "the rights of man" which means literally, the rights that one has because one is human (Donnelly, 2003: 7

and Brown, 2001: 599 cited in Close and Askew, 2004: 28; Edkins, 2003: 253). The United Nations Human Rights (2009: 1) defines human rights as rights inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. It also states that rights are all interrelated, interdependent and indivisible. This definition is holistic and suits the knowledge and experiences of the human rights of adolescent females that this study is aimed at (Goonesekere, 1997: 2).

The adolescent female is entitled to certain rights simply by the fact that she is a human being which means that human rights empowers the adolescent female (Donnelly, 2003: 8). An understanding of adolescence will provide direction on how human rights can empower the adolescent female (Hudson, 2009: 54).



2.1.4 Adolescence

Adolescence is a transitional period between childhood and adulthood beginning with biological changes; rapid physical, cognitive and social changes (including sexual and reproductive maturation associated with puberty) and proceeds through a process of psycho-social changes influenced by cultural factors, which determines the identity and sexuality of the adolescent. This process gradually builds up the capacity to assume adult behaviour and roles involving new responsibilities which require new knowledge and skills (Kenworthy, Hallman and Diers, 2008; Convention on the Rights of the Child, 2003: 1; World Health Organization, 2000; Terblache, 1999 as cited in Van Dijk, 2002:13). The Convention on the Rights of the Child refers to an

adolescent female's right to survival and development, protection from exploitation and abuse and her right to participate and express views on matters that concern her life; as her capacity for making responsible choices, evolves during the period of adolescence (Franklin, 2001:6; Goonesekere, 1997: 2).

It is not always clear when the period of adolescence starts and when it ends (Van Dijk, 2002:14). Adolescence is noted by some as from about the age of eleven to the late teen years, while the Children's Act of 2005 of South Africa states that the age of majority is no longer 21 but "any person under the age of 18 years" as defined by "the South African Constitution and the African Charter on the Rights and Welfare of the Child" (Govender & Masango, 2007; Adolescentadol, 2002: 1; Goonesekere, 1997: 2). For the purpose of this study the age 19 is included since this study was conducted at a secondary school where this age group is included. As the adolescent female is a child in terms of the Constitution of South Africa (1996), she is entitled to the rights of the child as contained in the Bill of Rights, Chapter 2 of the South African Constitution (1996: 1255).

2.1.5 Children's rights

The adolescent female learner is exposed to all her human rights through her educational process which in South Africa is reflected in the Constitution (1996: 1255). The Bill of Rights begins with the basic rights-to life, dignity, equality and privacy. Then it includes the fundamental freedoms associated with democracy which are the freedom of expression, association, assembly, opinion, belief, religion and

movement. Human rights are also grouped into four broad categories. Subsistence rights are the right to food, shelter and health care. Developmental rights are the rights to allow children to reach their fullest potential, which includes education and freedom of thought, conscience and religion. Protection rights are the right to life and protection from abuse, neglect or exploitation. Participation rights are the right to allow children to take an active role in community and political life (Shrestha, 2008; Archard, 1993: 65 cited in Franklin, 2000: 20-21).

In South Africa, the right to education is defined in section 29 of the Bill of Rights, which must be interpreted in line with international law and democratic values. The adolescent female's right to education implies that quality primary education is compulsory and available, accessible and free to all and that secondary and higher education are available and accessible. Well-functioning schools and recreational facilities which do not pose health risks to students should be provided. There should be running water, sanitation and safe journeys to and from school. Schools should take the necessary action to prevent and prohibit all forms of violence and abuse. This includes sexual abuse, corporal punishment and other inhumane, degrading or humiliating treatment or punishment, by school personnel as well as among students. The school also has to initiate and support measures, attitudes and activities that promote healthy behaviour by including relevant topics in school curricula (Convention on the Rights of the Child, 2003). Children have rights in and through education, as well as to education. If the right to education empowers the adolescent

female learner to realize and claim her rights then her knowledge of human rights provides a base for her perception of her basic human rights.

2.2 Knowledge of human rights

2.2.1 Perception of human rights

An integral aspect of this research is, understanding the adolescent females' notion and perception of human rights as well as her individual internalization of them. Perception is "the process of receiving information about, and making sense of the world around us". "Perception also involves, deciding which information to notice, how to categorize this information and how to interpret the information, within the framework of our existing knowledge" (McShane & Travaglione, 2003: 74; Abou Shabana, 2003: 298; Khattab, 1996: 3-10). Bergh and Theron (2003: 104) define perception as "a selective process by which people interpret and give meaning to external factors". Perception therefore makes us aware of our environment and determines how we communicate with others. Each person's perception about issues may differ therefore cognizance should be taken of these differences when understanding the adolescent female learners' knowledge and experiences of her basic human rights (Bergh & Theron, 2003).

Studies on adolescent learners' perceptions of human rights at school indicated that students have much higher expectations for their rights in a school setting. Anti-discrimination at schools is based on culture, language, class, ethnicity and race; which means that human rights are important to the adolescent learner (Veiga, 2001:

174-188; Kruss, 2001: 58). This is understandable as social development, which is Learning Outcome 2 for Life Orientation in secondary schools states, that “the learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities” (Revised National Curriculum Statement, 2005: 20). The Learning Area statements in the Revised National Curriculum Statement also reflect the principles and practices of social justice and respect for the environment and human rights, as defined in the Constitution.

The Learning Outcomes for each Learning Area focus on clear and understandable knowledge, skills and values that learners should achieve by the end of the General Education and Training band (Revised National Curriculum Statement, 2005: 20). In addition, the Preamble of the South African Schools Act states that it seeks to uphold the rights of all learners’ (South African Schools Act, 1996) and has also made provision for secondary school learner’s involvement in school governing processes and facilitation of democratic values and standards in education. This reflects that human rights education is woven into the teaching medium of education and reinforcing the importance of human rights education (Moses, 2008: 329).

2.2.2 Human rights pertinent to the school environment

The new Constitution has as its foundation a Bill of Rights guaranteeing the basic rights of the adolescent female, which places the democratic values of human dignity, equality and freedom at its core (Langford, 2009: 37; Kruss, 2001: 45). The rights to equality and dignity set the standards for a democratic system of education and the

right to education acts as a multiplier that enables people to access other political and socio-economic rights. Government has an obligation to respect, protect, promote and fulfil these rights through policy and legislation (Pendlebury, Lake & Smith, 2009: 23). Each school responds differently to its own unique interplay of race, class, culture, religion, language and gender in the process of realizing the policy of human rights in education. This complex, variety of positions the school deals with calls for the fostering of tolerance and respect for the beliefs and cultures of each member at school as these factors continue to affect the adolescent females knowledge of human rights (Kruss, 2001: 59).

2.2.3 Factors affecting human rights

Education opens new horizons and raises the quality of life of the adolescent female learner as well as the nation. The European Court of Human Rights defined "education" as: "Education of children is the whole process whereby, in any society adults endeavour to transmit their beliefs, culture and other values to the adolescent learner" (Campbell & Cosans cited in du Plessis, Conley & Loock, 2007: 198-199). Adolescent female learners are moving away from simply accepting at face value the moral judgments of adults. By reflecting on values, motives, right and wrong, they experience what it means to form their own independent personal values. Factors such as cultural background, language, race, class, ethnicity, sexual orientation and gender influence how the adolescent female learner learns and how adults perceive how they learn. These factors also affect the teachers' expectations of the adolescent female learners and how they interact with each other. It also affects the female learner's

enjoyment of her rights to dignity and equality at school which are developed in an environment where there is a culture of human rights (Turning Points, 2002: 19-35).

2.2.3.1 A culture of human rights

Culture and educational levels are among the most dominant societal influences. The right to education is a precondition for the exercise and understanding of other rights. The enjoyment of civil and political rights such as freedom of information and the right to vote depends on a minimum level of education, including literacy. Economic, social and cultural rights, such as the right to choose work or to take part in cultural life, can only be exercised meaningfully once a minimum level of education has been achieved. Through education, individuals can be taught values such as tolerance and respect for human rights. Education therefore strengthens a culture of human rights within and amongst nations, cultures and learners (du Plessis et al., 2007: 198-199).

Culture is the understanding of the nature of human relationships, how they should be established and how social outcomes are predicted (Otaala, 2000 cited in Simelane, 2005: 39). The struggle to transform unequal and exploitative gender relations is strengthened by a culture of human rights. However due to socialization and traditional cultural beliefs and barriers, negative stereotyping reinforces the belief that decision making belongs to men. The South African government has made efforts to discard this belief through the facilitation of human rights. Various non-governmental organizations, women's organizations and the South African government are committed to promoting gender equality in an effort to challenge the negative impact

of cultural beliefs that continue to marginalize woman in the new democratic society of South Africa (Baden et al., 1998 in Babugura, 2010: 30). South Africa accepts that achieving gender equality and empowering women will foster conditions for creating healthier, peaceful, better educated and more successful societies. It is through this achievement that other major challenges linked to gender inequality, such as poverty, HIV/AIDS and various social vulnerabilities can be effectively addressed. This in turn, will reduce human rights violations (Babugura, 2010: 30).

2.2.3.2 Language and race in human rights

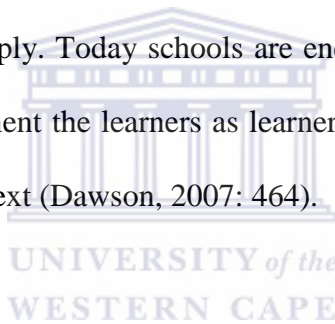
At school, the language policy can be used as a mechanism for locating language within the social structure so that language determines who has access to educational resources. Since language separates one on the basis of race (being black and speaking Xhosa), in a multi-lingual and/or multi-racial educational environment like that of a secondary school, adolescent female learners may experience human rights violations in the form of discrimination based on misinformation and stereotyping (Dawson, 2007: 463).

An English second language learner from a different culture, may have weak English language skills, but a flexibility of thinking and ability to go back and forth between primary and secondary languages and cultures that, when viewed as an asset, can be tapped into to assist learning. Language strengthens a culture of human rights as it is the medium used to facilitate and communicate human rights. Cultural background, language, race, class, ethnicity, sexual orientation, and gender all influence how

students learn and how adults perceive how they learn. These factors also affect the educators' expectations of learners and how learners interact with each other (Turning Points, 2002: 35).

2.2.3.3 Religion and human rights

The language of religion denotes difference and promotes social exclusion, marginalization and a hierarchy of social groupings (Muller, 2000: 61 cited in Dawson, 2007: 464). This was viewed during the years of “apartheid” where Christianity was the dominant religion dictating the ethos of the school and forcing minority religions to comply. Today schools are encouraged to refrain from religious practices that could fragment the learners as learners should find religious expression outside of the school context (Dawson, 2007: 464).



2.2.3.4 Human rights and sexual orientation and transportation

Within the school context gender discrimination on the basis of sexual orientation is a human rights violation. Overcoming gender discrimination is one of the value commitments in South Africa's Bill of Rights. The South African Schools Act and Curriculum 2005 are two instruments for realizing the vision of the White Paper at school level. These instruments protect the principles of non-repression and non-discrimination. Non-repression requires that all children be educated and it prohibits selective repression by excluding groups from schooling on the basis of their sexual orientation (Gutmann, 1987: 45 cited in Enslin & Pendlebury, 2000: 433). Learners may also feel excluded when they are unable to access their right to get to school.

Research with children in South Africa has raised the issue of the inter-dependence of children's rights. For example, the right to education may be dependent on accessing the right to transport to get to school (Ewing, 2004 cited in Moses, 2008: 329).

2.2.3.5 The concept of gender

Gender is a psychological and cultural term that refers to the meanings attached to being female or male. It is an important mediator of human experiences and the way in which individuals interact with each other and the physical environment (American Psychological Association, 1996). The notion of "gender" has been highly contested when applied to Africa. 'Gender' can mean different things to different people since it carries the ideologies of the socio-cultural context in which it is constructed. The term 'gender' carries a Western bias and obscures other differences based on race, class, ethnicity, religion, sexuality. 'Gender' contains within it, notions of inequality and is often viewed as a metaphor representing relations of power (Grosz-Ngate & Kobole, 1999: 8 in Steady, 2004: 4-5). It is defined as "... a social construction, usually based upon the biology of one's body" (Scantlebury & Baker, 2007: 258 cited in Kohlhaas, Lin & Chu, 2010: 2).

Researchers confirmed the presence of gender stereotypes in learning. Gender stereotypes started as early as first grade in their confidence to do well in subjects such as Natural Science. They noted that females had less confidence in their ability to learn science and had higher science test anxiety than males. Even though there were no gender differences with respect to how much students liked Physical Science,

parents and male students perceived that males were and should be more competent in Physical Science than females (Kohlhaas, et al., 2010: 2). With this knowledge it was noted that within cultures both genders inherit socio-cultural expectations and treatments that should not have anything to do with their sexual designation. Individuals are led into different experiences so that males and females may start school with different knowledge, expectations and self-confidence in learning based on their gender, which in turn generate different human rights experiences for the adolescent female and influences her voice when confronted with human rights violations (Scantlebury, 1994 cited in Kohlhaas, et al., 2010: 2).

2.2.3.6 Giving a voice to human rights

The Children's Charter of South Africa (1992), states “children will no longer remain silent about their rights, but will speak and even shout out about their needs and demands”. Gender issues have concerned scholars about the way in which school policy and practices have placed the adolescent female at a disadvantage, by preparing her for poorly-paid employment (Measor & Sikes, 1992 & Weiler, 2000 cited in Dawson, 2007: 465). They noted that subjects are grouped toward college-type training and viewed by learners as easy subjects that will allow them to pass and get out of school “as soon as possible to get jobs” (Dawson, 2007: 465).

It is assumed that education enhances the female’s wellbeing and gives them a greater voice in household decisions, greater autonomy to determine the conditions of their lives and improved opportunities to participate in community affairs and the labour

market. Understanding the breadth and variety of adolescents' developmental characteristics, especially with respect to gender differences, can help educators to understand how they experience human rights in their life and at school. In view of this, the education of female learners should be at the heart of the education system, promoting quality education to improve their job opportunities and encourage further education, giving them a voice to articulate their needs and demand that their basic human rights be upheld in whatever they choose to do as a productive citizen in the global community (Malhotra, Pande & Grown, 2003: 2; Enslin & Pendlebury, 2000: 437; Goonesekere, 1997: 4).

2.3 Experiences of human rights

Although the Bill of Rights exists, people have different experiences of effecting the understanding of their human rights. There are different factors which impact on the manner in which individuals experience their human rights.

2.3.1 Factors influencing human rights experiences

The manner in which individuals can overcome human rights violations is through education facilitation and monitoring, strong legislation for infringements and sound policy programming and processes (Pendlebury, Lake & Smith, 2009: 23).

2.3.1.1 Education of human rights

The right to education facilitates and enhances the enjoyment of all individual rights and freedoms. Where the right to education is denied, violated or disrespected; people

are deprived of their awareness and enjoyment of many other rights and freedoms implying that human rights considerations inform every facet of the education system. Education should be aimed at developing learners' personalities, their talents and mental and physical abilities. It should develop respect for human rights; respect for parents, cultures, languages and values, together with the values of their own and other countries and civilizations. It should also prepare the individual for living a responsible life in a free, peaceful, tolerant and egalitarian society with respect for the natural environment (Spren & Vally, 2006 cited in Pendlebury, et al., 2009: 23).

According to the Beijing Platform for Action all barriers must be eliminated to enable females to develop their full potential and skills through equal access to nutrition, physical and mental health care and education and training (Amnesty International, 2007). Barriers that may deprive the enjoyment of human rights may include discrimination, inequality, exclusion from decision-making and poverty (Beijing and Beyond, 2006; Goonesekere, 1997: 3). Increasing the adolescent female's education is a central policy aim of the international development community and most developing countries' governments. This is strengthened with the recognition of gender equality in education as a critical element of the Millennium Development Goals (Diko, 2007: 107; World Bank 2001 in Malhotra et al, 2003: 2).

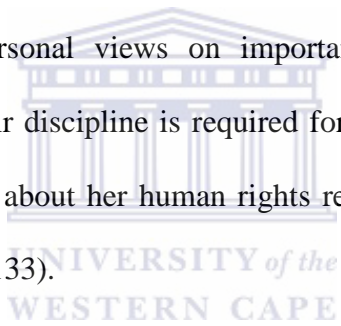
2.3.1.2 The interplay of abuse, violence, bullying, exclusion and punishment

Forms of gender discrimination in school are evident in the presence of multiple and simultaneous forms of violence and the systemic lack of safety, as experienced by the

adolescent female at school (Brady, 2002 cited in Kenworthy, Hallman & Diers, 2008). The adolescent female learner is enthusiastic, eager, angry, anxious, shy, outgoing, depressed, frustrated, proud, stressed, confident, afraid all in the same day. Feeling all these emotions at any given moment, the adolescent female learner often is unable to understand where to position herself or how to respond to negative stimuli. Moody and restless, they are often frightened by the emotions they can neither name nor understand. They exaggerate seemingly small concerns and think they're the only ones in the world ever to experience these feelings. This may cause regression to more childish behaviour patterns and can also translate to low self-esteem and risky behaviours resulting in a display of negativity, heightened psychological risk and vulnerability to sexual harassment and violence and easy prey to other human rights violations (Brown & Gilligan, 1992 cited in Chigona & Chetty, 2007: 2; Haffejee, 2006: 3; Turning Points, 2002: 12-16). Teachers play a critical role in modelling acceptance of differences, being willing to learn and talk about difficult issues, confronting racism, prejudice, homophobia, bullying and violence whenever they occur at school.

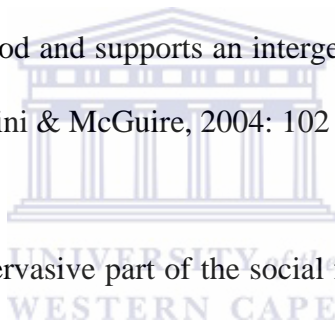
Sercombe (2003: 28 cited in de Wet, 2007: 673–689) observed that violence in schools is not just about learners carrying weapons, about bullying or about educators being beaten up by learners. It is also about teachers' dark sarcasm in the classroom, about their threats about leaving the student ignored in the corner for months on end, about their getting rid of a student, hounding her until she leaves or is suspended, about insults, put-downs and spite, and about classifying a young person as a

‘troublemaker’ or a ‘no-hoper’, while knowing that the student is being harmed (Haffejee, 2006: 8). These human rights violations are experienced by the adolescent female learner in school with reports of “bullying” and “lack of discipline” at school and complaints of rough, vulgar and disrespectful teachers and learners (Pendlebury, et al., 2009: 50; Kenworthy et al., 2008). A study done in public and private schools in the United States, reported that females were less likely than males to be both perpetrators and targets of bullying (Tonja, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001: 2094). In a learning-research group, students pointed out the importance of feeling safe from ridicule by other students. Only under these conditions do they reveal their personal views on important matters. Excellent classroom management and firm, fair discipline is required for the adolescent female learner to feel empowered to speak about her human rights related issues (Cunningham, 2000: 135 cited in Osler, 2000: 133).



An adolescent learner’s perception of abuse and violence at school may vary depending on her level of knowledge about what constitutes violence in school and her knowledge of her basic human rights. At their best, schools are safe places where children can develop emotionally and socially as well as intellectually, and where they learn through example and experience, as much as through instruction of their own and others’ rights and responsibilities. At their worst, schools are places where the adolescent female learner is vulnerable to abuse, rape, bullying, humiliation, and inadequate support for learning; all of which may impede meaningful access and the ability to express their opinion about human rights violation in the classroom and in

the school environment (Pendlebury, et al., 2009: 27; Vally & Dalamba, 1999 cited in Kruss, 2001: 54; Lashbrook, 2000: 747-755). Stein (2001:1 cited in De Wet, 2007: 673-674) found that schools, through the “culture of silence” with regard to gendered violence, may be “the training grounds for sexual and domestic violence”. School violence breeds school violence according to Marshal (2000:133 cited in de Wet, 2007: 673-674). Learners who are picked on, made fun of, ostracized, harassed, and generally shamed, humiliated and targeted by fellow learners over a period of years may “... build up anger and hatred that finally explodes into physical violence” within the school environment. School violence not only has immediate negative effects, but often persists into adulthood and supports an intergenerational culture of coercion and violence (Erickson, Mattaini & McGuire, 2004: 102 cited in de Wet, 2007: 673-674).



Violence has become a pervasive part of the social fabric of South African society. A front-page article in the Sunday paper of 2006 cautioned that violent crime is threatening to turn South Africa’s public schools into war zones. Other newspapers have alerted to the apparent rise in violence in schools. A national survey of 4 409 young people published in May 2006 confirmed that 41, 5 percent of South African youth are victims of crime and violence. Research showed that young people are twice as likely as adults to be victims of at least one crime (Casella & Potterton, 2006: 216).

Schools are perceived as places associated with harm and fear and at least one in five young people have been threatened, harmed or hurt while at school. This has prompted more public concern about gun violence in schools, but also it has changed the type of

concern. Whereas gun violence had been more political in the past, now it seemed more random, sometimes accidental and in some areas related to gangs. The most disturbing aspect of recent gun violence has been a series of shootings that appeared accidental and without justification. School violence infringes the adolescent female's enjoyment of her human rights and challenges her right to dignity and equality as a future adult citizen. The adolescent female learner's rights to dignity and equality are protected through the abolition of corporal punishment and the prohibition of discriminatory practices, which denotes that rights are political resources that can be used to extend and deepen meaningful access to education and the development of human rights policy at school (Casella & Potterton, 2006: 217).



2.4 Facilitation of human rights at school

Schools have a particular significant role to play in facilitating the experience of human rights of adolescent learners especially given the amount of time learners spend within the school setting. The school, a microcosm of society, provides an ideal context in which to discuss and highlight societal problems and provide an opportunity for learners to deal with it in a safe supportive environment. As stated, education is a precondition for the exercise of all human rights. Therefore, the denial of access to education is also the denial of the full enjoyment of other rights that enable the adolescent female learner to develop to her full potential and to participate meaningfully in society (Brand & de Vos, 2005 cited in du Plessis et al., 2007: 199).

Guides to whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights are how and what the school provides specifically for human rights education; the facilitation and monitoring of human rights, how it should be taught, the management of challenges affecting human rights problems at school and a policy that guides human rights at school. Added to this is the role of the District Office and the Education Department, as well as non-governmental organizations in facilitating and creating a space or a process for the adolescent female learner to voice her opinion on human rights related issues. As human rights education is an essential component of the Revised National Curriculum Statement which aims to develop informed and active citizens who know their rights and can challenge injustices, it includes policy development, budgeting, curriculum planning, school management, assessment planning, teaching and learning about human rights (Vally, 2007 cited in Pendlebury, et al., 2009: 23).

School plays a significant role in the socialization process of children who have experienced human rights violations. It is essential that educators provide psychosocial support for children who are in HIV/AIDS-related trauma or exposed to violence, bullying and any other form of abuse at school. Failure to do so may provoke difficulties including alcohol and drug abuse, violent behaviour, suicidal tendencies, unwanted pregnancies and Sexually Transmitted Diseases or HIV infections. Interaction with Life Orientation programmes, guidance and counselling programmes, peer group support and non-governmental organizations (with a human rights agenda)

provide support to schools in their role as facilitators of knowledge (Coombe, 2002: 14).

2.4.1 Human rights education

Human rights education is at the heart of education for democratic citizenship (Piršl, Marušić-Štimac & Pokrajac-Bulian, 2007: 19-34; Tibbitts, 1995: 27-28). Human rights education can be defined as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes. It is directed at: the strengthening of respect for human rights and fundamental freedoms; the full development of the human personality and the sense of its dignity; the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups. It also enables all persons to participate effectively in a free and democratic society governed by the rule of law; the building and maintenance of peace and the promotion of people-centred sustainable development and social justice (Matsuura, 2006). Human rights education therefore promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others (Winston, 2007: 283). The family, church, media, non-governmental organizations and the education system are seen as stakeholders in the facilitation of human rights education.

2.4.1.1 Role of media and society

Society is obligated to create the conditions under which human rights can be secure and the media has a duty (as a check on the power of the state) to inform, to report truthfully about governmental misconduct and to expose abuses of public authority. Media coverage of human rights violations has the ability to prevent violations by exposing them. This analysis is corroborated by McCorquodale and Fairbrother (1999: 759 cited in Apodaca, 2007: 147- 149) who noted that “the globalized communication system reduces the ability of governments, in this case the education system, to hide their activities, including acts which violate human rights, from public scrutiny”. The media provides identity formation and youth culture identification, acting as a powerful socialization agent in an attempt to get the adolescent female to accept dominant attitudes, values and beliefs. This is noted by the McCreary Centre Society (2004: 28) who states that among those that lie closest to the healthy development of the adolescent are the right to develop the self esteem and skills needed to overcome obstacles and thrive in adult life, the right of individuals to be themselves, to think their own thoughts and to speak them, consistent with the rights of others; the right to make mistakes without unreasonable punishment and the right to justice (Arnett, 1995 cited in Chapin, 2000: 802).

2.4.1.2 Educational role players and the School.

As a socialization agent the school plays an essential role in moulding the adolescent female learner to become an assertive, confident and well rounded citizen who knows her basic human rights and demands that these rights be upheld as set out in the

Convention on the Rights of the Child (2003: 14) and the Preamble of the South African Schools Act (1996 No. 84 of 1996; Willis, 1977 cited in Dawson, 2007: 466). This is also exemplified in the social development Learning Outcome number two for Life Orientation in secondary schools in the Western Cape (Revised National Curriculum Statements, 2005: 26).

The South African Schools Act provides powers and responsibilities to the School Governing Bodies (on which parents act in the majority), to determine the mission statements and the Code of Conduct for the learners at school. This Code of Conduct is subject to the Constitution and underpinned by the Bill of Rights (Sutton and Levinson, 2001 cited in Diko, 2007: 111). Any human rights related policy ratified by the School Governing Body is framed in terms of values and norms enshrined in the Bill of Rights (Klein, 1993 cited in Kruss, 2001: 48-49). The struggle to enact the values and principles of equity, human dignity and diversity takes place at school, leaving challenges for educators, school managers and School Governing Bodies to respond to policy development. In the light of the Constitution of South Africa of 1996, educational managers and educators are challenged to reflect the democratic values and norms underlying the Constitution in their educational structures, models, curricula and certification as well as in their informal education where the cultivation of democratic values, tolerance and the changing of attitudes are responsibilities of the educator (Bray, 1996: 150 cited in Kruss, 2001: 47).

2.4.1.3 The educator's responsibility

The right to education like all human rights imposes three levels of obligations from the Education Department: the obligations to respect, protect and to fulfil. The obligation to fulfil incorporates both an obligation to facilitate and to provide educational material to enable the acquisition of knowledge about human rights. The obligation to respect requires the State and the Education Department to avoid measures that hinder or prevent the enjoyment of the right to education and the obligation to protect the individual from any human rights infractions. Introducing the teaching of human rights at secondary school has its challenges. Much depends on the attitude of the school manager, the educators and the educational department, who are often worried about the already overcrowded timetable and the students' need to prepare for major examinations therefore it is presented in a subject called Life Orientation. An additional need of secondary school educators is to get co-operation among staff to integrate human rights teaching across the curriculum (du Plessis, et al., 2007: 201).

It is important for educators and education managers, to understand the growing pandemic of HIV/AIDS on which trauma flourishes and to understand how the adolescent is affected by human rights violations at school. These violations come in many forms, from sexual abuse to gender-based discrimination. Educators are tasked to teach children and young people about safe sexual behaviour and the values consistent with healthy community life. They are mandated to protect the rights of all learners, to provide them with care and counselling, and to create a safe and secure

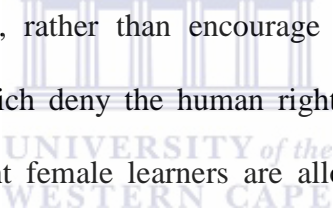
environment in learning institutions. Educators are also mandated to help mitigate the impact of HIV/AIDS on those they teach and support learners coping with disaster and the effects of abuse and violence. Education managers and departmental officials are responsible for developing and implementing plans to help individual learners and their families, teachers and the system itself to survive the HIV pandemic's attack and human rights violations that may occur at school (South Africa, Department of Education, 1999 in Coombe, 2002: 5).

Understanding human rights is best achieved by experiencing them in the action that school life provides, then reinforcing this formal study with concepts such as freedom of expression, tolerance of differences, fairness in debate and truth and reconciliation. When educators acknowledge, understand and value the differences among their students, the backgrounds and attributes of the adolescent female learner become strengths upon which to build the culture and curriculum of the classroom.

2.4.1.4 The curriculum

In the Learning Areas of Human and Social Sciences and Life Orientation, Curriculum 2005 sets guidelines for teaching human rights to the adolescent female learner in the interest of promoting democracy, 'so as to participate actively in promoting a just, democratic and equitable society; to develop responsible citizens in a culturally diverse, democratic society; to develop meaningfully and critically, a sense of self-worth and identity and to help them exercise their full rights and responsibilities as citizens, and to make sound judgments about the development, utilization and

management of resources’(Enslin & Pendlebury, 2000: 436). This is facilitated and monitored by means of class discussions, movies, plays, “skits”, guest speakers, power point presentations, notes from text books, tasks and activities, research assignments, poster drives and demonstrations, control tests and examinations conducted across the year. In Grade 8 the learners discuss violations of human rights and plan counter strategies. In Grade 9 the learner debates issues with regard to citizens’ rights and personal choices (Revised National Curriculum Statements, 2005). These Specific Outcomes of Curriculum 2005 are designed to shape the learning experience around human rights within the Learning Area Life Orientation.



Schools often discourage, rather than encourage human rights. Assumptions and prejudices often exist which deny the human rights of some people at school. For example, if the adolescent female learners are allowed to call other learners from minority religious or ethnic groups, offensive names, and no action is taken by the educator, this sends a message to students that intolerance is acceptable (First steps, 1996). It is the responsibility of educators to facilitate and act as change agents to correct the challenges that these messages create. This brings in the role of non-governmental organizations and how civic education facilitation at school provides a much needed medium for the adolescent female learner to gain sufficient information about her human rights in addition to what is provided by the curriculum.

2.4.1.5 Non-governmental organizations and civic educations role in educating adolescents about human rights at secondary schools

Human rights need to be facilitated in a way that is acceptable to the adolescent learner. Non-governmental organizations like that of “Youth for Human Rights” have found a way to do this. They have the following thirty human rights posted as a public service advertisement to educate the adolescent about their human rights (Youth for Human Rights, 2008). These rights are: We are all born free and equal; Do not discriminate; The right to life; No slavery; No torture; You have rights no matter where you go; We’re all equal before the law; Your human rights are protected by law; No unfair detainment; The right to a trial; We’re always innocent till proven guilty; The right to privacy; Freedom to move; The right to seek a safe place to live; Right to a nationality; Marriage and family; The right to your own things; Freedom of thought; Freedom of expression; The right to public assembly; The right to democracy; Social security; Workers rights; The right to play; Food and shelter for all; The right to education; Copy right; A fair and free world; Responsibility and No one can take away your human rights (Winston, 2007: 298; Fortin, 2000: 119-134).

Each of the above human rights is made real to the viewer through visual stimulus. It encourages an educational platform so that the adolescent is eased into understanding human rights and is able to embrace these rights. We therefore note that the rights set out in the Bill of Rights are made visually appealing by the “Youth for Human Rights” for the adolescent female learner to remember and recall them when prompted. Human rights also set the limits and requirements of social action; it is less about the way

people 'are' in the sense of what they might become, but more about moral values which shape human beings, so as to realize the possibilities of human nature, providing the basis for a change in the attitude and behavior of the adolescent female learner (Donnelly, 2003: 15-16).

Civic education on the other hand, stresses the importance of citizens' active participation in decision-making processes and their responsibility for the future of civil society (Piršl, Marušic-Štimac & Pokrajac-Bulian, 2007: 26). Schools carry a particular and historic responsibility for the development of civic competency and responsibility. Other important influences include the family, religious institutions like the church, the media, peer groups, local communities and non-governmental organizations. Schools fulfil civic educational responsibility through formal and informal education, beginning in the earliest years and continuing through the entire educational process.

Formal education in school provides a basic understanding of civic life, politics and government. Informal education enables the learners to understand the workings of their own and other political systems, as well as the relationship of the politics and government of their own country. This is done through co-curricular activities, which are facilitated by non-governmental organizations like that of Amnesty International and Quaker Peace, who facilitate, discuss, monitor and report on human rights processes. They access the school environment as a voluntary service to educate and support learners about their human rights in a meaningful way. These include

discussions, lectures, plays, dance programmes and many cultural activities with which the adolescent learner can identify. These non-governmental organizations are private, non-profit associations that cannot exercise public prerogatives (Tornquist-Chesnier, 2004: 253; Shaw, 2007: 226; Gaer, 2003: 304-355).

The school environment can therefore be a strong and influential socialization mechanism for the adolescent female learner to gain sufficient knowledge about her basic human rights during her developmental years and equip her to become an informed individual who knows her human rights and is able to voice her opinion and demand that her human rights be upheld at all times.

2.5 CONCLUSION

The Bill of Rights reflects the fundamental human rights of all people in relation to matters such as security of person, slavery, torture, protection of the law, freedom of movement and speech, religion and assembly; and rights to social security, work, health, education, culture and citizenship. It stipulates that human rights apply to all equally "without distinction of any kind such as race, colour, sex, language... or other status". Therefore these human rights are to be understood as applying to all human beings. However tradition, prejudice, social, economic and political interests have combined to exclude women from prevailing definitions of human rights. This marginalization of women in the world of human rights has been a reflection of gender inequity in the world at large and has also had an impact on the life of the adolescent female learner (Bunch & Frost, 2000).

Adolescence is an evolving period that happens between childhood and adulthood, in which the adolescent female develops an identity which calls for encouragement to acquire self esteem to make responsible choices so that she in turn becomes a responsible citizen who contributes to the well-being of her family and community. This is only possible if the adolescent female learner engages in positive human rights experience' and has had adequate human rights education facilitation at school so that her human rights knowledge is internalized holistically during the period of adolescence. It is with the knowledge of human rights that this study seeks to explore the adolescent female learner's knowledge and experiences at school and to what extent the school provided sufficient facilitation for the dissemination of human rights knowledge.



SUMMARY

Every person is entitled to certain rights called *Human Rights*. This chapter discussed the literature on human rights to provide a voice to the objectives of this study. As human rights are things you are allowed to be, to do or to have, it is viewed as essential to explore how the Human rights legislation, The United Nations and the South African Constitution defines human rights, children's rights and adolescence. This is particularly important for the adolescent female learner at secondary school as, by implication, she as a person, is entitled to the right to education, the right to life, dignity, equality, privacy, justice and freedom of thought and expression as outlined in this chapter.

The pertinent factors effecting and influencing the adolescent female learner's perception, knowledge, understanding and experiences of human rights at school are explored. Using non-governmental organizations, civic education, the media and society, human rights education is facilitated formally and informally through educational role players as set out in the curriculum, providing a platform for the adolescent female learner to gain adequate knowledge about her human rights. Chapter three describes the data collection process and the analysis there-of.



CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This chapter provides an in-depth account of the research design and methodology used for the study and a description of the research process. The population and sample, data collection methods and ethical considerations observed will be presented.

3.1 RESEARCH DESIGN

The choice of design, methods and methodology are influenced by the aim of the study being conducted. Owing to the nature of this study both quantitative and qualitative approaches were implemented. Qualitative research designs share the following features: there is a detailed engagement with the object of study, only a small number of cases are selected, there is an openness to multiple sources of data and flexible design features that allow the researcher to adapt and make changes where necessary (Babbie & Mouton, 2006: 278-279; Merriam, 1998). Qualitative research designs view events, actions, norms, values etc from the perspective of the people being studied (Bryman, 1988: 61 cited in Silverman, 2000: 64). Babbie and Mouton (2006: 271) adds that the primary aim of qualitative research is providing an in-depth description that presents an understanding of actions and events. In-depth interviews were used to evoke “thick descriptions” of the experiences’ of the adolescent female learners in this study (Babbie and Mouton 2006: 289; Henning, 2004: 6). The quantitative aspect of this research was conducted through the administration of a short biographical questionnaire (predetermined instrument based questions) and used

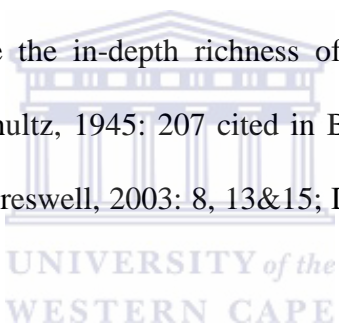
for the study as a base on which recommendations for the findings were made (Babbie and Mouton, 2006: 284; Creswell, 2003: 17).

A qualitative research design and one-on-one interviews was implemented to explore the richness of data from the adolescent female learners' knowledge and experiences' of her basic human rights as implemented at a secondary school and the extent to which the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

Polit and Hungler (1987: 349) describe qualitative research as “modes of systematic inquiry concerned with understanding human beings and the nature of their transactions with themselves and their surroundings.” Qualitative research is also described “as holistic, concerned with humans and their environment in all their complexities.” Qualitative research is used when little is known about the phenomena of humans as lived and experienced by the “actors” themselves. “Qualitative research aims to provide an in-depth understanding of people’s experiences, perspectives and histories of their personal circumstances or settings”, it explores phenomena from the social context of those people being studied using unstructured methods which are sensitive to capture data which are rich, in-depth and detailed, from their personal life experiences and socialization (Spencer, Ritchie, Lewis & Dillon, 2003: 30).

The philosophical framework chosen for this research is grounded in the interpretive theoretical framework. An interpretative research orientation is one that embraces the

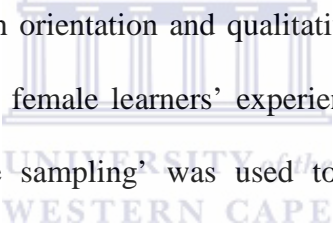
existence of multiple socially constructed realities, the interdependence of the knower and the known, how values mediate and shape what is understood, how multi-directional relationships can be discovered and how the phenomenologist aims to discover the contextual and “lived experiences” in the “world of everyday life”. These postulates shape the way researchers approach problems, the methods they use to collect and analyse data and the type of problems they choose to investigate. The qualitative research design is therefore allied with the phenomenological approach “because of the subject’s realities which require a minimum of researcher-imposed structure and maximum researcher involvement as the researcher tried to explore, comprehend and describe the in-depth richness of perceptions and experiences of people in this study” (Schultz, 1945: 207 cited in Babbie and Mouton, 2006: 28-29; Henning, 2004: 9 & 20; Creswell, 2003: 8, 13&15; Denzin & Lincoln, 1994: 13; Polit and Hungler, 1987: 350;).



“The phenomenological approach aims to understand and interpret the meaning the subjects give to their life world or life setting of their everyday lives”. The phenomenological approach “captures what people think, feel and behave in their naturalistic environments”. The term phenomenology is summarized as an approach to human inquiry that emphasises the complexity of human experiences and the need to study that experience holistically as it is actually lived (Fouche in De Vos et. al., 2005: 270; Polit and Hungler, 1987: 145 & 534). The concept of human rights is experienced differently by each subject, and therefore each subject’s life experiences will be described differently during the one-on-one interviews for data collection.

3.2 POPULATION AND SAMPLING

The study was conducted at a secondary school in a Cape Town Central sub-district in the Western Cape. The school has approximately 960 learners ranging from Grade 8 to Grade 12, an average of 30-45 learners per class and 31 teachers. The researcher is a teacher at the school therefore was able to gain access to the population and the study setting. The students were also informed of the study and it was clarified to them that they would not be penalised in the life orientation class. As the researcher was not a life orientation educator, the students did not feel penalised if they decided not to be part of the research.



The interpretative research orientation and qualitative inquiry nature of this research focuses on the adolescent female learners' experiences and knowledge of her basic human rights. 'Purposive sampling' was used to identify the adolescent female learners who would serve as "information rich cases" as the purpose was embedded in the aim of the enquiry and in the unit of analysis. The maximum variation sampling method was utilized in this research as it aims to capture and describe the central themes or principal outcomes that cut across a great deal of participants (Babbie & Mouton, 2006: 166 & 277; Silverman, 2000: 104; Merriam, 1998: 61-64; Miles & Huberman, 1994: 27-29; Patton, 1987: 53).

Twelve adolescent female learners were purposefully selected on the basis of the researcher's knowledge of the population on who would best understand the research questions (Babbie and Mouton 2006: 166; Creswell, 2003: 185). The researcher is not

a life orientation educator and therefore the learners were selected on the basis of the class lists of the learners who attend the life orientation classes at the school. The learners were selected based on their age, the area in which they lived and their home language, from the Grade 10 to 12 life orientation classes at the school. The interviews were scheduled during the school holidays and appointments were made at different times that prevented cross contamination. The school manager and the Life Orientation teachers were chosen to represent the school in order to explore whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

3.3 DATA COLLECTION

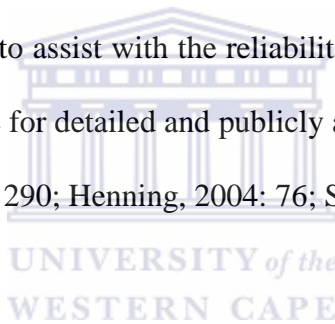
3.3.1 THE RESEARCH INSTRUMENT

In this study data was collected via a biographical questionnaire and an interview schedule. The learners completed a biographical questionnaire which was used as a quantitative research instrument to describe the population and provide input into the recommendations (Babbie and Mouton, 2006: 284).

Multiple sources of information were used as the researcher wanted to: pursue some form of methodological triangulation to elicit and interpret the meaning of “lived experience”, compare the perspectives of people with different points of view and to validate the information obtained through the interviews written evidence (Denzin, 1989: 236 cited in Babbie and Mouton, 2006: 275; Creswell, 2003: 195; Silverman, 1997: 47; Denzin, 1978 cited in Denzin & Lincoln, 1994: 214; Patton, 1987: 159 &

161; Denzin & Lincoln, 1994: 224). Twelve in-depth semi-structured interviews of approximately 60 minutes each were conducted with the learners. The interviews were prepared around the research objectives. Qualitative interviewing design is “flexible, iterative and continuous” (Herbert and Rubin cited in Babbie and Mouton, 2006: 289).

At the root of in-depth interviewing is: an interest in understanding the experience of other people and the meaning they make of that experience, to understand that person’s perspective and to build the kind of intimacy that will allow mutual disclosure (Johnson, 2002: 103 cited in Henning, 2004: 74; Patton, 1987: 109). The interviews were recorded to assist with the reliability of the data and the typing of the transcripts as they provide for detailed and publicly accessible representation of events (Babbie & Mouton, 2006: 290; Henning, 2004: 76; Silverman, 1997: 203).



Conducting interviews allowed access into the participants lived experiences and knowledge so as to best interpret their perspectives (Creswell, 2003: 199). In-depth semi-structured interviews also allowed for: the gaining of “richer information” and a “special kind of information” to achieve “the same level of knowledge and understanding as the” unit of analysis, probing beneath the surface to solicit detail and the provision of a holistic understanding of the adolescent female learners’ knowledge and experiences of human rights. The interviews also generate information from the school manager and Life Orientation teachers on their perspectives on the extent to which the school provides adequate facilitation of human rights. The researcher used an interview schedule with questions that were open-ended and supported by probing

questions (Babbie & Mouton, 2006: 233; Merriam, 1998: 81-83). The interview schedule was tested prior to the research by interviewing learners and the Life Orientation teacher at a neighbouring school. This was done in order to test whether the interview questions were adequate to gain the information needed to inform the aim of the study (Babbie & Mouton, 2006: 245; Maykut & Morehouse, 1994: 83; Patton, 1990: 324). This process revealed that the structure of the interview facilitated a natural flow of questioning.

Separate appointments were made with each learner at their convenience at the school during the school holiday. To substitute for the learners who were unable to attend, Grade 12 learners who attended the spring school offered at the school were purposefully selected from the larger Grade 12 group, as the researcher considered their knowledge and experiences of human rights at school will best provide the data for the research questions. The learners were selected from the class lists of the grade 12 learners attending the spring school based on their age, home language and the area in which they lived. Interviews were scheduled during the afternoon after the rest of the grade 12 learners had left. They were also not told who were being interviewed to prevent cross contamination. It was noted that the learners did not communicate the content of the interviews to their friends.

3.3.2 ADMINISTRATION OF THE RESEARCH INSTRUMENT

The interview schedule is described as a list of questions the researcher intends to ask in an interview (Babbie & Mouton, 2006: 233; Merriam, 1998: 81-83). The interview

schedule allowed the researcher to ask questions with confidence, creating the freedom to build the conversation and to adapt the sequence of the questions to the specific respondent in the actual interview (Patton, 1987: 111).

All the participants interviewed were willing and enthusiastic to participate in this research study. They freely disclosed their knowledge and experiences of human rights as well as their perspectives on how human rights are facilitated at school. The participants had no problem with their name being mentioned during the interview, but in the transcript their names were replaced with numbers 1 to 12, the teachers with A, B and C and the school manager, D. All the interviews were conducted in English as all the participants spoke and understood English as it is the Language of Teaching and Learning (LoLT) of the school. The interviews were recorded on a voice activated recorder. Precautions were taken to interview learners who were acquainted with each other or who were friends, immediately after each other. Learners who were interviewed already were asked not to reveal any information about the interviews to other learners in order to prevent cross contamination.

The school manager and teachers were interviewed in their office and/or classrooms at their convenience. The school holiday was presumed to be the ideal time to do interviews without interference, the contact time of the learners and educators would not be compromised and to ensure that the students were not coerced to participate in the study, as it was not mandatory for them to be at school during this time.

3.4 TRUSTWORTHINESS

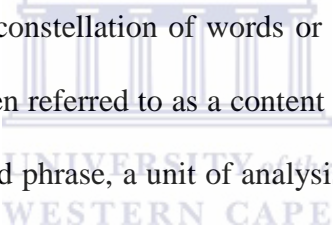
Trustworthiness consists of four components: credibility, transferability, dependability and confirmability: equivalent to internal and external validity, reliability and objectivity. The intention is to convince the reader that the findings in the research are believable, trustworthy and valid. Even though the aspects of trustworthiness are separated into credibility, dependability, confirmability and transferability for qualitative research and validity, reliability and generalisability for quantitative research, they should be viewed as intertwined and interrelated (Babbie and Mouton, 2006: 119-125; Henning, 2004: 146-147; Creswell, 2003: 196; Lincoln & Guba, 1985: 381 cited in Denzin & Lincoln, 1994: 508).

Various constructs have been suggested as indicators of the validity of this qualitative research study. De Vos et al. (2005: 346) state that “the strength of a qualitative study that aims to explore a problem or describe a setting, a process, a social group or a pattern of interaction will be its validity.” Validity is further enhanced by the in-depth description of the complexities of variables and interactions which will be so embedded with data from the research setting that it cannot help but be valid (De Vos et al., 2005: 346).

Credibility deals with the focus of the research and refers to confidence in how well data and processes of analysis address the intended focus (Polit and Hungler, 1999).

Credibility arises when making a decision about the focus of the study, the selection of the context, the participants and the approach to gathering data. Choosing participants

with various experiences increases the possibility of shedding light on the research question from a variety of aspects. In the study interviewees' various ages, grades, backgrounds and experiences contributed to a richer variation of the phenomena under study. Selecting the most appropriate method for data collection and the amount of data are also important in establishing credibility. The amount of data necessary to answer a research question in a credible way varies depending on the complexity of the phenomena under study and the data quality. Another critical issue for achieving credibility is to select the most suitable units of meaning (Adler and Adler, 1988; Patton, 1987).



A unit of meaning is the constellation of words or statements that relate to the same central meaning, it has been referred to as a content unit or coding unit, an idea unit, a textual unit, a keyword and phrase, a unit of analysis and a theme. In this study a unit of meaning is considered as a theme - a sentence containing aspects related to each other through their content and context (Lichstein and Young, 1996: 406–409; Downe-Wamboldt, 1992: 313–321; Polit and Hungler, 1991; Baxter, 1991: 239-254; Kovach, 1991: 287–295 & Krippendorff, 1980 cited in Graneheim & Lundman, 2003: 106).

Credibility therefore refers to the truth and believability of the findings that have been mutually established between the researcher and participants as a true reflection with regard to their perceptions and experiences of the phenomena. Through one-on-one interviews participants were given the opportunity to describe their knowledge and

experiences of human rights. Each data collection session was summarized by the researcher and validated by the participants.

According to Lincoln and Guba (1985: 299), dependability is the degree to which data change over time and alterations made in the researcher's decisions during the analysis process. When data are extensive and the collection extends over time, there is a risk of inconsistency during data collection. In this case the data was collected during a school holiday.

Trustworthiness also includes the question of transferability, which refers to 'the extent to which the findings can be transferred to other settings or groups'. To facilitate transferability, it is valuable to give a clear and distinct description of culture, context, selection and characteristics of the participants, data collection and the process of analysis. A rich and vigorous presentation of the findings together with the appropriate quotations will enhance transferability. There is no single correct meaning or universal application of research findings, but only the most probable meaning from a particular perspective. In qualitative research, trustworthiness of interpretations deals with establishing arguments for the most probable interpretations. Trustworthiness will increase if the findings are presented in a way that allows the reader to look for alternative interpretations (Polit and Hungler, 1999: 717).

Six strategies are proposed to enhance internal validity: triangulation, member checks, long-term observation, peer examination/debriefing, participatory or collaborative

modes of research and researchers' biases (Merriam, 1998: 204 and Creswell, 2003: 196). As research is aimed at producing valid and reliable knowledge in an ethical manner, this study used four of the above mentioned strategies (Babbie and Mouton, 2006: 119-125; Denzin & Lincoln, 1994: 508; Patton, 1987: 76).

Triangulation is using multiple sources of data collection methods (Denzin, 1989: 236 cited in Babbie and Mouton, 2006: 275; Silverman, 2000: 177). To achieve this, a questionnaire, an interview schedule, interviews, detailed notes and reflections were used as data collection tools. Notes and reflections were compared with the audiotapes. This cancelled out any weaknesses within the two data collection methods because the researcher was able to cross check findings. Consultations with the participants, the teachers and school manager were made on the credibility and plausibility of the findings by conducting member checks (Creswell, 2003: 195; Merriam & Simpson, 1995: 102; Denzin & Lincoln, 1994: 432- 434). Consultation with research peers and the study supervisor on the findings complied with peer examination. Assumptions and theoretical orientations were clarified at the proposal presentation and in the correspondence with the study supervisor, thereby addressing researcher bias (Merriam, 1998: 2005; Merriam & Simpson, 1995: 101).

In qualitative research, the researcher is obligated to provide detailed descriptions of the context of the study. Three strategies are proposed to ensure external validity namely: thick descriptions, multiple designs and modal comparisons (Merriam & Simpson, 1995: 103). In this study, an attempt at "rich, thick description" of

information was used so that the reader is able to determine the extent to which the adolescent female learner's knowledge and experiences of human rights and the schools' facilitation of human rights match those of the objectives of the study (Creswell, 2003: 205; Merriam, 1998: 211).

In qualitative research it is suggested that "reliability" is regarded as "dependability or consistency" (Merriam, 1998: 206; Lincoln and Guba cited in Merriam & Simpson, 1995: 102). This means that the researcher's desire should be that there is agreement that the data collected makes sense, that results or findings are consistent and dependable with collected data instead of demanding that investigators get the same results.



3.5 DATA ANALYSIS

Data analysis is a "process of making sense out of the data". It is also "recursive and dynamic" and it is "not finished when all the data is collected". Data analysis becomes more intense as the study progresses and the ultimate aim is to organise the data into more, manageable categories in order to "make sense of the data" (Merriam, 1998: 178). The analysis of qualitative data is an active and interactive process where researchers typically scrutinize, read and reread data carefully and deliberately in order to search for meaning and a deeper understanding (Polit & Beck, 2008: 50).

The "constant comparative method" of data analysis was chosen for this study "constantly compare bits of data with each other" to see if they have something in common (Merriam, 1998: 155-197; Miller & Silverman, 1995 cited in Silverman,

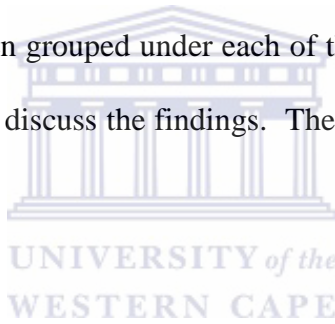
1997: 214). Comparisons lead to tentative categories that are compared to each other thus there is a search for recurring patterns in the data (Merriam, 1998: 159; Silverman, 1997: 143).

Researchers recommend that data analysis be done in conjunction with data collection (Silverman, 2000: 119-136; Merriam, 1998: 180). As soon as the first set of data was collected, it was listened to and written down in detail. Reflections on what had happened during the interview and other observations about the interview were written and typed. The same was done for all the interviews. Once all the interviews had been transcribed and typed they were coded. Each learner interview was coded 1-12, Life Orientation teachers A, B and C and the school manger interview D. The interview questions were numbered 1 to 17 for the adolescent female learner interview schedule and 1 to 14 for the school manager interview schedule and 1 to 21 for the Life Orientation educator interview schedule. This made it easier to keep track of each “unit of meaning”- theme, on every page (Henning, 2004: 127). The biographical information obtained from the quantitative interview was tabulated as Appendix E. The purpose of this questionnaire was to obtain a full representation of the participant’s background.

Before the process of analysing the data, hard copies of the transcripts and reflections were made as backup in case the information got lost, there were computer problems or any other technical problem occurred (Strauss & Corbin, 1990: 203). All the responses of each of the twelve learners under each of the questions 1 to 17 were

grouped. The same was done for the Life Orientation teachers. The school manager's responses were added to the corresponding questions posed to the teachers. This allowed the researcher to "make sense of the data" (Merriam, 1998: 178). The responses were grouped under the objectives of the study. Each theme then was linked to an objective in the study.

Once all the themes were placed under their respective objectives it was possible to review the data in order to gain a deeper understanding of the themes that appeared as well as to make adjustments within these themes. Nine themes were identified. The units of meaning were then grouped under each of these nine themes. This provided a framework from which to discuss the findings. The findings are discussed in detail in chapter four.



3.6 LIMITATIONS

While the sample was adequate for this type of study, the results cannot be generalised. A limited group was under study and may therefore not represent the full range of experiences and perceptions of human rights by adolescent female learners. A potential limitation in this study may be the differences in beliefs of the researcher and the participants as well as researcher bias (Babbie & Mouton, 2006: 271).

3.7 ETHICAL CONSIDERATIONS

Qualitative researchers are referred to as “guests in the private spaces of the world” and their “manners should be good and their code of ethics strict”. On this basis, a personal code of ethics based on the list of provisions provided by Patton (1990: 356) for use during the research process and more especially during the interviews was chosen (Stake, cited in Merriam, 1998: 214).

Considering the sensitive nature of this research the basic principles of human research ethics, namely: respect of persons, anonymity, voluntary participation, confidentiality and justice of the participants were respected (Babbie & Mouton, 2006: 520). The participants were informed about the nature and purpose of the study and the learners were made aware that there were no punitive measures for deciding not to participate or to withdraw from the study. Permission to conduct the research at school was requested from the Western Cape Education Department. The relevant consent documents requesting their participation in this research with clear indication of the intention to interview them were personally handed to the school management and parents or guardians of the learners.

(Appendix A: Letter requesting permission to conduct Research, Appendix B: Permission for your adolescent to participate in a Research Project, Appendix C: Letter of Consent and Appendix D: Information sheet). Interviews were confirmed, assurance was given that they would be treated with the strictest confidence and that the participant’s identity would be protected. Participants were also informed that,

support and referrals would be provided as the interview may trigger personal and emotional issues. They were also assured that the data would only be used for the stated purpose of the research and no other person would have access to the interview data.

The results would be made available to the participants, the Western Cape Education Department, school manager and parents or guardians of the learners. Owing to the nature of the research, the research respondents could only be the adolescent female learner, the school manager and the Life Orientation teachers.

SUMMARY

The purpose of this chapter was to provide the reader with an understanding of the research methodology used to complete this study. The data collection methods and processes for the data analysis were outlined. The limitations for this study were also indicated. Chapter four will provide a detailed description of the results and a discussion of this study.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 INTRODUCTION

In this study, the aim of the inquiry was to explore the adolescent female learners' knowledge and experiences of her basic human rights as implemented at a secondary school. The study also explores the extent to which the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

Owing to the nature of this study a quantitative and qualitative methodology was chosen. Twelve adolescent female learners were purposefully selected on the basis of the researcher's knowledge of the population to best understand the research questions. The learners completed a socio-biographical questionnaire which was used as a quantitative research instrument to describe the population and provide input into the recommendations. The qualitative research method was in-depth interviews that were digitally recorded. A thematic analysis was used to analyse the audio recorded data from the interviews. The investigative sources were the questions used in the in-depth interviews. These questions are discussed in this chapter and form the themes to determine whether the objectives are met for this study.

4.2 SOCIO DEMOGRAPHICS

A description of the population provides the researcher with insight into the background of the sample of adolescent female learners. An understanding of their background serves as a point of reference as to their perception, understanding, knowledge and experiences of their human rights at school.

4.2.1 Description of the sample

Table 1: Area of residence

Residential area	Number of learners	Percentage
Maitland	5	41.67%
Garden Village	3	25%
Kensington	2	16.67%
Kuilsriver	1	8.33%
Khayelitsha	1	8.33%
TOTAL	12	100%

The purposive selected sample of learners consisted of adolescent female learners, five (41.67%) who were mostly residents from the surrounding area of Maitland around the school, at which the study took place. The other areas included were Garden Village, three (25%) learners, Kensington, two (16.67%) learners, Kuilsriver, one (8.33%) learner and Khayelitsha, one (8.33%).

4.2.2 Language

Table 2: Home language

Home language	Number of learners	Percentage
Afrikaans	5	41.67%
English	4	33.33%
Xhosa	2	16.67%
Chichiwa	1	8.33%
TOTAL	12	100%

In the study all the learners spoke English fluently. It is mainly due to English being the Language of Learning and Teaching at this particular school. The respondent's home languages included English, four (33.33%) learners, Afrikaans, five (41.67%) learners, Xhosa, two (16.67%) learners and Chichiwa, one (8.33%) learner.

4.2.3 Age of the respondents

Table 3: Age of the adolescent female learners

Age of learners	Number of learners	Percentage
19 years old	3	25%
18 years old	4	33.33%
17 years old	4	33.33%
16 years old	1	8.33%
TOTAL	12	99.99%

The age of the adolescent female learners in the study ranged from 16-19 years old.

Most of the respondents were 17 or 18 years old and this constituted 75% of the sample used. Of the twelve learners who took part in this study, the 16 year-olds comprised one (8.33%) learner of the study group, the 17 year-olds were four (33.33%) learners, the 18 year-olds were four (33.33%) learners and the 19 year-olds were three (25%) learners of the study group.

4.2.4 Current Grade

Table 4: The grade the learners are in.

Grade	Number of learners	Percentage
12	7	58.33%
11	4	33.33%
10	1	8.33%
TOTAL	12	99.99%

This study included one (8.33%) learner from Grade 10, four (33.33%) learners from Grade 11 and seven (58.33%) learners from Grade 12.

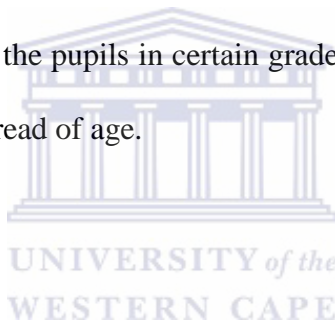
4.2.5 Grade repeated

Table 5: Number of learners who repeated a grade.

Repeating a grade	Number of learners	Percentage
Yes	6	50%
No	6	50%
TOTAL	12	100%

There were a significant proportion of the participants (six learners i.e. 50%) who indicated that they had repeated a grade sometime during their school going years.

Hence the age of some of the pupils in certain grades were higher than that and that is the reason for the wide spread of age.



4.2.6 Parents/Guardians

Table 6: Whom the learners live with.

Parent/ guardian	Number of learners	Percentage
Mother only	6	50%
Both parents	2	16.67%
Father only	2	16.67%
Grandmother	1	8.33%
Guardian	1	8.33%
TOTAL	12	100%

The parents and guardians in the sample were reflected as the following. Two (16.67%) learners who participated in the study live with both their parents, six (50%) learners live with their mothers, two (16.67%) of the learners live with their fathers, one (8.33%) learner lives with her grandmother and one (8.33%) lives with her mother's friend to be closer to the school.

4.2.7 Housing

Table 7: Type of residence

Residence type	Number of learners	Percentage
Semi-detached	4	33.33%
Free standing	3	25%
Separate entrance	2	16.67%
Apartment	2	16.67%
Mobile wooden home	1	8.33%
TOTAL	12	100%

This study revealed that four (33.33%) learners lived in a semi-detached home, three (25%) learners lived in a free standing home, two (16.67 %) learners lived in a separate entrance, two (16.67%) learners lived in an apartment and one (8.33%) learner lived in a mobile-wooden home.

4.2.8 Living conditions

Table 8: Sharing a bedroom.

Sharing a room	Number of learners	Percentage
Yes	6	50%
No	6	50%
TOTAL	12	100%

The learners in the study responded to having to share their bedroom (six learners i.e. 50%) with up to four other individuals while the rest of the learners (six learners i.e. 50%) were able to have their bedrooms to themselves.

4.2.9 Environmental support

Table 9: Where homework is done

A place to complete homework	Number of learners	Percentage
Bedroom	8	66.66%
Dining room table	2	16.67%
Kitchen table	1	8.33%
Backyard	1	8.33%
TOTAL	12	99.99%

All the learners in the study had a place to do their homework. This included their bedrooms, eight (66.66%) learners, the kitchen table, one (8.33%) learner, the dining room table, two (16.67%) learners and in the backyard on the washing machine, one (8.33%) learner indicated.

4.2.10 Time management

Table 10: When homework is done.

Doing homework	Number of learners	Percentage
Immediately after school	5	41.67%
At night	7	58.33%
TOTAL	12	100%

Learners responded to being able to complete homework immediately after school at home (five learners i.e. 41.67%) or in the evening (seven learners i.e. 58.33%) after dinner.

4.2.11 Summary

The above socio-biographical information provided a background of the sample used in the study. It provides the context of the adolescent female learner in her home environment. These adolescent female learners are representative of learners who attend a secondary school in the central sub-district of Cape Town. They reside in the area around the school as well as areas outside the district of this school. The age of the respondents, their language, the grade they are in, whether they repeated a grade, whether they live with a parents or a guardians, their housing and living conditions as well as environmental support and time management influenced how the adolescent female learner learns and how adults perceive how they learn. Cognisance of these background factors should be taken into account when the educator considers their expectations of the adolescent female learner and how they interact with each other to enjoy their rights of dignity and equality at school. In addition, an understanding of the developmental characteristics of the adolescent especially with respect to gender differences can help educators to understand how learners experience human rights in their life at school.

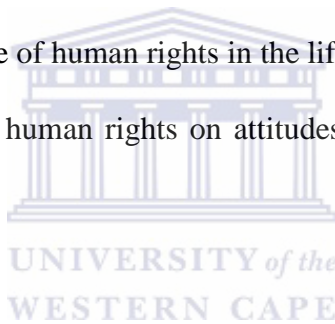
4.3 DISCUSSION OF FINDINGS

The findings of the study are summarised under the different themes that have emerged from the data. The main themes relate to the three objectives of the study.

Research objective one: To explore the adolescent female learner's knowledge of her basic human rights.

Themes that address this objective include the following and will be discussed in detail in this chapter.

- The adolescent female learner's perception and knowledge of human rights.
- The importance of human rights in the life of the adolescent female learner.
- The impact of human rights on attitudes and behaviour of the adolescent female learner.



Research objective two: To explore how the adolescent female learner experiences' these rights at school.

Themes that address this objective include the following and will be discussed in detail in this chapter.

- Human rights violations occurring at school and who should be talking about the more pertinent human rights of the adolescent female learner.
- The manner in which human rights education influenced the adolescent female learner and her ability to express human rights related problems in class?

Research objective three: To explore whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

Themes that address this objective include the following and will be discussed in detail in this chapter.

- The role of the school and educator in implementing human rights awareness
- The role of the Education Department, the District Office and non-governmental organizations in human rights facilitation at school.
- The gaps with regard to the school's needs in terms of dealing with human rights-related issues and recommendations with regard to changes or additions to the curriculum.
- Policy relating to human rights and making a space or a process available for the adolescent female learner to highlight human-rights-related problems at school.

RESEARCH OBJECTIVE ONE: To explore the adolescent female learner's knowledge of her basic human rights.

4.3.1 Theme one: The adolescent female learner's perception and knowledge of human rights.

Human rights refers to "the basic rights and freedoms to which all humans are entitled whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status, as well as the right to life and liberty, freedom of thought and expression and equality before the law " (United Nations Human Rights, 2009: 1). To protect the child, the Bill of Rights (1996: 1255) lists all the rights of the child from having the right to a name and a nationality from birth to the right to be protected in times of armed conflict. In order to understand the adolescent female learner's knowledge of the above definition of human rights the learners' perception and what human rights refers to is explored. This in turn, will provide input into objective one.

4.3.1.1 Understanding of human rights.

The learners in the study believed human rights meant "being equal and being human amongst other humans". The right to say "I don't want this I want that, the right to do what they want". Being able to express oneself and to be accepted by others as one respects them is noted by the learners.

Learner number two: *"Human rights refer to humans, I think it's actually...having human rights. It's expressing who you are and accepted by the public, being equal and being human amongst other humans, that's what I understand".*

Learner number one: *“The rights are also to for example, if I maybe go to a store, I also have the right to say I don’t want this, I want that. That’s what I understand what human rights are”.*

Learner number seven: *“I think human rights refer to that all humans have a right to something they want to do. To respect other people’s doings as well, that’s my understanding”.*

The learner’s understanding of human rights in this study is reflected in the basic rights to life, freedom, equality, justice and freedom of thought and expression (Kruss, 2001: 46). These learners provided examples of situations where human rights seem to work for them. They were unable to recall a definition of human rights as stated by the United Nations Human Rights (2009: 1).

4.3.1.2 Introduction to human rights

The learners in this study were asked about when they first learnt about human rights. Their responses to the question included learning about human rights “as far back as at pre-primary, crèche, primary school, grades one, three, four, five and six”. They also acknowledged that with rights came responsibilities. An interesting observation was that the learners were taught their human rights in a playful manner in their primary years, making it easier for them to recall these rights. They admitted that if they were given an opportunity to study their human rights beforehand they would have been able to recall much more about their human rights than that which was revealed in the interviews.

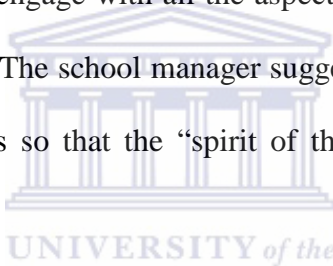
Learner number two: *“In primary school, I was probably in grade three, we had a chart where you would pick your own right and the responsibility onto that. Yes, to the right, yes. There were loads of rights. As children we would go in and read the right ‘I have a right to*

eat' but then the responsibility to save my food and stuff like that. The right to mess up but the responsibility to clean up afterwards".

Learner number three: *"It was in primary school. In grade five".*

Learner number twelve: *"Well, I was very small, my mother taught me, at creche, then at primary school".*

The educators confirmed that it already starts with the parents even before Grade R, in Grade four or five and through to Grade twelve. The educators believed that the knowledge of human rights should be taught at home and then reinforced at school. Unfortunately this is not always the case. The subject Life Orientation provides the learner an opportunity to engage with all the aspects of human rights that affect their growth and development. The school manager suggested that human rights be infused into other Learning Areas so that the "spirit of the constitution" is given an equal opportunity to be realized.



Educator A: *"Think in Grade 4 or 5, through to matric".*

Educator B: *"I think even before Grade R. As a parent that is your role to tell the child this is the do's and the don'ts. That must come from the home and when the child enters the schooling system it starts again".*

The school manager D: *"Look at this school, the entry level is at grade 8. We got Life Orientation and basic human rights is part of Life Orientation. But then human rights do not stand on its own and separate from the other Learning Areas. It becomes important that Learning Areas become aligned to the legislative framework and what we call the spirit of the constitution".*

Even though the learner is taught about human rights not all learners are able to enjoy their knowledge due to personal human rights infringements happening beyond the confines of the school. These human rights infringements may be as a result of cultural

norms and religious values that shape gender roles. Owing to socio-cultural expectations that are inherited by both genders, they enter school with different knowledge, expectations and self-confidence which go on to shape experiences and influence what and how they perceive information. Research done on adolescent learners in middle schools in America revealed that the cultural background, language, race, class, ethnicity, sexual orientation and gender affect the educator's expectations of the adolescent female learner and how they interact with each other to develop their knowledge about human rights (Turning Points, 2002: 19-35).

4.3.1.3 Knowledge of human rights.

The learners in this study recalled “the right to eat, the right to be in a protected home, to security and a safe environment, the right to laugh, the right to be in school, to choose their own subjects, to learn and have equal education. They also recalled the right to a name, to be treated with respect and to respect the opinions of others, the right to medication, the right to vote, the right to be loved and cared for and to know your parents, the right to be yourself, no matter what people say, to show expression, to say what is on their mind and to speak freely and to say no, as well as the right to sanitation and privacy”. It was clear that the learners were able to identify most basic human rights as indicated in the Bill of Rights (1996: 1255). This was evident in the following responses:

Learner number two: *“Right to be safe, the right to eat was a major one because back then we had free food, so everyone liked that right. The right to learn, the right to be in a protected home and the right to laugh. Today we learn rights like having equal education as the next person. Like I have to go to Stellenbosch University which back then I didn't have. There's plenty more, I cannot remember them”.*

Learner number eleven: *“There’s the right to education, the right to be in school, the right to be loved and cared for, the right to learn, the right to be yourself, the right to show your expression because some people change themselves just to fit in, right to be yourself no matter what people say”.*

Learner number twelve: *“Right to sanitation, to privacy... there’s a lot of rights”.*

On the contrary the educators referred to civil and political rights, social and economic rights, environmental and cultural rights”. The right to be taught in “the language of your choice”, their mother tongue. Educators revealed that learners at secondary school are not all aware of what is written in the Bill of Rights (1996: 1255) beyond their most basic rights. What is discussed in class is discarded once the learner is exposed to the world outside of the classroom and important human rights knowledge is temporarily forgotten to make way for the ills of society. The educators said they lived in hope that later the learners would remember what was learnt at school when they were faced with human rights dilemmas in their adult life.

Educator A: *“Civil and political rights, um... social and economic rights, um... environmental and cultural rights”.*

Educator B: *“they don’t know you have the right to be taught in the language of your choice. They don’t even know that’s in the Bill of Rights and it’s in the Constitution. It’s in the curriculum, we teach it to them. What you teaching them from the textbook they discard. They don’t think that, that must become lifestyle. You can preach it and hope one day the penny’s going to drop”.*

Exposure of domestic violence, neglect and all forms of abuse as well as peer pressure and the need to be accepted by others form part of the pool of factors that impact the learners ability to enjoy their basic human rights. It is therefore understandable that when learners are exposed to a completely different set of circumstances outside the

confines of the educational environment, they may yield to these external forces and temporally forget about their human rights.

4.3.1.4 Summary

Understanding the adolescent female's knowledge and understanding of human rights is an integral part of this research as well as the individual's internalization of human rights. Perception makes individuals aware of their environment and determines how they communicate with others. Their environment in turn influences and determines their knowledge, interaction and perception of human rights. Each person's perception about issues may differ (Bergh & Theron, 2003) therefore cognizance should be taken of these differences when understanding the adolescent female learners' knowledge and experiences of her basic human rights. In this study the adolescent learner's knowledge of human rights has confirmed that they are able to articulate their basic rights as learnt at school from as early as pre-primary school. The human rights at another level, as identified by the educators were not recognised by the learners which educators felt should be held in higher regard if the learners need to cope with the reality of life experiences.

4.3.2 Theme two: The importance of human rights in the life of the adolescent female learner.

The importance of human rights is reflected in the Convention on the Rights of the Child which refers to an adolescent female's right to survival and development, protection from exploitation and abuse and her right to participate and express views

on matters that concern her life, as her capacity for making responsible choices (Goonesekere, 1997: 2). In South Africa the Bill of Rights (1996: 1255) affirms the values of human dignity, equality and freedom. These human rights are there because they are things you are allowed to be, to do or to have, for protection against people who might want to harm or hurt you and to help the adolescent learners to get along with each other and live in peace (Youth for human rights, 2008). The logistics of human rights as well as human rights differences for males and females provide an understanding of the importance of human rights in the life of the adolescent female learner.

4.3.2.1 The importance of human rights.

All the learners responded positively to the importance of human rights. The learners felt that without human rights they would be disrespected. They acknowledged that human rights encouraged people to understand themselves and to appreciate what they have as well as to notice that they are all created equal.

Learner number two: *“Of course they are important, if we don’t have rights it’s like taking your will away which I don’t think any human should do that. We are created all equal, it is the basic conditions like having a house, having shelter. We all need that”.*

Learner number eleven: *“Yes they are, so people shouldn’t abuse it. To help people to understand themselves and to appreciate what they have”.*

Learner number twelve: *“Very important, because it’s in the constitution, because if there is no constitution that gives us rights, then everyone will treat us with disrespect”.*

The learners viewed human rights as important, recalling that they are all equal and if there were no human rights the whole country would be negatively affected. According to the learners, children would be disregarded and marginalized. They go on to say that human rights are there to help people to understand themselves and to appreciate what they have as well as to respect others and their property. By realising the importance of human rights learners develop values, beliefs and attitudes that encourage them as individuals to uphold their own rights and those of others (Winston, 2007: 283).

4.3.2.2 Human rights differences for males and females.

Most of the learners (seven) said they did not think human rights are different for males and females. One sceptical learner questioned why boys did not follow human rights recommendations like the right to dignity, freedom of expression and equality before the law. They questioned how boys abuse the fragile nature of girls knowing that they are physically stronger than girls.

Learner number four: *“No, I don’t think so. It depends because girls are more fragile and boys don’t obey their rights in situations”.*

Learner number nine: *“No. I don’t think so because we all humans and everybody has the same rights. Everybody needs the same things, needs to stand up for something if they want something. Everybody has the same rights”.*

Learner number ten: *“No, I think it’s the same. Gender does not matter”.*

Whereas some (five) of the learners said human rights are different for males and females and included vague comments of “not really” and “not sure” which implied

that they had no idea as to whether human rights were in any way different for males and females. The notion of human rights violations occurring between males and females calls for learning toward thinking that human rights are different for males and females.

Learner number five: *“Yes, because you mostly finding the boys are violating the rights of girls. Their emotions are not the same as girls and small things they do, they don’t notice they doing it wrong”.*

The educators confirmed that human rights should not be different for males and females that learners act in a manner that allowed others to believe that they think human rights are different for males and females. This is largely due to socialization within a multicultural South African context and the notion that males are taught to care and protect and females are taught to be submissive but later males become the abuser who force females into having to care for and protect their families. This is reflected by Scantlebury (1994 cited in Kohlhaas, et al., 2010: 2) who indicated that within cultures both genders inherit socio-cultural expectations and treatments that allow them different experiences so that males and females start school with different knowledge, expectations and self-confidence in learning based on their gender. This in turn, generates different human rights experiences for the adolescent female and influences her decisions when confronted with human rights violations.

Educator B: *“...we make it a swear word saying boys you need to look after, you need to care, so what you saying, girls you don’t need to look after and protect and yet the mother is the one who look after and protect. And when we say girls be submissive then that becomes the swear word. We must teach girls to become submissive but then we also teach boys not to become abusive, but to protect and then we find later the girl becomes the protector”.*

Socialization and traditional cultural beliefs and barriers in a multi-cultural South Africa with negative stereotyping, encourage the belief that males are the educated decision-makers and females are quiet and submissive and unable to make informed decisions and choices. The South African government has made efforts to discard this belief though the facilitation of human rights using various non-governmental organizations and women's organizations to promote gender equality in an effort to challenge the negative impact of cultural beliefs that continue to marginalize woman in the new democratic society of South Africa (Baden et al., 1998 in Babugura, 2010: 30).

4.3.2.3 The logistics of human rights.

The majority of the learners indicated that human rights cannot be taken away from you. A learner questioned the notion of “when you are in jail then your rights are taken away from you”.

Learner number three: *“No, because it is my right”.*

Learner number seven: *“No, because it's against the law, unless you in jail... They don't care, they did a crime, all they care about is food, go sleep, whatever”.*

A few learners indicated that human rights could be taken away from you. These learners questioned whether parents and educators were allowed to make decisions on behalf of learners or against their will. They viewed this as an indication that their human rights were violated. In order to gain perspective, they felt that these kinds of issues should be open to debate during human rights discussions in class.

Learner number eleven: *“Yes, let’s say a parent and a child, obviously you have to listen to your parents. As a child you cannot tell your parents they wrong if they say you cannot have friends, even if they are and even in an abusive way. Children have the right to play. The child has to know that every right has a responsibility. Some parents can lock up the kids 24/7. So they don’t have the freedom and the right to play”.*

Human Rights in South Africa are contained in the Bill of Rights, Chapter 2 of the South African Constitution, the highest law in the country (South African Human rights Commission, 2009). The United Nations Human Rights (2009: 1) defined human rights as rights inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. For this reason human rights cannot be taken away from you.

4.3.2.4 Summary

As adolescence is a transitional period between childhood and adulthood (Kenworthy, et al., 2008), the identity and sexuality of adolescents gradually develops into the capacity to assume adult behaviours, roles and responsibilities which requires new knowledge of the importance of human rights and skills to uphold human rights, as stated in the Preamble of the South African Schools Act (1996). It is evident in this study that the adolescent learner has a good idea as to the importance of human rights. Based on knowledge acquisition, the adolescent female learner has various views on the importance of human rights and it is evident that discussion around pertinent issues would need to be explored.

4.3.3 Theme three: The impact of human rights on attitudes and behaviour of the adolescent female learner.

It is often assumed that education enhances the females' wellbeing and gives them a greater voice in household decisions, greater autonomy to determine the conditions of their lives, and improved opportunities to participate in community affairs and the labour market (Malhotra, 2003: 2). Human rights education promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others (Piršl, et al., 2007).

4.3.3.1 Can knowledge about human rights change attitudes and behaviour?

The study indicates that 66, 66% (8 learners) of the learners believed that knowing about human rights changes their attitudes and behaviour. They pointed out that human rights should be used wisely and with respect, that knowing about human rights developed self esteem and built a positive self image.

Learner number one: *“Yes, because the children think they have rights, they can do what they want to. You have rights but you must use it wisely”.*

Learner number seven: *“Yes it can. Like some people are rude without them knowing. You could tell them about their rights and what they should be doing, it could change them, be nicer, positively”.*

Learner number four: *“She could be more positive about herself. She could think more about herself. She wouldn't have such low self-esteem, they feel that they are not worth anything. But if they know their rights they won't let anybody try to take their right away from them”.*

While thirty three percent of the learners acknowledged that human rights knowledge did not change the attitudes and behaviour but that the knowledge of human rights was

used negatively to distort the minds of others. They twist human rights to the advantage of the perpetrator thus making the victim incapable of enjoying her rights. Looking at the background of the learners in this study one may notice that these learners are exposed to human rights irregularities in having to do homework on the washing machine in the backyard.

Learner number three: *“No, because some people take it as you have rights so I can do what I want to do to you”.*

The educators noticed that human rights knowledge allowed the learners to become more aware of their human rights. Learners develop the liberty to raise and voice their opinions on human rights related issues. Educators also go on to say that learners’ new found self esteem is short lived as learners allow human rights violations to continue in school and as soon as the learners leave the school their knowledge of human rights is discarded and they violate the rights of others and allow others to violate their rights.

Educator A: *“They become now more aware of their human rights. Some of them have the liberty now to raise and voice their opinions when they want to express themselves about certain issues. They got the freedom to do that now because they know it’s a basic human right”.*

Educator B: *“You see it’s just for that particular period. When you are making them aware of this particular right then suddenly there’s this fad, I feel they get it, this is now the buzz, then the next day they do the complete opposite because they don’t live it. The problem with our children is that they don’t realise how serious it is and because Life Orientation is not a designated subject and that’s why they have this attitude. Maybe we must have outside people come in to speak to them, or maybe they should be people who have gone through problems, because they don’t see they are being abused and their rights have been violated”.*

A need to live a life of dignity is evident in school as human rights shape human beings so as to realize the possibilities of human nature, which is provided through education (Donnelly, 2003: 14-16). Human rights education aims to build a culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes (Matsuura, 2004). Human rights education therefore promotes values, beliefs and attitudes that encourage individuals to uphold their rights and those of others (Winston, 2007:283).

4.3.3.2 Summary

Human rights education aims at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes, promoting values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. As the family, church, media, non-governmental organizations and the education system are seen as stakeholders in the facilitation of human rights education for the adolescent learner in her development of attitudes and values as well as her perception and knowledge of human rights, the responsibility remains with the individual adolescent learner to continue to demand that their human rights be upheld once they are outside of the confines of the school.

RESEARCH OBJECTIVE TWO: To explore how the adolescent female learner experiences' these rights at school.

4.3.4 Theme four: Human rights violations occurring at school and who should be talking about the more pertinent human rights of the adolescent female learner.

The Convention on the Rights of the Child (2003) recognizes the right of the child to take the necessary actions to prevent and prohibit all forms of violence and abuse, degrading or humiliating treatment by school personnel as well as among students; initiate and support measures, attitudes and activities that promote healthy behaviour by including relevant topics in school curricula. An adolescent female learner's perception of abuse and violence at school may vary depending on her level of knowledge about what constitutes violence in school and her knowledge of her basic human rights.

Government has an obligation to respect, protect, promote and fulfil these rights through policy and legislation (Pendlebury, Lake & Smith, 2009: 23), so that human rights violations occurring at school, the role-players in the conversation of human rights and the educators' perceptions on the human rights needs of adolescent female, learners is addressed.

4.3.4.1 Human rights violations at school.

In this study most of the learners felt their human rights were violated at school. They recalled educators forcing them to do things they did not want to do, in doing orals in front of fellow learners who offered no respect for their opinions; boys smacking, swearing at and touching girls inappropriately; educators insulting learners or pulling learners; police searching the bags of learners and children talking while the educator was trying to teach are violations mentioned by the learners.

Learner number one: *“Yes, I have because sometimes the teachers force you to do things you don’t want to do, but also it’s for a good course. The teachers tell us, if you don’t want to do it, ‘I will give you a naught’. Then it’s maybe something you don’t want to do, like an oral. You don’t want to stand in front of the class then you say okay, you will accept the naught because you know you can do that, you have the marks to make up for that, but then they force you to do things that you don’t want to do”.*

Learner number three: *“Yes, in grade nine I had an experience where another boy smacked me. They did nothing about it. Sometimes you come across certain people who just swear at you for just any reason”.*

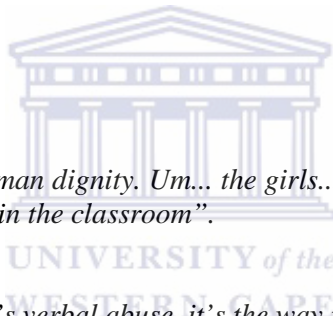
Learner number five: *“When boys touch you. Then I hit them. I was in a fight with a boy. He hurt me bad. But I hit him first. He hit me...Some of the teachers insult you, but they do it in a funny way but you feel bad...You stupid, when your marks are low...They brought the police to search us but they never let our parents know. They didn’t let us know or sign a letter or something to let us know they can sniff around in our bags”.*

Learner number twelve: *“Yes, because if a teacher is talking in front, children will sit and talk separately, making a noise and you can’t get the education you came for... Another time the teacher was pulling me and I felt very offended, you can’t treat a person like that”.*

In contrast to these, some (four) learners did not recognise any human rights violations occurring at school.

Learner number eleven: *“For me not really”.*

The educators indicated that the violation of human dignity, verbal abuse and the freedom of expression are agreed upon human rights violations at school. In addition to impeding the adolescent learner’s opportunities to voice her opinion in class, boys continued to insult and humiliate female learners in front of their peers. They noted that the adolescent female learner allowed boys to insult, pick on, make fun of, ostracize, harass and generally shame them to the extent that they sacrifice valuable year marks to avoid having to do oral presentation in class, as a formal assessment task.



Educator A: *“Definitely human dignity. Um... the girls... um allow the boys to humiliate them many a times, to insult them in the classroom”.*

Educator B: *“Like I said, it’s verbal abuse, it’s the way they treat each other”.*

Marshal stated that “school violence breeds school violence” (2000: 133 cited in de Wet, 2007: 673-674). According to researchers learners who are picked on, made fun of, ostracized, harassed and generally shamed, humiliated and targeted by fellow learners over a period of years may “... build up anger and hatred that finally explodes into physical violence”. Inadequate support for learning and development may impede meaningful access and the ability to express their opinion in the classroom in an attempt to build a culture of human rights in the educational environment.

4.3.4.2 Human rights more pertinent to the adolescent female learner at school.

The educators noted that equality, human dignity and freedom of expression are recognised as the human rights that are more pertinent to the adolescent female learner at school. Taking the necessary actions to prevent and prohibit all forms of violence and abuse are important to the educators.

Educator A: *“Yes, equality and human dignity and also freedom of expression”.*

Educator B: *“Verbal, physical abuse”.*

School manager D: *“The abuse of human dignity of females are and abuse is quite rife... physical abuse is quite rife in the township areas, so for our school and eventually when we set up a policy these two will become priority in terms of the right of human dignity and the right not to be abused”.*

Education is the key in building a culture of human rights. It strengthens respect for human rights and fundamental freedoms. It will assist in the development of the human personality and the sense of its dignity. Together with educational role-players it assists in promoting understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups.

4.3.4.3 The role-players in the conversation of human rights.

The study revealed that seventy five percent of the learners felt that their teachers should be talking more about human rights. The learners viewed their educator’s knowledge, facilitation and communication of human rights of great value in their recall of human rights.

Learner number seven: *“The principal, your class teacher. I think your class teacher, the class together, with the teacher telling them what to know, so that they will have a better understanding of how to communicate in the classroom so as they pass on the year it will move on with them. They will act the same way in the next classroom”.*

Learner number nine: *“Teachers of course because they’re the ones who talk to the children every day. You will say ‘no we learnt that in school’ because every day you learn something, from primary school. I don’t remember my mother saying something that has to do with my rights but from school the teachers were the ones who told me”.*

The learners indicated that they would appreciate the input of other experienced adults from outside the school to be talking about human rights to them. They also felt visual activities were better than constant talking about human rights. Learners felt that they responded better to visual stimuli.

Learner number one: *“I think grown-ups, parents and maybe my sisters and brother who are married, who know the rights and also the teachers at school because you are most of the time with them”.*

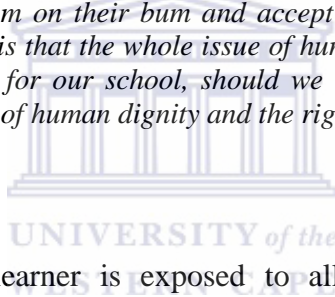
Learner number four: *“A person with experience, who know about our rights. They should tell us about our rights. I think someone from outside. I would take note of what the person says. Visual activities are better so we can see what it is and then we can learn from it. Show us pictures”.*

This provides an opportunity to get experts to talk about experiences that they are passionate about so that the learner engages with human rights in a meaningful way. Human rights are facilitated through co-curricular activities, by non-governmental organizations like Amnesty International and Quaker Peace. Their assistance is valued as they are external bodies who provide expert advice in their facilitation of human rights through discussion, lectures, plays, dance programmes and many cultural activities for the adolescent learner to develop their sense of dignity and equality.

4.3.4.4 Educators perceptions on the human rights needs of adolescent female learners

The educators viewed adolescent female learners need to internalize human rights and demand that these rights be upheld as especially important at school. The right to human dignity and not to be abused physically and psychologically were needs suggested by the manager of the school.

School manager D: "I would say that they need to internalize the fact that first of all they should know what their basic human rights are and then they should demand that these rights be upheld. But because they do not have the knowledge they will allow for example for boys to come pass them and hit them on their bum and accept this as something that happens and therefore what is important is that the whole issue of human dignity is that they should not be abused. I would recon that for our school, should we have a policy in place. It should be highlighting the whole issue of human dignity and the right not to be abused".



The adolescent female learner is exposed to all her human rights through her educational process which in South Africa is reflected in the Constitution (1996: 1255). If the right to education empowers the adolescent female learner to realize and claim her other rights then, during her educational experience at school, she is given the opportunity to develop and internalize her human rights. This can only come from the adolescent learner through choice as educators are there as facilitators of knowledge, the police offers assistance in the form of counselling, non-governmental organisations provide expert assistance but none of them can do much when the adolescent female learner allow male learners to violate her human dignity.

4.3.4.5 Summary

School violence is a subject of great public and media interest as indicated in research. For the healthy development of adolescents it is essential that they experience the right to be themselves, to think their own thoughts and to speak them, consistent with the rights of others; the right to grow and to develop their abilities to their full potential; the right to air their grievances and to seek redress; the right to make mistakes without unreasonable punishment and the right to justice. This is only possible in a healthy educational environment.

4.3.5 Theme five: The manner in which human rights education influence the adolescent female learner and her ability to express human rights related problems in class

Schools carry a responsibility for the development of civic competency and responsibility through formal and informal education. Education is therefore a means for the adolescent learner to develop her full potential and participate meaningfully in society. Many of the problems of society manifest themselves within the school environment, which provides an ideal context in which to discuss and highlight these problems and provide an opportunity for learners to deal with them in a safe supportive environment. Interaction with life orientation programmes, guidance and counselling programmes, peer group support and non-governmental organizations with a human rights agenda provide support to schools in their role as facilitators of knowledge (Coombe, 2002: 14). Human rights education therefore impacts on the learner's ability to express human rights related problems in the educational

environment. The following section indicates the responses on the manner in which human rights education influences the adolescent female learner and her ability to express human rights related problems in class.

4.3.5.1 The impact of human rights education.

In this study, higher self confidence, the ability to stand up for themselves, a rise in self esteem, a positive self image, more power and understanding, an appreciation for other cultures and more independence were recognised as ways in which human rights education influenced the adolescent female learner.

Learner number one: *“When I first learnt about human rights, I thought I could do what I want to but as I came into high school, I learnt it was not only that, doing what you want to but also using it wisely and think about the consequences”.*

Learner number two: *“I stood up for myself. I knew what, under what circumstances I should live in the nation. When I learnt about human rights I stood up for myself, I voice my opinion. At the movies white people took our seats and when we came back they did not want to give our seat, so I went to report it to the security, so it was dealt with immediately”.*

Learner number three: *“You will have higher self confidence, self esteem. You will be able to walk out there and represent yourself knowing your human rights. You will draw the line with certain people”.*

Learner number twelve: *“It made me a better person. I would rather respect other people who are disrespecting me or walk away from a fight if people want to fight. I’m a better person”.*

The adolescent female is entitled to human rights simply by the fact that she is a human being. This is provided to her through educational facilitation. Through human rights education she is empowered with knowledge and skills to develop her self

confidence, the ability to stand up for herself, to raise her self esteem, have a positive self image and an appreciation for other cultures.

4.3.5.2 Learners ability to express human rights related problems in class?

According to the learners in this study fifty percent (six) of the learners said the female adolescent learner was able to express her human rights related problems in class.

Learner number nine: *“Yes, she should express it. Learners are very outspoken, nowadays. If something is bothering them, they tell that person and let them know ‘I don’t like that, I don’t like this’”.*

Learner number twelve: *“Yes, you can tell them but they don’t listen. She is able to voice her opinion, say ‘don’t touch me’. We should lay down rules, like ‘if you touch a girl, you going to be expelled’. If you get punished for doing something then you know you not going to do it”.*

Forty two percent (five) of the learners were of the opinion that the adolescent female learner was not able to express her opinions in class.

Learner number one: *“Not a lot of girls would like to speak in front of the class about their rights. They keep it inside...they get so emotional that it eats on them and eventually they will speak out about the problem to a person who will help them or tell them who to speak to”.*

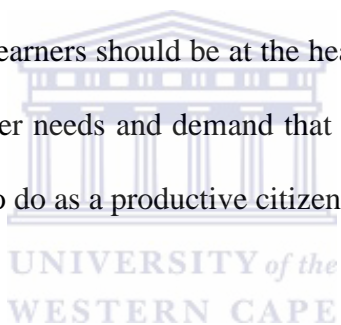
One respondent said it depended on the type of learners in the class.

Educator A: *“Not all of them because some of them are being victimised by the boys. They normally come to talk to the teacher afterwards. Privately, not in front of everybody because they are afraid of victimization”.*

Educators B: *“in front of the boys. I don’t know if it’s something to get back at the boys that they do it, to show off, it’s like a defence mechanism. I found, I mean that this is now the grade eleven and twelve learners. They’re very vocal, in what they are saying, very vocal in expressing when they do have a problem”.*

The educators were of the opinion that some learners are very expressive in the classroom about their human rights related problems whereas others would prefer to discuss their problems in private in fear of victimization from their peers.

Human rights education therefore impacts on the learner's ability to express human rights related problems in the educational environment. South Africa accepts that achieving gender equality and empowering women through education will enable conditions in creating healthier, peaceful, better educated and more successful societies (Babugura, 2010: 30). It is through education that challenges linked to gender inequality such as poverty, HIV/AIDS and abuse can be addressed in the classroom. The education of female learners should be at the heart of the education system giving her a voice to articulate her needs and demand that her basic human rights be upheld in whatever she chooses to do as a productive citizen in this global community.



4.3.5.3 Summary

As children will no longer remain silent about their rights, but will speak and even shout out about their needs and demands for education about their basic human rights and how these rights should be upheld, then it is assumed that education enhances the adolescent female's wellbeing and gives her a greater voice in decisions, greater autonomy to determine the conditions of her life and improved opportunities to participate in community affairs. In view of this, the education of female learners should be at the heart of the education system, promoting quality education, to improve her voice in opinions pertinent to her well-being and opportunities, thereby furthering her growth and development.

RESEARCH OBJECTIVE THREE: To explore whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

4.3.6 Theme six: The role of the school and educator in implementing human rights awareness

The teaching and facilitation of human rights at secondary school has its challenges. It depends on the attitude of the school manager, the educators and the educational department towards providing the correct facilitation and monitoring of human rights programmes, whether it is separate for males and females or not (du Plessis et al., 2007: 199). This facilitation also should allow the adolescent to see the link between their civic life and the human rights education they are receiving at school.

When educators acknowledge, understand and value the differences among their learners, their different backgrounds and attributes will become strengths upon which to build the culture and curriculum of the classroom toward stronger human rights acquisition.

4.3.6.1 Human rights programmes at school.

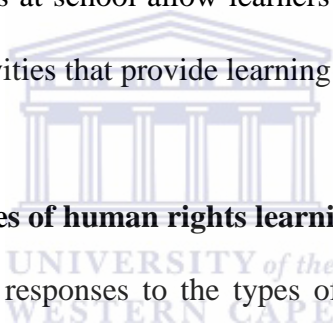
The learners in this study acknowledged that class discussions, movies, peer education, peace buddies, the representative council of learners, the subject Life Orientation, poster drives, plays and assignments from textbooks were what the school specifically provided for the adolescent female learner to acquire knowledge about her basic human rights.

Learner number two: *“Besides learning in class there are organizations that come to the school, like the peer education, peace buddies and the representative council of learners. I also play a role in teaching others about their rights because some learners come up with their own rights that are not in the Bill of Rights... The organization called the Young Woman in Leadership taught me about my rights and you are given a platform to enter parliament, conferences and stuff like that”.*

Learner number eleven: *“There is a woman empowerment group. You learn a lot about women. Peer education features human right. In sports you learn to help other people to enjoy the game and if they fall you help them up and not to fight”.*

Learner number twelve: *“Life Orientation teachers showed us a movie and afterwards they talked about sexual abuse and stuff. The school is giving programmes that are teaching us about rights”.*

Human rights programmes at school allow learners to engage with human rights in a meaningful way with activities that provide learning opportunities.



4.3.6.2 Modes of deliveries of human rights learning opportunities.

The learners had various responses to the types of workshops, class discussions or activities which allowed them to gain sufficient knowledge about human rights. These responses ranged from watching a movie about abuse, class discussions on sex, rape, pregnancy and the Bill of Rights as a means to gain sufficient knowledge about human rights.

Learner number two: *“I went to plenty of conferences where we talk about human rights. In my history class we talked about human rights”.*

Learner number seven: *“Maybe a few times we talked about it in class, but oh yes we watched a movie, a good movie actually, about a woman that was forced to be in a relationship...but she wasn’t happy, he was abusing her...”*

Learner number ten: *“We had debates about the Bill of Rights. It was quite educational. Yes it was, people have different opinions. You can’t tell them what to do if they believe in something, then so be it...freedom of speech”.*

The variety of programmes that are presented indicated that human rights issues are presented to learners in ways that may cause them to remember what they have learnt.

4.3.6.3 Facilitation and monitoring of human rights education at school.

Educators noted that the facilitation of human rights knowledge included awareness programmes, role play, class discussions, watching movies, asking questions and responding, questionnaires and tests and that the teaching of human rights was done in Life Orientation at school and was monitored once a term, at least, through the completion of questionnaires and tested in controlled tests.

School manager D: *“We don’t have a particular mechanism of monitoring the teaching of human rights. However, the fact that it forms part of Life Orientation as a Learning Area and a subject it forms part of internal and external moderation that takes place. Internal moderation processes needs to see that all the learning outcomes are covered and with human rights being one of the learning outcomes that becomes the monitoring tool to see whether learning and teaching has taken place around that particular learning outcome”.*

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Monitoring and evaluation is an essential part of all organizational development. This would indicate that in an educational environment the monitoring of any educational programmes has to be done in order to assess whether it delivered what it intended to do. The delivery of human rights at school is assessed through internal and external processes to evaluate whether the outcomes have been covered.

4.3.6.4 Teaching methodology for human rights.

Respondents indicated that there should be a particular human rights teaching methodology that they can relate to. Discussions, counselling, workshops and action

were recommendations from the learners for how human rights should be taught. The learners highlighted that there is a need for human rights education to be informative and entertaining.

Learner number two: *“Victims who have their rights violated should come and teach us more about these things and also its ‘edu-tained’, it must be entertaining, not a lot of people like to listen to ‘big’ words. In part of teaching that person must make it interesting. So action, for example when the teacher makes a joke about it you tend to remember it in the examination. They must teach us so we can remember, so it can stay in our mind”.*

Learner number four: *“Workshops, sketches and activities and stuff. Just class discussions”.*

Learner number seven: *“We should obviously inform her about her rights, everything she should know. We should be talking to her, telling her what is happening to her is wrong and she can even take it further”.*

Human rights need to be facilitated in a way that is acceptable to the adolescent learner. Non-governmental organizations like that of “Youth for Human Rights” have found a way through the media to do this. The informative and visually stimulating nature of informal educational methods has been well accepted by adolescent learners as seen in the media. This powerful socialization agent attempts to get the adolescent to accept the attitudes, values and beliefs of human rights so that all adolescent learners receive an equal opportunity to gain human rights information.

4.3.6.5 A need for separate human rights education.

Most of the learners felt no need to receive separate human rights education. They commented that they should be taught together with the male learners so that they could grow together in respect for each other’s role in society.

Learner number one: *“I think they should be taught together because as they grow together they need to know about their rights together. I don’t think they should be separated”.*

Learner number twelve: *“No, it is not necessary, because if we are together the boys understand their role and the girls understand their role, and in that way we understand each other, we be together when things like this is discussed. Boys had to be present in the movies because they play a role they’re the ones who do the abusing”.*

Whereas the rest of the respondents felt that separate human rights education away from males was necessary to feel comfortable in order to express their feelings.

Learner number four: *“Yes, because sometimes it makes girls uncomfortable when boys are in the class when we have discussions about pregnancy. They will feel they can talk more when they are separated from the boys”.*

When male and female learners are educated together they are prepared for a responsible life in a free, peaceful, tolerant society with respect for their natural environment as education assists in developing learners who question their rights to develop a sense of self worth and identity, meaningfully and critically.

4.3.6.6 The impact of learner human rights challenges in the civic society at school

The school is affected by challenges on the adolescent female learners’ human rights through their having to deal with gender discrimination outside school, as in many of their cultures women are still seen as inferior to men. The school manager indicated that there is a relationship between the home environment and the learners’ ability to exercise their human rights at school.

Educator A: *“In school we teach them things like equality, things like human dignity. But out there, when they go back to their... they have to deal with discrimination for example in terms of their gender because in many of their cultures women are still seen as inferior to men”.*

School manager D: *“I just want to add something more there. You know there are some of our adolescent female learners who accept, because they grow up in a home where physical abuse takes place, where spousal abuse takes place and they accept that that is the way it should be and therefore they will accept that if they are one day expose to physical abuse in their homes and therefore I feel the school has a responsibility to highlight the fact that physical abuse takes place in the community and the abuse of human dignity and we need really to highlight the rights of female learners”.*

This provides an opportunity in the curriculum to deal with culture and the impact of socialisation on learners. Socialization, traditional cultural beliefs and barriers, and negative stereotyping reinforce the belief that decision-making belongs to men. The South African government is committed to promoting gender equality in an effort to challenge the negative impact of cultural beliefs that continue to marginalize woman in the new democratic society of South Africa (Baden et al., 1998 cited in Babugura, 2010: 30). This is done through Curriculum 2005 which has set guidelines for teaching human rights to the adolescent female learner in the interests of promoting democracy, cultural diversity and equality to help them exercise their full rights and responsibilities as citizens (Enslin & Pendlebury, 2000: 436).

4.3.6.7 The role of the school in facilitating an awareness of human rights.

The educators noted that the school should create a safer environment for the learners to speak to any educator whenever their rights were being violated and that every learner should have their own copy of the constitution.

Educator A: *“We should create a safe environment for them to come speak to any educator whenever their rights are being violated”.*

Educator B: *“Yes, we should get every child to have a copy of the constitution, focus on chapter two of the Bill of Rights so that they all know not to abuse it but to use it when necessary and correctly”.*

School manager D: *“Umm... certainly, we can’t do enough... as a school we also have a responsibility to the constitution of the country and having identified, though the challenge that we have is that our primary task is teaching and learning and if we can integrate the teaching of human rights within the Learning Areas, all the Learning Areas and subjects, that will certainly help the cause for human rights of female learners. Any initiative that might come, whether it comes from learners or whether it comes from educators, I feel that it is my responsibility to support...It should be highlighting the whole issue of human dignity and the right not to be abused”.*

A safe school is a place where children can develop emotionally and socially as well as intellectually; where they learn through example and experience, as much as through instruction of their own and others’ rights and responsibilities through engaging with the Bill of Rights. Schools are also places where the adolescent female learner is vulnerable to abuse and inadequate support for learning, all of which may impede meaningful access and the ability to express their opinion about human rights violation (Pendlebury, Lake & Smith, 2009: 27).

4.3.6.8 Summary

It was found that the facilitation and monitoring of human rights in this study was conducted by various methods which allowed for variation and facilitated learning through fun activities within the Life Orientation subject at the school. Facilitation and monitoring of human rights has contributed to education as it aims to develop the adolescent learners personalities, talents and mental and physical abilities; respect for human rights; respect for their parents, cultures, languages and values, together with the values of their own and other countries and civilizations; preparation for living a

responsible life in a free, peaceful, tolerant society and respect for their micro and macro environment. This education is the responsibility of the education department with assistance from non-governmental organizations.

4.3.7 Theme seven: The role of the Education Department, the District office and non-governmental organizations in the facilitation of human rights at school.

As human rights education is an essential component of the Revised National Curriculum Statement which aims to develop informed and active citizens who know their rights and can challenge injustices, it includes policy development, budgeting, curriculum planning, school management, assessment planning, and teaching and learning about human rights (Vally, 2007 cited in Pendlebury, Lake & Smith, 2009: 23). It is therefore essential to explore the role of the Education Department, the District office and non-governmental organizations in providing support for the facilitation of human rights at school.

4.3.7.1 The Western Cape Education Department and the Districts' support provided to gain knowledge about human rights.

Some of the educators did not recognise the education department as providing support for the adolescent female learners to gain sufficient knowledge about their basic human rights whereas others said they provided text books, videos and talk shows.

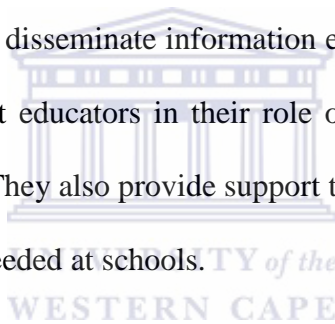
Educator A: *“Not much. No”.*

Educator B: *“There’s nothing at the moment on the table. What I know is that they are trying to equip the teachers. I think what is happening is once the teachers are equipped, they will be concentrating on the curriculum”.*

Educator C: *“Provide text books, videos and talk shows”.*

School manager D: *“In terms of the district office, the EMDC (Education, management and Development Centers) as they were called in the past, not particularly. What I can say is um... that they do concentrate more on HIV/Aids and they regularly support the school in terms of...in terms of human rights there isn’t generally much coming from them”.*

The monitoring and evaluative role of the education department is supported through the District Office as they disseminate information essential for the smooth running of basic education and assist educators in their role of facilitating human rights in the subject Life Orientation. They also provide support to non-governmental organizations when their assistance is needed at schools.



4.3.7.2 The use of NGO’s to facilitate the learning of human rights

There were conflicting responses on the use of non-governmental organizations to facilitate the learning of human rights. Some said they did not know about a non-governmental organization which facilitated human rights programmes, while others mentioned “Sound track 4 Life” and “Leadership South” were used to facilitate the learning of human rights.

Educator A: *“No, we haven’t used NGO’s thus far but we intend using them in the future”.*

Educator B: *“We don’t. We haven’t affiliated ourselves”.*

Educator C: *“Yes, Sound track 4 life”.*

School manager D: *“Yes, at our school we have an organization called ‘leadership south’. They’ve been involved with our grade 9 learners in 2008 and during the second semester of 2009 they have become involved with the grade 10 learners. And the idea of the programme is to make the learners aware of their human rights”.*

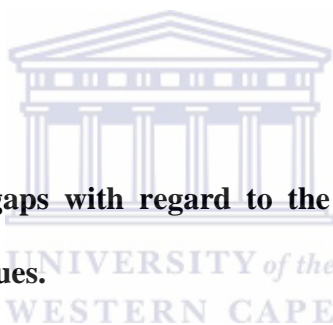
Non-governmental organizations encourage an educational platform to ease the acquisition of human rights information. The rights set out in the Bill of Rights are made informative and visually appealing by non-governmental organization like the “Youth for Human Rights”, “Quaker Peace” and “Leadership South” to enable the adolescent female learner to remember and recall them when prompted.

4.3.7.3 Summary

The role of the Education Department, the District office and non-governmental organizations in providing support and facilitation of human rights at school is done through formal education at school level. The formal education provides a basic understanding of civic life, politics and government, while informal education is done through non-governmental organizations that enable the adolescent female learner to understand the workings of her own and other political systems and human rights processes, through facilitation and discussions. As these organizations attempt to provide sufficient information about human rights, the school may discover gaps in the facilitation of human rights at school.

4.3.8 Theme eight: Identifying gaps with regard to the school's needs in dealing with human rights-related issues and recommendations for the curriculum.

The Learning Area statements in the Revised National Curriculum Statements also reflect the principles and practices of social justice and respect for the environment and human rights, as defined in the Constitution. For each Learning Area the Learning Outcomes give a specific focus on knowledge, skills and values that learners should achieve by the end of the General Education and Training band (Revised National Curriculum Statements, 2005: 20). Any other gaps with regard to the school's needs in dealing with human rights-related issues and recommendations for the curriculum are discussed below.



4.3.8.1 Identifying the gaps with regard to the school's needs in dealing with human rights-related issues.

Lack of transparency between the human rights activities at school and the school management team was viewed by educators as a gap with regard to the schools needs, in terms of dealing with human rights related issues.

Educator B: *“What we have at the moment is Caroline from the Cape Town Refugee Centre. She’s facilitating workshops for the refugee learners, but they’re dealing with human rights, so in that respect, they are quite active. They have workshops, they have dances, they have role play... Don’t forget about ‘leadership south’. What I’m saying, people are not transparent, say leadership south are here, I want to know exactly what are they doing, who they doing it with, how you training up these peer counsellors, when can children go to them, for what, are they only dealing with the HIV/Aids component and not the human rights because it does seem like it’s incorporated in that”.*

Guides to whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights are; how and what

the school provides specifically for human rights education; the facilitation and monitoring of human rights; how it should be taught; challenges affecting human rights problems at school; a policy that guides human rights at school; the role of the District Office and the Western Cape Education Department as well as non-governmental organizations in facilitating and creating a space or a process for the adolescent female learner to voice her human rights related issues. The successful engagement between all these stakeholders requires transparency between all processes. In addition to gaps in the system there are recommendations discussed below.

4.3.8.2 Recommendations for the curriculum.

Integration of human rights into all Learning Areas was recommended. There is a need to make the learning about human rights interesting and fun and a recommendation by educators to infuse, contextually, human rights themes into all Learning Areas and subjects.

Educator A: *“It should be integrated with other Learning Areas or subjects like business studies for example or consumer studies or with tourism. There should be integration with other subjects”.*

Educator B: *“I just feel we must make it interesting for the children, to see this is where I fit in. So, maybe with the world of work and citizenship and person wellbeing, these three pillars become one. So the subjects have a common theme. Unfortunately it will cost some work. So when they move from class to class they are bombarded with the same thing. The themes will be subtle and interesting so when it climaxes the children will go ‘oh, this is what we’ve learnt’. But at the moment it is not working. People are working in isolation. My advice to you is to push that this becomes a reality”.*

Human rights education is an essential component of the Revised National Curriculum Statement. It aims to develop informed and active citizens who know their rights and can challenge injustices (Vally, 2007 cited in Pendlebury, Lake & Smith, 2009: 23). Subtle integration of human rights into all Learning Areas and subjects will provide an opportunity for learners to visualize and realize the importance of human rights.

4.3.8.3 Summary

As a socialization agent the school plays a role in moulding the adolescent female learner to become an assertive, confident and well-rounded citizen who knows her basic human rights and demands that these rights be upheld as set out in the Bill of Rights (1996: 1255). The struggle to enact the values and principles of equity, human dignity and diversity takes place at school. This challenge educators, school managers and School Governing Bodies to integrate human rights in all Learning Areas in an entertaining and enjoyable way and to work collaboratively so that transparency is assured, as these were noted as the gaps in the school in this study.

4.3.9 Theme nine: Policy development and the creation of a platform for human rights related issues at school.

The South African Schools Act provides powers and responsibilities to the School Governing Bodies (on which parents constitute the majority), to determine the mission statements and the Code of Conduct for the learners of the school (Sutton & Levinson, 2001 cited in Diko, 2007: 111). Any human rights related policy must be ratified by the School Governing Body and framed in terms of the values and norms enshrined in

the Bill of Rights. Educational managers and educators are challenged to reflect the democratic values and norms underlying the Constitution in their education structures, models, curricula and certification as well as in their informal education where the cultivation of democratic values, tolerance and the changing of attitudes are their responsibility. Policy development and implementation as well as the role of the educator in the creation of a platform for human rights related issues at school plays an integral role in providing the learner a safety net when human rights violations occur. These issues are discussed below.

4.3.9.1 Policy development for human rights related issues at school.

In this study the educators and the school manager revealed that the school did not have a policy that specifies procedures for human rights violations at school therefore no management policy for human rights was in place. Educators felt there was a need to put a policy in place for any human rights violations that occur at school. The school manager revealed that there was no immediate plan to devise a policy, but that in the long run they could possibly look at devising one.

Educator A: *“The school does not have a management policy for human rights”. “The school needs to put a policy in place because it is not in place yet”.*

Educator B: *“We don’t have a school management policy, a physical one that involves the human rights for the learners in particular the adolescent learner at the school”.*

School manager D: *The school does not have a specific policy managing human rights for the adolescent learner. However it is a requirement that all the policies at the school needs to reflect and need to be in line with the basic human rights of all the learners in particular the female learners and therefore all our policies should be in line with the Bill of Rights and as well as with the various legislative frameworks under which education takes place”.*

The South African Schools Act provides powers and responsibilities to the School Governing Bodies, to determine the mission statements and the Code of Conduct for the school. This Code of Conduct is subject to the Constitution and underpinned by the Bill of Rights. Any human rights related policy ratified by the School Governing Body will be framed in terms of values and norms enshrined in the Bill of Rights (Klein, 1993 cited in Kruss, 2001: 48-49). Educators will play a role in the development of any human rights related policy at school.

4.3.9.2 The role of the educator in implementing human rights awareness in school policies.

As a Life Orientation educator the educators in the study taught human rights as part of their Life Orientation curriculum. These educators also attended Governing Body meetings at school where policy was ratified and noted that the only policies they were aware of which mentioned human rights, were the schools' Language and HIV policy.

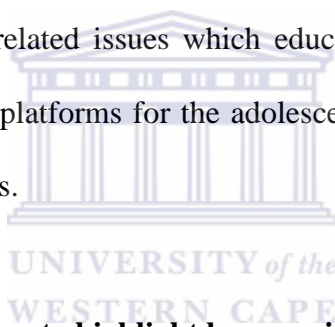
Educator A: *"I am an LO educator so human rights awareness forms part of LO, so I teach that, it forms part of the LO curriculum".*

Educator B: *"Unfortunately with a policy that is going to become a legalistic document at the school, we need all the stakeholder. Educators... You have to get your School Governing Body because they will have to adopt the particular policy and then your parent body. The only policy I have seen at the school is an HIV policy because that was a request... A language policy because it was a request.*

School manager: *"In terms of the development of policy, it will become important for educators, because they are in daily contact with learners, the learners share with them the kind of difficulties they have at school as well as in the community, so they would be aware of it and therefore they would have to participate in the policy formulation. But of course that would not only be the educator but the learner would formulate policy through the RCL (Representative Council of Learners) would (feed in) take part in policy formulation. And of course the parents and once that policy has been accepted by the various stakeholders in the*

school and it's been signed off then the educator will have to play an important role in the implementation of the particular policy. That then becomes their responsibility. It is the responsibility of all the stakeholders but in particular the educators in the school”.

Educational managers and educators are challenged to reflect the democratic values and norms underlying the Constitution in their education structures, policies, models, curricula and certification as well as in their informal education where the cultivation of democratic values, tolerance and the changing of attitudes are responsibilities of the educator (Bray, 1996: 150 cited in Kruss, 2001: 47). While the educator facilitates human rights education at school, learners in the classroom are challenged with a myriad of human rights related issues which educators are not always able to deal with. This calls for other platforms for the adolescent female learner to highlight her human rights related issues.



4.3.9.3 Creating a platform to highlight human rights issues at school.

According to the learners in this study half of the learners considered the school as having a space and a process that allowed the adolescent female learner to highlight her human rights related problems. The rest of the learners commented that they thought the school had a process or space but did not know what they were. They went on to say that they could not always trust educators as they talked about learners' problems to others.

They noted that there should be social groups and a social worker who would allow the learners the space to feel comfortable to highlight their human rights related

problems. A need for a school psychologist to counsel learners with human rights related problems and the need for provision of a space for this counselling, was noted in this study.

Learner number two: *“Yes it’s ‘the young women in leadership’ programme. Who is in the programme? A lady from Quaker Peace, which is peace buddy group, uplifting women, talking about rights to grade eleven and twelve learners aged seventeen, eighteen and nineteen. We have peer counsellors who are taught how to handle other people’s problems”.*

Learner number eleven: *“Ja, Quaker Peace. There should be a school counsellor at school. Most of the children have problems. If the children talk to friends, they gossip and it is not also easy to talk to a teacher, they go and tell other teachers... boyfriends telling their girlfriends to do their work. Subject choice, they choose subjects because of peer pressure”.*

Recommendations included a full-time counsellor or school psychologist to do counselling and follow up sessions for learners with problems. Other recommendations included curriculum planning on how human rights could be integrated into all the Learning Areas and subjects.

Educator A: *“The school should definitely have a fulltime counsellor for follow ups. We do counselling but it gets to a point where we need professional help. We need a counsellor at the school on a full time basis or even a school psychologist to come in and assist us”.*

Educator B: *“Like I said, firstly as a school, from the curriculum pillar, I recommendation is to sit down and have a meeting, subject meetings, they must look at the curriculum, what deals with human rights. Then you need to bring it together to the bigger meeting where all the department heads meet and then you plan themes and you work toward human rights day. This is what we going to bring to the fore-we’re going to have a speaker, but it’s all built into the curriculum. We are a unique school, with a unique composition of learners”.*

Education managers and departmental officials are responsible for developing and implementing plans to help individual learners and their families, teachers and the system itself to survive human rights violations that may occur at school (South

Africa, Department of Education, 1999 cited in Coombe, 2002: 5). They are encouraged to allow external organizations to assist in counselling and support. The education managers are also encouraged to put in place systems that will allow learners to address immediate school based human rights related issues. This they do through the representative council of learners and the School Governing Body on which learners are represented.

4.3.9.4 Related human rights concerns.

Vandalism, smoking in toilets and unhygienic toilets and the offensive length of school skirts were other human rights related issues noted by the adolescent female learner.

Learner number twelve: *“Violence and vandalism are violations. Smoking in the toilet, the school must do something about it. You who don’t smoke must inhale that”.*

Learner number eleven: *“The dressing at school, like the skirts of girls are very short. You can see up their dress when they walk up the stairs. Hygiene in the toilets and litter in the sink, that they wouldn’t do at home because you have the right to live in a clean environment”.*

Educators commented that policy should be designed with human rights underpinning all issues in order to protect the adolescent female learner at school. They noted that learners were challenged by how to balance cultural beliefs and abuse by boys who slap them on the buttocks as a normal show of authority.

Educator A: *“when they go out back to their community, that’s when they face challenges out there. Now they are being challenged by their cultural beliefs and it’s difficult for them. Even though we teach them at school, but when they go out there it becomes quite a challenge for them”.*

Educator B: *“work on reviewing the admission policy, letters must go out ... so what you could do is write up something that you could go into the policy underpinned by the Bill of Rights”.*

School manager D: *“Yes, when a boy comes past them and slaps them on the bum they should not accept it, they should challenge it. In my experience at this school, I would see the girls just walking on, accepting it as just something that has happened... They should not accept abuse of their human rights, not in any way”.*

4.3.9.5 Summary

The learners and the educators in this study recognized that human rights are best shaped within the educational environment. Policy development and implementation as well as the role of the educator in the creation of a platform for human rights related issues at school is current and fluid with room for development and improvement.

The Bill of Rights is the part of the Constitution that impacts on the life of all South Africans and enshrines the rights of all people in the country and affirms the values of human dignity, equality and freedom. The purpose of human rights is to challenge and change any discriminatory heritage through education, creating and maintain a healthy self-esteem and identity among adolescent females (Tomasevski, 2005: 1-7).

4.4 CONCLUSION

Chapter four provided a description of the unit of analysis, the adolescent female learner, and the findings obtained through in-depth interviews, in an attempt to explore the adolescent female learner’s knowledge of her basic human rights, how she experiences’ these rights at school and whether the school provides adequate facilitation for her to gain sufficient knowledge about her basic human rights.

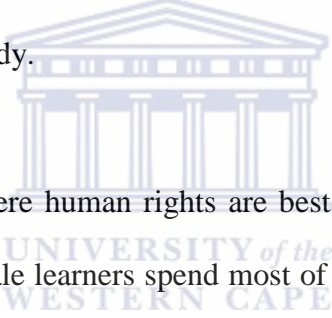
In this study it was found that the adolescent female learners' understanding of human rights as being equal and being human amongst other humans. The findings also suggest that knowledge about human rights changed the attitudes and behaviour of the adolescent female learner in creating higher self confidence, the ability to stand up for themselves, the development of a positive self image and an understanding and appreciation for other cultures as well as the recognition that the violation of human rights occur at school. In the following chapter the conclusion and recommendations for future research are put forward.



CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings and further research with more schools on this topic could present recommendations to (a) national and regional policy makers who design policies for schools; and (b) teachers at the school, NGO's and organizations related to the school who are interested in improving their curriculum skills around Life Orientation and how human rights education should be implemented in the curriculum. This research could also form a referral document for teachers at the school. As this sample is small it cannot be generalised. The key findings and conclusion will be discussed according to the objectives of the study.



The school is the site where human rights are best shaped given that this is the site where the adolescent female learners spend most of her time. Communicating human rights to this group of learners is considered to be the key component in ensuring that there is a standard for the rights of the adolescent learner.

This study explored the adolescent female learner's knowledge and experience of her basic human rights and whether the school provided adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights as implemented at a secondary school in the central sub district of Cape Town in the Western Cape of South Africa. The socio-demographics of the learners in this study are not representative of all the learners at the school or other schools. Therefore the findings in this study cannot be generalised.

5.2 SUMMARY OF KEY FINDINGS AND CONCLUSIONS

5.2.1 RESEARCH OBJECTIVE 1: TO EXPLORE THE ADOLESCENT FEMALE LEARNERS' KNOWLEDGE OF HER BASIC HUMAN RIGHTS.

This objective explored the adolescent female learners' knowledge of her basic human rights. The findings provide an adequate indication that the learners had a basic knowledge of their human rights.

Education is assumed to enhance the adolescent female's wellbeing, giving her a greater voice in decision-making and improved opportunities to participate in community life. Human rights education promotes values, beliefs and attitudes that encourage individuals to uphold their rights and those of others. One will therefore notice that human rights are 'needed' not only for a life of dignity but also to shape human beings to realize the possibilities of their human nature.

5.2.1.1 Knowledge of human rights.

The adolescent female learner attached importance to human rights, her perceptions and knowledge of human rights and its impact on her attitude and behaviour. The adolescent female learners in the study had a very good idea of what human rights meant and acknowledged that they did not know all their human rights when they were asked about them in an interview. They perceived human rights to mean "being

equal and being human amongst other humans”. They attached it to democracy and to people having the right to education and not to be abused.

The educators recalled that learners are taught about civil, political, social, economic, environmental and cultural rights. The educators appeared concerned that their learners were not assimilating all the human rights information they were receiving and felt that these teachings were discarded due to external influences which could include their socio-economic background and cultural differences.

While all the learners viewed human rights as important and recalled that, if there were no human rights, the whole country would be negatively affected. It was evident from the findings that there is a significant cultural and gender issue that exists in the understanding of human rights. Generally the learners believed that human rights were not different for males and females. The educators confirmed the gender bias as they felt that females were taught to be submissive and males are taught to care and protect but later in life females become the protector having to raise children on their own.

When educators and school managers realize the importance of empowering the adolescent female learner, she is able to mediate the influence of various sectors of society. It will add value to her ability to exercise human rights within her personal context.

5.2.2 RESEARCH OBJECTIVE 2: TO EXPLORE HOW THE ADOLESCENT LEARNER EXPERIENCES' THESE RIGHTS AT SCHOOL.

It is important to recognize that, in order for the adolescent learner to have positive human rights experiences at school, the necessary actions to prevent and prohibit all forms of violence and abuse must be taken. Support measures, attitudes and activities that promote healthy behaviour should be included with relevant topics in the school curricula. Through basic education the adolescent female learner is given the freedom to make informed choices but where the right to education is denied, violated or disrespected, the adolescent female learner is deprived of her awareness and enjoyment of her rights and freedoms.

5.2.2.1 Experiences of human rights

Within the South African context, schools have been vandalised and often the classroom is not conducive to optimal learning. The adolescent female learner disregarded this as a human right violation as the learners were more intent on receiving instruction for the subjects they had elected. The most significant experience for the learners was when boys at the school abuse the girls by hitting them on their buttocks and touching them inappropriately. The educators also indicated that the violation of human dignity, verbal abuse and the freedom of expression were agreed upon as human rights violations at the school.

It was also evident in this study that educators view discussing human rights in the classroom as important as it provided the platform for learners to voice their human rights issues. Learners felt that experienced people from outside the school should also be invited to talk about human rights. The learners who were actively involved with human rights activities at school recommended the need for educator involvement in promoting human rights at school through informal means of instruction such as movies, poster drives and drama.

The adolescent female learners in this study viewed the interviews as an encouragement to want to get to know their human rights better. They acknowledged that their classmates needed to learn to appreciate the values and opinions of others and allow each other a platform to promote human rights. Respect for the opinions of others and an appreciation for being different as well as refraining from discrimination on the grounds of their sexuality, culture and language, were strong views of the adolescent learners.

These learners were exposed to civic activities through voting for the Representative Council of Learners. They experienced camping and outdoor activities where they discussed different human rights related issues. This they said has raised their self esteem and allowed them the opportunity to meet and socialize with learners from different cultures, race groups, languages and religions. This experience has given the adolescent female learners new skills and a stronger “voice” to demand that their human rights be upheld at school. These skills included presentation skills and communication skills.

They also viewed “action” as an important part in dealing with human rights violations to get the desired result. The above information should be of value to non-governmental organizations in their assistance with the facilitation of human rights at school, in the co-curricular activities that they provide.

5.2.3 RESEARCH OBJECTIVE 3: TO EXPLORE WHETHER THE SCHOOL PROVIDES ADEQUATE FACILITATION FOR THE ADOLESCENT FEMALE LEARNER TO GAIN SUFFICIENT KNOWLEDGE ABOUT HER BASIC HUMAN RIGHTS.

Formal education provides a basic understanding of civic life, politics and government. Informal education enables citizens to understand the workings of the political systems of other countries, as well as the relationship of the politics and government of their own country through “extra” or co-curricular activities. This is reflected in the Revised Curriculum Statements of the Learning Area Life Orientation. Educators play a critical role in modelling acceptance of differences, being willing to learn and talk about difficult issues and confronting prejudice whenever they occur at school.

5.2.3.1 Facilitation of human rights

There were several role players who facilitated the acquisition of human rights awareness at the school. These were the Education Department, the District Office, the school, the educator and non-governmental organizations. These interactions

enabled the research to identify gaps and recommendations with regard to the school's needs; to its policy relating to human rights and making a space or a process available for the adolescent female learner to highlight human rights related problems at school.

The learners in the study identified several sources for acquiring knowledge about her human rights that included class discussions, movies, peer education, peace buddies, the Representative Council of Learners, the subject Life Orientation, poster drives, drama and assignment from textbooks that were provided by the school. The learners also felt that these activities should be more entertaining and suggested several alternative ways in which they preferred to learn about human rights issues. The Education Department provided support in the form of text books, videos and talk shows whereas non-governmental organizations such as 'Leadership South', 'Sound track 4 Life' and 'Quaker Peace' exposed learners to fun activities in the form of cultural dance and drama in order to facilitate their knowledge and understanding of basic human rights.

Learners indicated that they were not always able to trust their educators to discuss their personal human rights related issues as educators had a tendency to reveal their problems to others. They proposed the employment of a permanent counsellor at school.

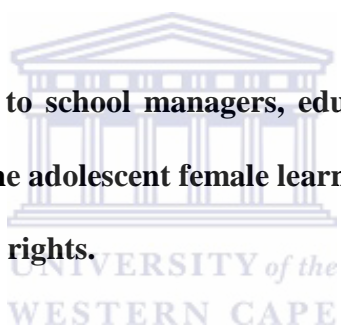
The importance of transparency between the various human rights activities occurring in the classroom and the management of the educational environment is crucial so that

all Learning Areas adopt human rights as part of their Learning Area and subject matter throughout the development of the adolescent's learning.

5.3 RECOMMENDATIONS

It is important that educational managers and educators embrace the human rights that are set out in the Bill of Rights (1996: 1255) so that they are infused in the policies that are of importance to the educational environment and that it becomes the norm of all Learning Area curricular, in the development of the adolescent learner at school.

5.3.1 Recommendations to school managers, educators of Life Orientation and other bodies related to the adolescent female learner and her gaining sufficient knowledge about human rights.



5.3.1.1 Policies: Policies and programmes with an aim to create a non-discriminatory environment in schools are required. This is fundamental so that the adolescent female learners are respected as equal citizens and are encouraged to pursue their dreams and to explore their potential. This will facilitate the development of empowered adolescent female learners and the developing women, who are the future care givers of society.

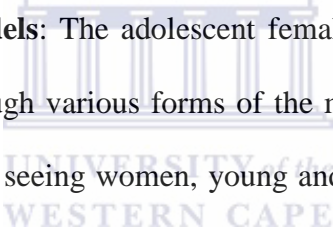
In this study it is noted that the school did not have a management policy for human rights to guide the school when human rights violations occurred. It is therefore

recommended that an admission policy needs to be developed with human rights unpinning admission, to avoid cultural background, language, race, class, ethnicity, sexual orientation and gender determining a learners access to an educational environment.

5.3.1.2 School counsellor: The adolescent female learner and the educators in this study believe the school needs a full-time school counsellor to assist in the counselling of learners who experienced human rights violations. Other recommendations included that the adolescent female learner needs to internalize her basic human rights and then exercise these rights reasonably. There should be integration of human rights concepts within other Learning Areas and subjects in the school curriculum, as education of children ensures the development of well-adjusted adults who will be able to make a valuable contribution to society.

5.3.1.3 Supportive structures: There should be more supportive structures in order to create an enabling environment to empower the adolescent female learner to recognize her specific needs and situation. A socio-biographical data analysis in this study revealed that learners did homework in various ways, from in their bedroom to the kitchen table, dining room table, at a desk, on the bed and even on the washing machine in the backyard. This revealed the challenges of the home environment in which the adolescent female learner is socialized and their resilience to succeed despite their circumstances and that their right to education comes with the responsibility to do homework no matter where and when.

5.3.1.4 Society: The society connected to the school must work collectively to ensure that the basic human rights of all adolescent female learners are fully realized and these efforts need to be supported and assured by the school management team, the school District Office, the school policy, the School Governing Body and the School Representative Council of Learners. Educators and community organizations are encouraged to take initiatives to create a learning environment in which adolescent female learners are given equal encouragement and opportunities to continue their education. Human rights awareness-raising training courses can be organized for parents, educators and the adolescent male and female learners.



5.3.1.5 Positive role models: The adolescent female learners need to be exposed to positive role models through various forms of the media, in order to help build their self-esteem. For example, seeing women, young and old, pursuing and realizing their dreams will encourage adolescent female learners to do the same and it will give them the much needed confidence to achieve their non-traditional goals. These role models should also be portrayed in traditional settings, emphasizing the importance of women's various contributions to society in social, cultural, economic and political activities.

5.3.1.6 The media: It needs to be noted that the use of the media (movies and teenage programmes on television) should be balanced with textbook knowledge, workshops and class discussions in the Learning Area of Life Orientation. Public information campaigns can be organized, with the media taking a leading role, in order to

eliminate negative cultural attitudes and practices against adolescent female learners and to achieve gender equality within the school.

5.3.1.7 Programmes: Programmes allow the specific requirements and human rights related issues of adolescent female learners to be examined in a more detailed manner, which can help implement policy procedures to improve the status of adolescent female learners. This can be organized in coordination with non-governmental organizations like “Sound track 4 life” and “Leadership South” and community groups like the “Cape Town Refugee Centre”, whose work involves close interaction with adolescent female learners and who are familiar with and sensitive to the local culture and social arrangements of the adolescent female learner.

5.3.1.8 School curricula: School curricula, textbooks and other teaching materials need to be reviewed from a gender perspective. Changes should be made to ensure that positive role models for adolescent female learners are included and negative images of the female adolescent learner are eliminated from them, especially within the Learning Area of Life Orientation.

5.3.1.9 Subject choice: The adolescent female learners should not be discouraged from studying traditionally “male” subjects and they should be encouraged to achieve in all spheres of society. This would imply that educational programmes be geared at highlighting the achievement of women in South African society and the options that exist for females.

5.3.1.10 The school environment: Within the school environment the adolescent female expects to feel safe and secure, which is not always the case. It is found that schools, through the “culture of silence” with regard to gender violence, may be the training grounds for violence and abuse of the human spirit, especially that of the adolescent female learner who is not always able to voice her opinion in class due to her fear of being ostracized, bullied on the playground and sexually harassed in the corridors. Communities, parents, guardians and educators are encouraged to collaborate to ensure that the school, the toilets and corridors are safe for the adolescent female learner to be in, and the playgrounds are not war grounds.

5.3.1.11 Gender equality: The school is encouraged to foster a climate of gender equality, in order to advance mutual respect between adolescent male and female learners and prevent future human rights violations. This means introducing proactive and preventive measures such as human rights education programmes within the school, clearly articulated and enforced policies, and better coordination between the education and justice systems (the police), in order to, combat human rights violations and create an educational environment that respects the rights of the adolescent female learner.

5.3.2 Recommendations to Human Ecologists as a Human Rights Practitioner

The Human Ecologist as a human rights practitioner has a contribution to make as well as a responsibility toward the dissemination of human rights. They have the skills and the platform from which to facilitate knowledge about the rights of children, especially the rights of the adolescent female learner in her educational environment at

secondary school. The Human Ecologist could work as an educator at school within the Learning Area of Life Orientation to facilitate the gaining of sufficient knowledge about human rights as set out in the curriculum outcomes of Life Orientation.

As a member of the teaching fraternity, the Human Ecologist can make a valuable contribution on the following levels:

5.3.2.1 Promotion: As an educator the human ecologist will be promoting human rights within the Learning Area of Life Orientation. Introducing the Bill of Rights and seeing to it that all learners have the access to the content of the Constitution of South Africa will be the task to develop within the learner respect and pride for their country and its constitution.

The use of non-governmental organizations to facilitate the gaining of sufficient knowledge about human rights can be promoted by the human ecologist. Proactive and preventative education such as human rights education programmes within the school articulated and enforced in policy, can be coordinated in education by the human ecologist, in order to combat human rights violations and create an educational environment that respects the rights of the adolescent female learner.

Within a community development position, the human ecologist promotes society's collective effort to ensure that the basic human rights of all adolescent female learners are fully realized, and such efforts are supported and assured by all members within the community and the school.

5.3.2.2 Empowering: The human ecologist as an educator may be in a strategic position to empower the adolescent female learner to demand the practice of their basic human rights. The adolescent female learner could be in a position as peer educator to facilitate and mentor other learners to know and demand that their human rights are upheld. Policies and programmes with an aim to create a non-discriminatory environment at school in which adolescent female learners are respected as equal citizens and are encouraged to pursue their dreams and to explore their potential, are empowering endeavours that the human ecologists are tasked with.

5.3.2.3 Prevention: The Human Ecologist is in the position to facilitate and coordinate projects and programmes for the adolescent learner to gain sufficient knowledge about human rights. She will then be empowered to demand that her human rights be upheld and that the “culture of silence” with regard to gender violence is challenged. This will ensure that there is a training ground that highlights the violence and abuse of the human spirit and ensures that human rights violations against adolescent female learners are prevented or reduced.

5.4 CONCLUSION

The development of knowledge and understanding of human rights during adolescence is critical to ensuring a democratic society as schools are educating the future leaders. This is especially the case for female learners as some of them will become the mothers and primary socialisers of children. They will become the gatekeepers and custodians of the values which will ensure citizens that are socially responsible.

An understanding of the adolescent female learner's knowledge of her human rights and how she experiences' these rights at school will assist curriculum development specialists and textbook writers who prepare Life Orientation material. National and regional policy makers who design policies for schools, classrooms and subjects; teachers who are interested in improving their curriculum skills around Life Orientation and how human rights education should be implemented in the curriculum will benefit from this research if they want to improve the delivery and success of their programmes. This will ultimately lead to the empowerment of adolescent females and ensure that they are able to exercise their human rights and ensure a life lived with respect and dignity.

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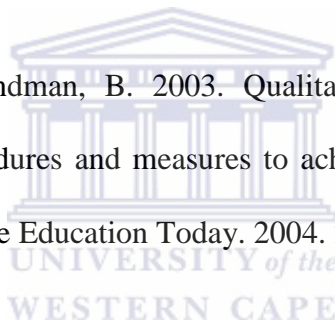
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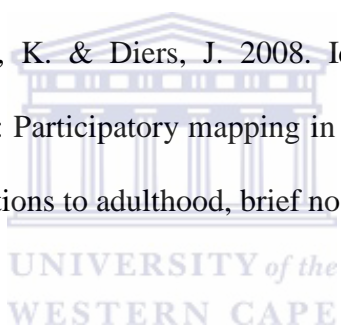
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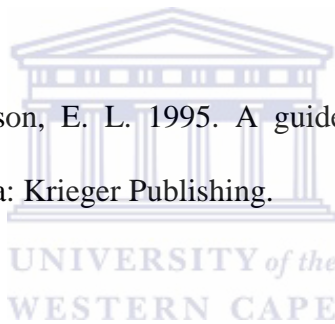
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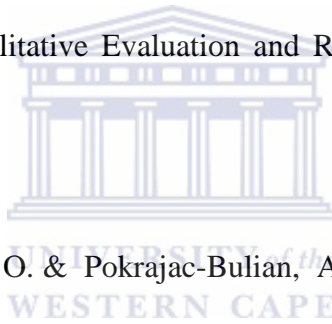
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Appendix A



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FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Permission letter

Letter Requesting permission to conduct Research

The Director (Education)
WESTERN CAPE EDUCATION DEPARTMENT

TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Deirdre Swartz, a MA Human Ecology student at the University of the Western Cape, request permission to conduct research at Maitland High School in Maitland.

I aim to determine whether the adolescent female learner knows her basic human rights, how she experiences' these rights at school and whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights as implemented at Maitland High School.

This study also aims to use the findings to make recommendations to curriculum development specialists and textbook writers who prepare life orientation material and to national and regional policy makers who design policies for schools, classrooms and subjects. A qualitative research design will be used involving ten interviews with learners and two interviews with the deputy principal and a teacher. An in-depth interview will be conducted and the data coding schemes will be used to analyse the data. The study can be significant by contributing knowledge that will help the teachers who are interested in improving their curriculum skills around life orientation and how human rights education should be implemented in the curriculum.

Please do not hesitate to contact me for further details.

Yours Faithfully
Deirdre Swartz

Contact numbers:
Telephone: 021 593 0277
E-mail: 8113258@uwc.ac.za

Appendix B



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FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Consent form

Dear Parent/Guardian



Permission for your adolescent to participate in a Research Project

I..... accept for my daughter to participate in this study to determine whether the adolescent female learner knows her basic human rights, to investigate how she experiences' these rights at school and to investigate whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights as implemented at Maitland High School. I have received a letter of information about the study, the procedure and the nature of the study have been explained to me and my doubts and questions have been clarified to the point of satisfaction.

.....
Date

.....
Signature

.....
Witness

Appendix C



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FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Letter of Consent

Research Topic: "Adolescent female learners' experience and knowledge of human rights at a Secondary School in a sub-district of Cape Town, South Africa."

RESEARCHER: D. SWARTZ

Iagree to participate voluntary in this research. It has been explained to me that the mini thesis is in partial fulfilment of a Masters of Human Ecology Degree at the University of the Western Cape. The purpose of this research has been explained to me and I am aware that my participation is based on anonymity and that I can withdraw from the research at any time. I am also aware that the information I provided will be used for research purposes only. I understand that after the mini thesis has been written; all tapes of the interview will be erased and transcripts will be stored in a secure location, to ensure confidentiality.

Signature: Participant.....

Date.....

Signature: Researcher.....

Date.....

Appendix D



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FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Information sheet

My name is Deirdre Swartz, studying for the Masters Degree in Human Ecology at the University of the Western Cape. I am presently engaged in a research project entitled “Adolescent female learners experience and knowledge of human rights at a Secondary School in a sub-district of Cape Town, South Africa.” This study is to be conducted at Maitland High School which is located in Maitland, under the supervision of Professor P. Daniels of the Faculty of Community and Health Science of the University of the Western Cape.

The aims of the study are:

1. To determine whether the adolescent female learner knows her basic human rights.
2. To investigate how she experiences’ these rights at school.
3. To investigate whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

To complete this study, I need 60 minutes of your time for an interview. The interview will be audio taped, transcribed and verified with you. In this regard, I undertake to safeguard your anonymity by omitting your name in my project. In order to ensure your confidentiality, I will erase the taped information once the information has been transcribed and transcripts will be stored in a secure location. You have the right to refuse to participate in this research study at any time. The benefit of participating in this study is that you will be given the opportunity to verbalise your experiences.

Recommendations will be made based on the results of this study to the relevant educational authorities.

For any further information, please contact me at the following number: 021 593 0277

A summary of the research findings will also be made available to you on request.

Yours faithfully

D Swartz

MA Human Ecology

Researcher

Prof P Daniels

Supervisor

Appendix E: Biographical questionnaire tabulated learners 1 to 12

The purpose of this questionnaire is to obtain a full representation of your background. It is reasonable that you might be concerned about what occurs with this information because it is personal. No outsider is allowed to see your questionnaire, therefore confidentiality in all aspects will be ensured. The information will be used to determine your perceptions of human rights.

Please answer each question to the best of your ability. As this information is confidential, please **do not** write your name on the questionnaire (*The following information will be used for descriptive purposes*)

	Learners	1	2	3	4	5	6	7	8	9	10	11	12
1.	How old are you?												
	14 years old												
	15 years old												
	16 years old	X											
	17 years old				X					X		X	X
	18 years old		X	X			X	X					
	19 years old					X			X		X		
2.	What grade are you in presently?												
	Grade 7												
	Grade 8												
	Grade 9												
	Grade 10	X											
	Grade 11							X		X		X	X
	Grade 12		X	X	X	X	X		X		X		
3.	Have you repeated a grade, if so which grade?												
	No		X	X	X		X					X	X
	Yes	X				X		X	X	X	X		
	Which grade have you repeated?	10				8		4	10	10	10		
4.	What is your home language?												
	English	X		X	X	X		X		X		X	
	Afrikaans	X				X	X		X				X
	Any other language		Xhosa								Xhosa	Chichewa	
5.	Where do you live? Name the town.	Kensington	Kuilsrivier	Maitland	Maitland	Maitland	Maitland	Garden Village	Garden Village	Maitland	Khayelitsha	Kensington	Garden village
6.	With whom do you live?												
	Mother and father		X			X							
	Mother only	X					X	X		X	X		X
	Father only			X								X	
	Grand mother				X								
	Grand father												
	Grand parents												
	Guardian (foster parent, adoptive parent, sister,								X				

	brother, aunt, uncle) Who is the guardian?									Mot hers frie nds				
	by other not mentioned													
7.	How many people live in your home?	2	6	5	4	8	7	4	8	2	3	4	4	
8.	What do you live in?													
	Free standing home,				X	X					X			
	Flat,			X								X		
	Duplex,													
	Semidetached home,		X				X	X	X					
	Wendy- house,												X	
	Wooden iron house,													
	A room in some-ones home.													
	Seperate entrance	X								X				
	If not mentioned in this list, please add													
9.	Do you have your own bedroom?													
	Yes	X			X			X		X	X	X		
	No		X	X		X	X		X				X	
10.	Do you share a bedroom?													
	Yes		X	X		X	X		X				X	
	No	X			X			X		X	X	X		
11.	How many people do you share a room with?	0	2	2	0	3	2	0	4	0	0	0	2	
12.	Do you have a place to do homework and study?													
	No								X					
	Yes	X	X	X	X	X	X	X		X	X	X	X	
13.	When do you do your homework?													
	Afternoon			X	X		X				X		X	
	Evening	X	X			X		X	X	X		X	X	
14.	Where do you do your homework?	Des k in roo m	De sk in roo m	Table in room	Roos m/ Kitch en	Dini ng roo m tabl e	Tab le in roo m	Dini ng roo m Tab le	Yar d, on Was hing mac hine	Des k in roo m	Desk in room	Desk in room	Bedro om on bed	

Appendix F: A SUMMARY OF THE THEMES

The findings of the study are summarised under the different themes that have emerged from the data. The main themes relate to the three objectives of the study.

RESEARCH OBJECTIVE ONE: To explore the adolescent female learner's knowledge of her basic human rights.

Theme one: The adolescent female learner's perception and knowledge of human rights.

1 Perception of human rights.

Learner number two: *"Human rights refer to humans, I think it's actually...having human rights. It's expressing who you are and accepted by the public, being equal and being human amongst other humans, that's what I understand".*

Learner number one: *"The rights are also to for example, if I maybe go to a store, I also have the right to say I don't want this, I want that. That's what I understand what human rights are".*

Learner number seven: *"I think human rights refer to that all humans have a right to something they want to do. To respect other people's doings as well, that's my understanding".*

2 Introduction to human rights

Learner number two: *"In primary school, I was probably in grade three, we had a chart where you would pick your own right and the responsibility onto that. Yes, to the right, yes. There were loads of rights. As children we would go in and read the right 'I have a right to eat' but then the responsibility to save my food and stuff like that. The right to mess up but the responsibility to clean up afterwards".*

Learner number three: *"It was in primary school. In grade five".*

Learner number twelve: *"Well, I was very small, my mother taught me, at creche, then at primary school".*

Educator A: *"Think in Grade 4 or 5, through to matric".*

Educator B: *"I think even before Grade R. As a parent that is your role to tell the child this is the do's and the don'ts. That must come from the home and when the child enters the schooling system it starts again".*

The school manager D: *"Look at this school, the entry level is at grade 8. We got Life Orientation and basic human rights is part of Life Orientation. But then human rights do not stand on its own and separate from the other Learning Areas. It becomes important that*

Learning Areas become aligned to the legislative framework and what we call the spirit of the constitution”.

3 Knowledge of human rights.

Learner number two: *“Right to be safe, the right to eat was a major one because back then we had free food, so everyone liked that right. The right to learn, the right to be in a protected home and the right to laugh. Today we learn rights like having equal education as the next person. Like I have to go to Stellenbosch University which back then I didn’t have. There’s plenty more, I cannot remember them”.*

Learner number eleven: *“There’s the right to education, the right to be in school, the right to be loved and cared for, the right to learn, the right to be yourself, the right to show your expression because some people change themselves just to fit in, right to be yourself no matter what people say”.*

Learner number twelve: *“Right to sanitation, to privacy... there’s a lot of rights”.*

Educator A: *“Civil and political rights, um... social and economic rights, um... environmental and cultural rights”.*

Educator B: *“they don’t know you have the right to be taught in the language of your choice. They don’t even know that’s in the Bill of Rights and it’s in the Constitution. It’s in the curriculum, we teach it to them. What you teaching them from the textbook they discard. They don’t think that, that must become lifestyle. You can preach it and hope one day the penny’s going to drop”.*

WESTERN CAPE

Theme two: The importance of human rights in the life of the adolescent female learner.

1 The importance of human rights.

Learner number two: *“Of course they are important, if we don’t have rights it’s like taking your will away which I don’t think any human should do that. We are created all equal, it is the basic conditions like having a house, having shelter. We all need that”.*

Learner number eleven: *“Yes they are, so people shouldn’t abuse it. To help people to understand themselves and to appreciate what they have”.*

Learner number twelve: *“Very important, because it’s in the constitution, because if there is no constitution that gives us rights, then everyone will treat us with disrespect”.*

2 Human rights differences for males and females.

Learner number four: *“No, I don’t think so. It depends because girls are more fragile and boys don’t obey their rights in situations”.*

Learner number nine: *“No, I don’t think so because we all humans and everybody has the same rights. Everybody needs the same things, needs to stand up for something if they want something. Everybody has the same rights”.*

Learner number ten: *“No, I think it’s the same. Gender does not matter”.*

Learner number five: *“Yes, because you mostly finding the boys are violating the rights of girls. Their emotions are not the same as girls and small things they do, they don’t notice they doing it wrong”.*

Educator B: *“...we make it a swear word saying boys you need to look after, you need to care, so what you saying, girls you don’t need to look after and protect and yet the mother is the one who look after and protect. And when we say girls be submissive then that becomes the swear word. We must teach girls to become submissive but then we also teach boys not to become abusive, but to protect and then we find later the girl becomes the protector”.*

3 The logistics of human rights.

Learner number three: *“No, because it is my right”.*

Learner number seven: *“No, because it’s against the law, unless you in jail... They don’t care, they did a crime, all they care about is food, go sleep, whatever”.*

Learner number eleven: *“Yes, let’s say a parent and a child, obviously you have to listen to your parents. As a child you cannot tell your parents they wrong if they say you cannot have friends, even if they are and even in an abusive way. Children have the right to play. The child has to know that every right has a responsibility. Some parents can lock up the kids 24/7. So they don’t have the freedom and the right to play”.*

Theme three: The impact of human rights on attitudes and behaviour of the adolescent female learner.

1 Can knowledge about human rights change attitudes and behaviour?

Learner number one: *“Yes, because the children think they have rights, they can do what they want to. You have rights but you must use it wisely”.*

Learner number seven: *“Yes it can. Like some people are rude without them knowing. You could tell them about their rights and what they should be doing, it could change them, be nicer, positively”.*

Learner number four: *“She could be more positive about herself. She could think more about herself. She wouldn’t have such low self-esteem, they feel that they are not worth*

anything. But if they know their rights they won't let anybody try to take their right away from them".

Learner number three: "No, because some people take it as you have rights so I can do what I want to do to you".

Educator A: "They become now more aware of their human rights. Some of them have the liberty now to raise and voice their opinions when they want to express themselves about certain issues. They got the freedom to do that now because they know it's a basic human right".

Educator B: "You see it's just for that particular period. When you are making them aware of this particular right then suddenly there's this fad, I feel they get it, this is now the buzz, then the next day they do the complete opposite because they don't live it. The problem with our children is that they don't realise how serious it is and because Life Orientation is not a designated subject and that's why they have this attitude. Maybe we must have outside people come in to speak to them, or maybe they should be people who have gone through problems, because they don't see they are being abused and their rights have been violated".

RESEARCH OBJECTIVE TWO: To explore how the adolescent female learner experiences' these rights at school.

Theme four: Human rights violations occurring at school and who should be talking about the more pertinent human rights of the adolescent female learner.

1 Human rights violations at school.

Learner number one: "Yes, I have because sometimes the teachers force you to do things you don't want to do, but also it's for a good course. The teachers tell us, if you don't want to do it, 'I will give you a naught'. Then it's maybe something you don't want to do, like an oral. You don't want to stand in front of the class then you say okay, you will accept the naught because you know you can do that, you have the marks to make up for that, but then they force you to do things that you don't want to do".

Learner number three: "Yes, in grade nine I had an experience where another boy smacked me. They did nothing about it. Sometimes you come across certain people who just swear at you for just any reason".

Learner number five: "When boys touch you. Then I hit them. I was in a fight with a boy. He hurt me bad. But I hit him first. He hit me...Some of the teachers insult you, but they do it in a funny way but you feel bad...You stupid, when your marks are low...They brought the police to search us but they never let our parents know. They didn't let us know or sign a letter or something to let us know they can sniff around in our bags".

Learner number twelve: *“Yes, because if a teacher is talking in front, children will sit and talk separately, making a noise and you can’t get the education you came for... Another time the teacher was pulling me and I felt very offended, you can’t treat a person like that”.*

Learner number eleven: *“For me not really”.*

Educator A: *“Definitely human dignity. Um... the girls... um allow the boys to humiliate them many a times, to insult them in the classroom”.*

Educator B: *“Like I said, it’s verbal abuse, it’s the way they treat each other”.*

2 Human rights more pertinent to the adolescent female learner at school.

Educator A: *“Yes, equality and human dignity and also freedom of expression”.*

Educator B: *“Verbal, physical abuse”.*

School manager D: *“The abuse of human dignity of females are and abuse is quite rife... physical abuse is quite rife in the township areas, so for our school and eventually when we set up a policy these two will become priority in terms of the right of human dignity and the right not to be abused”.*

3 The role-players in the conversation of human rights.

Learner number seven: *“The principal, your class teacher. I think your class teacher, the class together, with the teacher telling them what to know, so that they will have a better understanding of how to communicate in the classroom so as they pass on the year it will move on with them. They will act the same way in the next classroom”.*

Learner number nine: *“Teachers of course because they’re the ones who talk to the children every day. You will say ‘no we learnt that in school’ because every day you learn something, from primary school. I don’t remember my mother saying something that has to do with my rights but from school the teachers were the ones who told me”.*

Learner number one: *“I think grown-ups, parents and maybe my sisters and brother who are married, who know the rights and also the teachers at school because you are most of the time with them”.*

Learner number four: *“A person with experience, who know about our rights. They should tell us about our rights. I think someone from outside. I would take note of what the person says. Visual activities are better so we can see what it is and then we can learn from it. Show us pictures”.*

4 Educators perceptions on the human rights needs of adolescent female learners

School manager D: *“I would say that they need to internalize the fact that first of all they should know what their basic human rights are and then they should demand that these rights*

be upheld. But because they do not have the knowledge they will allow for example for boys to come pass them and hit them on their bum and accept this as something that happens and therefore what is important is that the whole issue of human dignity is that they should not be abused. I would recon that for our school, should we have a policy in place. It should be highlighting the whole issue of human dignity and the right not to be abused”.

Theme five: The manner in which human rights education influence the adolescent female learner and her ability to express human rights related problems in class

1 The impact of human rights education.

Learner number one: *“When I first learnt about human rights, I thought I could do what I want to but as I came into high school, I learnt it was not only that, doing what you want to but also using it wisely and think about the consequences”.*

Learner number two: *“I stood up for myself. I knew what, under what circumstances I should live in the nation. When I learnt about human rights I stood up for myself, I voice my opinion. At the movies white people took our seats and when we came back they did not want to give our seat, so I went to report it to the security, so it was dealt with immediately”.*

Learner number three: *“You will have higher self confidence, self esteem. You will be able to walk out there and represent yourself knowing your human rights. You will draw the line with certain people”.*

Learner number twelve: *“It made me a better person. I would rather respect other people who are disrespecting me or walk away from a fight if people want to fight. I’m a better person”.*

2 Learners ability to express human rights related problems in class?

Learner number nine: *“Yes, she should express it. Learners are very outspoken, nowadays. If something is bothering them, they tell that person and let them know ‘I don’t like that, I don’t like this’”.*

Learner number twelve: *“Yes, you can tell them but they don’t listen. She is able to voice her opinion, say ‘don’t touch me’. We should lay down rules, like ‘if you touch a girl, you going to be expelled’. If you get punished for doing something then you know you not going to do it”.*

Learner number one: *“Not a lot of girls would like to speak in front of the class about their rights. They keep it inside...they get so emotional that it eats on them and eventually they will speak out about the problem to a person who will help them or tell them who to speak to”.*

Educator A: *“Not all of them because some of them are being victimised by the boys. They normally come to talk to the teacher afterwards. Privately, not in front of everybody because they are afraid of victimization”.*

Educators B: *“in front of the boys. I don’t know if it’s something to get back at the boys that they do it, to show off, it’s like a defence mechanism. I found, I mean that this is now the grade eleven and twelve learners. They’re very vocal, in what they are saying, very vocal in expressing when they do have a problem”.*

RESEARCH OBJECTIVE THREE: To explore whether the school provides adequate facilitation for the adolescent female learner to gain sufficient knowledge about her basic human rights.

Theme six: The role of the school and educator in implementing human rights awareness

1 Human rights programmes at school.

Learner number two: *“Besides learning in class there are organizations that come to the school, like the peer education, peace buddies and the representative council of learners. I also play a role in teaching others about their rights because some learners come up with their own rights that are not in the Bill of Rights... The organization called the Young Woman in Leadership taught me about my rights and you are given a platform to enter parliament, conferences and stuff like that”.*

Learner number eleven: *“There is a woman empowerment group. You learn a lot about women. Peer education features human right. In sports you learn to help other people to enjoy the game and if they fall you help them up and not to fight”.*

Learner number twelve: *“Life Orientation teachers showed us a movie and afterwards they talked about sexual abuse and stuff. The school is giving programmes that are teaching us about rights”.*

2 Modes of deliveries of human rights learning opportunities.

Learner number two: *“I went to plenty of conferences where we talk about human rights. In my history class we talked about human rights”.*

Learner number seven: *“Maybe a few times we talked about it in class, but oh yes we watched a movie, a good movie actually, about a woman that was forced to be in a relationship...but she wasn’t happy, he was abusing her...”*

Learner number ten: *“We had debates about the Bill of Rights. It was quite educational. Yes it was, people have different opinions. You can’t tell them what to do if they believe in something, then so be it...freedom of speech”.*

3 Facilitation and monitoring of human rights education at school.

School manager D: *“We don’t have a particular mechanism of monitoring the teaching of human rights. However, the fact that it forms part of Life Orientation as a Learning Area and a subject it forms part of internal and external moderation that takes place. Internal moderation processes needs to see that all the learning outcomes are covered and with human rights being one of the learning outcomes that becomes the monitoring tool to see whether learning and teaching has taken place around that particular learning outcome”.*

4 Teaching methodology for human rights.

Learner number two: *“Victims who have their rights violated should come and teach us more about these things and also its ‘edu-tained’, it must be entertaining, not a lot of people like to listen to ‘big’ words. In part of teaching that person must make it interesting. So action, for example when the teacher makes a joke about it you tend to remember it in the examination. They must teach us so we can remember, so it can stay in our mind”.*

Learner number four: *“Workshops, sketches and activities and stuff. Just class discussions”.*

Learner number seven: *“We should obviously inform her about her rights, everything she should know. We should be talking to her, telling her what is happening to her is wrong and she can even take it further”.*

5 A need for separate human rights education.

Learner number one: *“I think they should be taught together because as they grow together they need to know about their rights together. I don’t think they should be separated”.*

Learner number twelve: *“No, it is not necessary, because if we are together the boys understand their role and the girls understand their role, and in that way we understand each other, we be together when things like this is discussed. Boys had to be present in the movies because they play a role they’re the ones who do the abusing”.*

Learner number four: *“Yes, because sometimes it makes girls uncomfortable when boys are in the class when we have discussions about pregnancy. They will feel they can talk more when they are separated from the boys”.*

6 The impact of learner human rights challenges in the civic society at school

Educator A: *“In school we teach them things like equality, things like human dignity. But out there, when they go back to their... they have to deal with discrimination for example in terms of their gender because in many of their cultures women are still seen as inferior to men”.*

School manager D: *“I just want to add something more there. You know there are some of our adolescent female learners who accept, because they grow up in a home where physical abuse takes place, where spousal abuse takes place and they accept that that is the way it should be and therefore they will accept that if they are one day expose to physical abuse in their homes and therefore I feel the school has a responsibility to highlight the fact that*

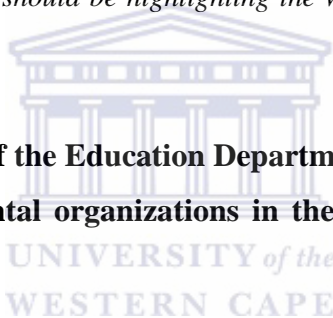
physical abuse takes place in the community and the abuse of human dignity and we need really to highlight the rights of female learners”.

7 The role of the school in facilitating an awareness of human rights.

Educator A: *“We should create a safe environment for them to come speak to any educator whenever their rights are being violated”.*

Educator B: *“Yes, we should get every child to have a copy of the constitution, focus on chapter two of the Bill of Rights so that they all know not to abuse it but to use it when necessary and correctly”.*

School manager D: *“Umm... certainly, we can’t do enough... as a school we also have a responsibility to the constitution of the country and having identified, though the challenge that we have is that our primary task is teaching and learning and if we can integrate the teaching of human rights within the Learning Areas, all the Learning Areas and subjects, that will certainly help the cause for human rights of female learners. Any initiative that might come, whether it comes from learners or whether it comes from educators, I feel that it is my responsibility to support...It should be highlighting the whole issue of human dignity and the right not to be abused”.*



Theme seven: The role of the Education Department, the District office and non-governmental organizations in the facilitation of human rights at school.

1 The Western Cape Education Department and the Districts’ support provided to gain knowledge about human rights.

Educator A: *“Not much. No”.*

Educator B: *“There’s nothing at the moment on the table. What I know is that they are trying to equip the teachers. I think what is happening is once the teachers are equipped, they will be concentrating on the curriculum”.*

Educator C: *“Provide text books, videos and talk shows”.*

School manager D: *“In terms of the district office, the EMDC (Education, management and Development Centers) as they were called in the past, not particularly. What I can say is um... that they do concentrate more on HIV/Aids and they regularly support the school in terms of...in terms of human rights there isn’t generally much coming from them”.*

2 The use of NGO's to facilitate the learning of human rights

Educator A: *“No, we haven't used NGO's thus far but we intend using them in the future”.*

Educator B: *“We don't. We haven't affiliated ourselves”.*

Educator C: *“Yes, Sound track 4 life”.*

School manager D: *“Yes, at our school we have an organization called 'leadership south'. They've been involved with our grade 9 learners in 2008 and during the second semester of 2009 they have become involved with the grade 10 learners. And the idea of the programme is to make the learners aware of their human rights”.*

Theme eight: Identifying gaps with regard to the school's needs in dealing with human rights-related issues and recommendations for the curriculum.

1 Identifying the gaps with regard to the school's needs in dealing with human rights-related issues.

Educator B: *“What we have at the moment is Caroline from the Cape Town Refugee Centre. She's facilitating workshops for the refugee learners, but they're dealing with human rights, so in that respect, they are quite active. They have workshops, they have dances, they have role play... Don't forget about 'leadership south'. What I'm saying, people are not transparent, say leadership south are here, I want to know exactly what are they doing, who they doing it with, how you training up these peer counsellors, when can children go to them, for what, are they only dealing with the HIV/Aids component and not the human rights because it does seem like it's incorporated in that”.*

2 Recommendations for the curriculum.

Educator A: *“It should be integrated with other Learning Areas or subjects like business studies for example or consumer studies or with tourism. There should be integration with other subjects”.*

Educator B: *“I just feel we must make it interesting for the children, to see this is where I fit in. So, maybe with the world of work and citizenship and person wellbeing, these three pillars become one. So the subjects have a common theme. Unfortunately it will cost some work. So when they move from class to class they are bombarded with the same thing. The themes will be subtle and interesting so when it climaxes the children will go 'oh, this is what we've learnt'. But at the moment it is not working. People are working in isolation. My advice to you is to push that this becomes a reality”.*

Theme nine: Policy development and the creation of a platform for human rights related issues at school.

1 Policy development for human rights related issues at school.

Educator A: *“The school does not have a management policy for human rights”. “The school needs to put a policy in place because it is not in place yet”.*

Educator B: *“We don’t have a school management policy, a physical one that involves the human rights for the learners in particular the adolescent learner at the school”.*

School manager D: *The school does not have a specific policy managing human rights for the adolescent learner. However it is a requirement that all the policies at the school needs to reflect and need to be in line with the basic human rights of all the learners in particular the female learners and therefore all our policies should be in line with the Bill of Rights and as well as with the various legislative frameworks under which education takes place”.*

2 The role of the educator in implementing human rights awareness in school policies.

Educator A: *“I am an LO educator so human rights awareness forms part of LO, so I teach that, it forms part of the LO curriculum”.*

Educator B: *“Unfortunately with a policy that is going to become a legalistic document at the school, we need all the stakeholder, Educators... You have to get your School Governing Body because they will have to adopt the particular policy and then your parent body. The only policy I have seen at the school is an HIV policy because that was a request... A language policy because it was a request.*

School manager: *“In terms of the development of policy, it will become important for educators, because they are in daily contact with learners, the learners share with them the kind of difficulties they have at school as well as in the community, so they would be aware of it and therefore they would have to participate in the policy formulation. But of cause that would not only be the educator but the learner would formulate policy through the RCL (Representative Council of Learners) would (feed in) take part in policy formulation. And of cause the parents and once that policy has been accepted by the various stakeholders in the school and it’s been signed off then the educator will have to play an important role in the implementation of the particular policy. That then becomes their responsibility. It is the responsibility of all the stakeholders but in particular the educators in the school”.*

3 Creating a platform to highlight human rights issues at school.

Learner number two: *“Yes it’s ‘the young women in leadership’ programme. Who is in the programme? A lady from Quaker Peace, which is peace buddy group, uplifting women, talking about rights to grade eleven and twelve learners aged seventeen, eighteen and nineteen. We have peer counsellors who are taught how to handle other people’s problems”.*

Learner number eleven: *“Ja, Quaker Peace. There should be a school counsellor at school. Most of the children have problems. If the children talk to friends, they gossip and it is not also easy to talk to a teacher, they go and tell other teachers... boyfriends telling their girlfriends to do their work. Subject choice, they choose subjects because of peer pressure”.*

Educator A: *“The school should definitely have a fulltime counsellor for follow ups. We do counselling but it gets to a point where we need professional help. We need a counsellor at the school on a full time basis or even a school psychologist to come in and assist us”.*

Educator B: *“Like I said, firstly as a school, from the curriculum pillar, I recommendation is to sit down and have a meeting, subject meetings, they must look at the curriculum, what deals with human rights. Then you need to bring it together to the bigger meeting where all the department heads meet and then you plan themes and you work toward human rights day. This is what we going to bring to the fore-we’re going to have a speaker, but it’s all built into the curriculum. We are a unique school, with a unique composition of learners”.*

4 Related human rights concerns.

Learner number twelve: *“Violence and vandalism are violations. Smoking in the toilet, the school must do something about it. You who don’t smoke must inhale that”.*

Learner number eleven: *“The dressing at school, like the skirts of girls are very short. You can see up their dress when they walk up the stairs. Hygiene in the toilets and litter in the sink, that they wouldn’t do at home because you have the right to live in a clean environment”.*

Educator A: *“when they go out back to their community, that’s when they face challenges out there. Now they are being challenged by their cultural beliefs and it’s difficult for them. Even though we teach them at school, but when they go out there it becomes quite a challenge for them”.*

Educator B: *“work on reviewing the admission policy, letters must go out ... so what you could do is write up something that you could go into the policy underpinned by the Bill of Rights”.*

School manager D: *“Yes, when a boy comes past them and slaps them on the bum they should not accept it, they should challenge it. In my experience at this school, I would see the girls just walking on, accepting it as just something that has happened... They should not accept abuse of their human rights, not in any way”.*