



**The Report on the Implementation of the Convention on
the Rights of the Child in Tswane District-Schools with
special reference to article 12: International perspective**

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FOREWORD

The year 2005 proved to have been a spectacular year in matters of Child Rights Convention in the classroom. Ten countries gathered in Sweden, represented by carefully selected teams. SIDA has not been only courteous to seeing to the transportation of team members – three from each country, but went further ensuring that whatever the teams learned in Sweden was documented in the form of a project. The first presentation by various teams was done in Honduras; courtesy of SIDA; with all participating member countries taking turns presenting projects that pertains to their various projects they themselves offered to research and present. Each team had received a mentor whose role was to guide and mentor teams en route toward the completion of their projects, in this case South African Team was no exception as it has been allocated able mentor in the person of Bodil.

SIDA went ahead and sponsored visits of mentors to designated teams in their countries. This was meant to review the progress made in their various projects prior to the finalization of the same, which preceded the awarding of certificates in Child Rights Convention. The awarding of certificates was preceded by diplomas that were issued at auspicious events both in Sweden and Honduras, again courtesy of SIDA.

The convention on Child Rights has not only provided opportunity for member countries to understand and develop mutual acceptance of diverse education systems, but went further creating opportunity for teams to bond together as members of one big family, thanks to SIDA. The bond that has been formulated will stick for many years to come. The learning acquired from the study on Child Rights has had a far reaching effect on the understanding of how it should be practiced in South African Schools. This has been informed by how CRC is practiced in other parts of the country. It is envisaged that the report on CRC as compiled by the team, though focusing on Tshwane district of Gauteng Department of education, it stands to influence how education should be practiced in light of CRC accepted practices.

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THE REPORT ON THE IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE CHILD IN TSHWANE SOUTH DISTRICT- SCHOOLS WITH SPECIAL REFERENCE TO ARTICLE 12: INTERNATIONAL PERSPECTIVE

1. INTRODUCTION

Article 12 states that States Parties shall assure to the child who is capable of forming his or her own views that right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. The report shows how different articles are interrelated. The team will explain how various articles related to the article in question are expressed in the classroom situation.

This study has taken the form a report by observers who took time to investigate whether this particular article is observed in this district. A brief description of what district means as well as abbreviations used in this study will be provided so as to assist the reader to comprehend. It should further be stated that a brief reference to various practices in countries participating in this convention would be referred to.

A number of aspects of the article under discussion will be referred to, relative to what it means in relation to the contextual challenges faced by the country as whole. Though these challenges may be of a national nature, it may at this present moment be academically unsound to assume that everything happening in Tshwane South is a true reflection of what is happening or not happening in the country as a whole. It however should be stated in advance that a number of activities supported by pictorials herewith enclosed, might serve to support

achievements or lack thereof in ensuring the realization of the article in this district.

It may be appropriate to look at the background information leading to the writing of the report. This will be highlighted in the paragraph following.

2. Background

During the year 2005 representatives from ten countries converged in Sweden to share and learn their experiences in respect of the education policies and practices of their countries. Central to the discussions was child rights and classroom practice. During this session participants in the course on the Convention of the Rights of the Child, referred to in this study as CRC had an opportunity to learn from one another.

It became apparent that the participating countries differed in their approach and understanding of the right of the child. The researchers are of the opinion that differences that subsisted during the debates might have been as a result of culture, religion or political systems in those countries.

The participating countries included: Egypt, India, Indonesia, Namibia, Malawi, Tanzania, Sri Lanka, Vietnam, South Africa and Zambia. Each of the participating countries was represented by three delegates. The delegates representing these countries are all involved in one way or another with education in their countries. The level of their involvements ranges from NGO (Non Governmental Organization), Regional level/District, Institutions of High learning to National Departments.

In this study focus will be given to education practices in these countries in relation to Swedish system of education, hence the comparative nature of the study. This study focuses on the implementation of the convention on the rights

of children in South Africa as encapsulated in the Handbook provided – Implementation Handbook for the Convention on the Rights of the child, Hodgkin R. and Newell, 2002; outlining the Articles in this subject. The specific article under research will be Article 12 – respect for the views of the child.

The Article stipulates that states parties shall assure to the child who is capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. The Article further states that for this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, or indirectly, or through a representative or an appropriate body, in a manner consistent with the appropriate body, in a manner consistent with the procedural rules of national law, Hodgkin and Newell 2002:159-160.

The foregoing stipulation is supported by a number of legislative frameworks which will be referred to in the study, later on. Focus on this study will be to assess and evaluate the extent at which this article is applied in South African Schools, in comparison with other countries participating in the convention. It seems as if South Africa has created a conducive environment for the realization of the provision of this Article, by virtue of its emphasis on the Bill of rights for children and the passing of other legislative frameworks such as White Paper 6 on Special Needs Education, National Education Policy Act, South African Schools Act, etc. Reference will further be made to other sources other than the once mentioned.

It will be necessary to provide brief geographical information about South Africa, Gauteng Province where Tshwane South District is situated. The picture below will come in handy to provide the requisite information about the country, the province and the district.



The arrow shows where South Africa is situated on the map. The map that follows shows SADC region countries, of which South Africa is a member.



Of significance is reference to limitations that may have played inhibiting role in the study. These will be addressed in the paragraph that follows.

3. Limitations

As pointed out earlier on that the study will take the form of a report, it will therefore not be expected of researchers to pass value judgment or provide ready answers to questions that may arise in the process of the study. It should further be stated in advance that the observation of researchers within such a short period of time of research in this particular district, targeting a few schools, might not necessary be a true reflection of how this particular article is being exemplified implicitly or explicitly

4. Research Methodology

The researchers have decided to circulate questionnaires to six Tshwane South District schools, comprised of secondary and primary schools. These schools comprised of mainstream schools and one for the disabled. The researchers have not limited the methodology to questionnaires only, but will also conduct interviews with School Based Support Teams, which in this study will be referred to as SBST, as well as School Management Teams, referred to as SMTs, Representative Council of Learners, herewith referred to as RCLs. Special attention will also be given to gender representivity. There will be a sample of school governing bodies interviewed to determine the level of their understanding of CRC. These interviews will be confined to a limited number of school-based structures. It must be mentioned that the interviews will also be conducted with education departments at universities responsible for the training of educators.

The researchers are wary of the limitations that will hinder the free flow of the research, which are above their control. These conclude in the time it takes to

receive responses from schools, the honesty of respondents, and the geographic distances – sparsely spread location of schools and provinces and finances.

The questionnaires were sent out to schools in Tshwane South District. The research however is looking at the possibility of including schools from other provinces, such as Mpumalanga, Limpopo and North-West. The validity of the research will be dependent on the responses received. This will make it possible for the researchers to investigate possible limitations in the process of the implementation of CRC in schools in South Africa with special reference to article 12.

Following is the questionnaire that was distributed to schools, both in the district and outside the district.

THE IMPLEMENTATION OF CONVENTION ON THE RIGHTS OF CHILDREN
IN SOUTH AFRICAN SCHOOLS WITH SPECIAL REFERENCE TO SCHOOLS IN
TSHWANE SOUTH DISTRICT: COMPARATIVE STUDY.

QUESTIONNAIRE:

The applicant will be required to spend a few minutes answering the questions below. There will be no true or false answer to the questions. You need not write your name down, as your responses will be kept secret.

Your responses will be as follows: 1 for strongly disagree, 2 disagree, 3 strongly agree, 4 agree and 5 not sure. Please put your preferred number opposite each of the questions that follow.

Topic: *The implementation of CRC in South African Schools with specific reference to Article (?), comparative study.*

1. The school familiar with the convention on the rights of the child, (CRC)?
2. The convention's principle of non – discrimination with reference to children included in your school constitution.

3. The school ensures that best interest of the child is of a primary consideration, this included in the school's constitution or policy.
4. The school is familiar with the state's obligations in terms of resources, in respect of the implementation of the rights of the child in this Convention.
5. The school ensures that the child's self identity is not compromised.
6. The school recognizes the importance of mother tongue teaching as it assists to foster the child's self-identity and appreciation of diversity.
7. The school has a plan to support children from broken families as a result of either divorce or separation.
8. The school upholds the view that the child has freedom of expression.
9. The school's constitution specifically recognizes the right of the child to privacy.
10. The policy of the school recognizes the child's right to protection against all forms of physical or mental violence, injury or abuse.
11. The school is better suited to cater for children with disability in the mainstream education.
12. The staff at this school is capable to deal with challenges faced by learners with learning difficulty in the mainstream situation.
13. The school includes the teaching of sex and sexuality in the Life Orientation.
14. The school does ensure that children are protected from any form of abduction by either relatives or strangers.
15. The school promotes the participation of children in cultural activities.
16. The curriculum of the school aims at the preparation of the child for responsible life in a free society.

5. Clarification of concepts and terms

In order to make the terms used in this study intelligible, it is imperative to provide a brief glossary. The following terms used in this study are therefore defined below as follows:

Learner means any person receiving education or obliged to receive education, South African Schools Act, 1996 1. (ix)

Educator means any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary or support service provided by education department, National Education Policy Act 27 of 1996.

Constitution means the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996).

Governing Body means a governing body contemplated in section 16(1), which states that the governance of every public school is vested in its governing body, South African Schools Act.

School means a public school or independent school, which enrolls learners in one or more grades from grade R to grade 12, South African Schools Act 84 of 1996 (1).

Parent means the parent or guardian of a learner, the person legally entitled to custody of learner or person who undertakes to fulfill the obligations of a person, South African Act 84 of 1996 (1)

Code of conduct may include school rules and classroom rules, South African Schools Act 84 (8).

The above terms are not necessarily conclusive of all terms used in this study, other terms the reader may not of necessity be familiar with will from time to time be used and explained.

Discrimination is behaviour that treats people unequally because of their group membership.

6. Survey of literature

A number of reference sources will be referred to in the course of this study. It will be of academic expedient to refer to the sources that have been consulted. It is on the basis of the survey of literature that it has been possible for the researchers to demarcate the research problem. For easy reference the researchers will present a synoptic overview of literature consulted, this will be done as follows:

Convention on the rights of the child

Verhellen E (2000:40-41), quoted a European Charter on the Rights of the child as stated that children should no longer be considered parents' property but should be recognized as individuals with their own rights and needs. He further states that minors have the same rights to be provided with social services and discrimination based on age is excluded.

The adoption of the Convention on the Rights of the Child was also important event. The Constitution of a number of States make reference to children's rights is a powerful consequence of the adoption of the Convention on the rights of the child and illustrates the growing recognition of the children as bearers of rights. These states include Belgium, Poland, Portugal, Slovenia and South Africa.

Citizenship and democracy in schools diversity, identity, equality

Osler, A (ed.) refers to South Africa as a violent society. She posits that this violence has inevitably affected schools, (134-145:2003). The daily press in South Africa regularly carries articles on violence affecting schools. A survey of the schools conducted in Durban in 1997 found that nine out of ten gang related violence was a major problem and that security measures were seriously inadequate. A quarterly review of education in South Africa noted the irony that "while the world was riveted to media coverage of the horrific massacre of thirteen high school students in the United States, the litany of violent acts in

South African schools this year alone far surpasses the tragedy in Colorado, (Vally, 1999:8). It will be interesting to assess if the situation in this country has not changed since then.

State of the nation address by the President of South Africa, Mr. Thabo Mbeki

In his State of the nation address, (2000) the president pointed out the need to pay attention to the quality of education in as far as management of schools is concerned. He applauded the Ithuteng trust for the voluntary community work, where the youth encourage their peers to turn against crime, against rape and against drug abuse. He asserts that schools have to be encouraged to emulate this good practice.

Including the excluded, University of Manchester 2000

During the symposium of 2000, Ferguson in his paper mentioned that teacher professional preparation along with their working condition has been identified as fundamental to improving elementary and secondary education for the 21st century. He posits that in order to achieve this, initial and continuing professional development programs must reconceptualise and restructure.

South African Education Policy Review

Chisholm L., Motala S. and Vally S. (1993-2000:204-205) recommend that School Governance should be a shared responsibility of parents, teachers, students and community members.

Manifesto on values, education and democracy

Manifesto on values, education and democracy document promotes the nurturing of culture of communication and participation in schools. Professor Asmal posits that; “Values cannot simply be asserted; they must be put on the table, be debated, be negotiated, be synthesized, be modified, be earned. And this process, this dialogue, is in itself a value – a South African value – to be cherished”, Manifesto on values, education and democracy, (2001:234).

Values and Human Rights in the Curriculum

This documents states what a human rights classroom should entail as well as what the human rights learner is. It points out the following as a human rights classroom:

- Provides a human rights environment
- Ensure that human rights and inclusion are practically provided for all
- Adhere to a class Code of Conduct that is aligned to human rights
- Administers punishment that is educative, not punitive
- Includes all learners, by considering their individual needs
- Display posters and pictures that reflect diversity and
- Is arranged to facilitate interaction

The document regards a human right learner as:

- A life long learner
- Respectful of life, others and the environment
- Able to work collaboratively
- Co-operative
- Able to share
- Aware of his/her own rights and the rights of others
- An active learner and
- An active member of the class and the community

The document considers a human right educator as:

- A life-long learner
- Democratic (rather than autocratic)
- Accountable
- Just, fair and respectful
- Transparent
- Open minded
- Socially and politically critical and responsible and
- Able to be humorous and playful

The foregoing values are indispensable of the formation of democracy in education. The importance for the implementation of these values does need to overemphasize.

Delivering Africa's education Renaissance in South Africa: education forum 2001

In his presentation Zafar quotes Carrim, (1998) as having said that there are no structured programmes to help teachers cope with multi-racial/cultural /lingual/ability classroom. He continues to argue that there are no nationally or provincially co-coordinated programmes for students to develop anti-racist, anti-sexist, anti-discrimination awareness or consciousness in the formal workings of

the school. It is almost as if these are expected to occur entirely of their own accord, (2001:77).

Perspectives on poverty

Poverty deprives people of the freedom to decide over and shape their own lives, (SIDA, 2002:23). Poverty robs people of the opportunity to choose on matters of fundamental importance of themselves. The above holds true to the malady of child pornography and child labour, which is very rife in the developing countries of the world. Poverty manifests itself in hunger, ill health and premature death, ignorance, discrimination and insecurity, denial of dignity and social status, SIDA, (2000:25).

7. Findings

Flowing from experiences on CRC, both in Lund and Honduras, the team intensified the advocacy through engagement with the mentor, National Department of Education, district staff, principals, educators and community members. It was during this process that certain observations were brought to bear.

During this process, it was discovered that schools such as Banareng in Tshwane South, had already started with advocacy against ADIDS and HIV. This was shown by pictures on the walls as a means to sensitize children against the ravages of AIDS and HIV. It was discovered that the school had vegetable garden where children themselves take part in the upkeep and maintenance of the garden by not only tilling the grounds but also by watering the gardens. This practice was looked at in a positive light as a way of promoting responsibility and

accountability among children at an early stage. Banareng is a primary school in a black township called Atteridgeville.



The picture above is part of advocacy campaign that the school (Banareng Primary School) has initiated to fight against the pandemic- AIDS/HIV. This is in line with Article 6, which states that States Parties should recognize that the child has the inherent right to life. Children here are encouraged to take responsibility of their own bodies and well being, by saying no to drugs. The school is seen to be encouraging the use of condoms. The team is not sure if this practice would be culturally accepted in this community. What is of significance though, is the

fact that children are being encouraged to have a say to issues affecting their lives, which is evidently in line with CRC.



National officials discuss the CRC concept and policy implications, and the role of the Department's lower tiers. It was agreed that the aim from the national Department must be to give strategic leadership and guidance on the policy implications of CRC, including child rights as related to the management and governance of the learning and teaching environment. It was noted that it is important that the Department does not work in silos on child rights but integrates its work with other levels of the education sector, and that the realization of the objectives of child rights will be attained through working with all levels in the education system. It was agreed that the national Department should work with provinces, districts and schools to integrate child rights in all learning activities.

In pursuit of collective support for CRC, the team has managed to ensure that the district officials responsible for school support were briefed on issues of CRC. The purpose to include the district staff was meant to ensure sustainability. Officials are enthused about CRC and what it stands for. CRC in this district appears to have been well received, both by officials and learners, though learners do not understand the reason behind the nature of treatment they are receiving from educators, in other words, principles of CRC are perceived to be applied intuitively. The same applies to educators. Teachers seem to be unaware of the principles encapsulated in the articles, though whatever they do is seen to be in pursuit of democratic principles and the Bill of Rights. Below are pictures of Tshwane South district officials looking enthused with the project.



The pictures above demonstrate the level of determination of officials to support the ideals of CRC. These pictures were taken at the briefing session undertaken by the team and the mentor. Though the concept of CRC appeared to have been somewhat new, this did not seem to have bothered the officials significantly. This may be attributable to the current system of outcome-based education that has been introduced in South Africa over the years. This system seems to be latched on the same ideals propagated by CRC and the Constitution.

The enthusiasm expressed and the readiness demonstrated might be attributed to the fact South Africans have just emerged from the system apartheid that had polarized the population. The rate at which the South Africans seem to have embraced new paradigm make it much easier for them not to be fazed by any democratic change that is meant to further deepen the ideals now in practice as encapsulated in a number of pieces of legislations, including the Constitution, that is highly regarded in this country.



The picture above demonstrates further determination of the district officials in Tshwane South. These officials are members of the decision making body in the district referred to as Executive District Management Team (EDMT). This structure support Director of the district in decision making on matters that affect schools and delivery of education in general.



The picture above shows children of Eldoraigne Secondary School hard at work, with the teacher in front playing a facilitation role. Eldoraigne Secondary School though like Banareng; is a school in Tshwane South District; it is situated in a predominantly white area called Centurion. The article under discussion is about nations creating room for children to express their opinions. It seems as if the picture above is a reflection of how children as children could benefit from one another when the environment has been created for that to happen. The new system of education in South Africa encourages group/team work, where children could be given projects to do with the teacher playing supervisory role rather than being a source of all information as it was in the past. This system is put emphasis on outcomes, hence it is branded outcome-based education.

Of significance in the picture above is the fact that it gives expression to Article 8 that states that States Parties shall undertake to respect the right of the child to preserve his or her identity, including nationality. It should however be stated that this should not be seen to be practiced in the manner that excludes or discriminate against other nationalities or racial groups. This postulate is supported by the picture below.



The significance of the right to expression of own views as evinced in the picture above attest to the fact that children in this district in general and at this school in particular are being given the opportunity to self-expression. What is of significance is the invincibility of the educator in the class, which gives children enough space to air their views unhindered. It is appreciated that children do not feel overwhelmed by the teachers' presence in class.

Key to the classroom practice in schools in Tshwane South District, is the ability of children to air their views in the environment characterized by lack of animosity and fear. Children seem to be excited about the environment of learning that has been created for them. The same applies in other areas of learning that may not necessarily be classroom learning, see the pictures below. These are learners at Bokgoni Technical School in Atteridgeville, hard at work. These learners are demonstrating their abilities in brickwork. It is of interest to note that they take pride in what they do to the extent of willing to demonstrate to visitors what they are capable of doing.





Children seem to be proud of their environment of learning. Of importance is the fact this pride can be enhanced in various ways including and not limited to the ones listed below.



Parents have the responsibility of ensuring that all learners of school going age attend school. The team therefore deemed it necessary to interview and

conscientise parents on the Child's Rights issues. The picture above depicts parents' participation in the discussions of Child Rights matters.

8. THE RIGHTS AND RESPONSIBILITIES OF THE LEARNERS

The learners realize that mutual co-operation between themselves and the other persons involved in their education can only be successful if all parties agree on the pursuit of values and principles. The values, which are pursued by pupils in schools, are exemplified in the codes of honour as set out below.

8.1 Human rights

Learners, while being aware of the fact that they have certain rights, also realize that others have similar rights and respect these rights. Learners recognize in particular the dignity and equality of all persons and undertake to exercise their rights in such a manner that others are not prejudiced by their actions.

8.2 Respect for educators

Learners respect their teachers as their educators and promise their wholehearted co-operation in all reasonable assignments, which they may receive, from their educators.

Learners respect the educators as adults and recognize that their training and experience can be of benefit to the learners. Learners therefore undertake to give their full co-operation to the educators and to always act courteously towards them.

8.3 Respect for non-teaching staff and visitors

The contributions of the administrative staff and ground staff towards the smooth running of the school organisation are greatly appreciated. Learners will therefore act with deference and respect towards these members of staff. Visitors to schools are treated with respect at all times. Treating visitors and the elderly with respect is considered the most important thrust of education in Tshwane South District.

8.4 Acknowledging multi-culturalism and diversity

The South African community consists of a number of races, cultures and religions. Learners accept all fellow learners as individuals who might be pursuing similar goals and ideals to themselves and that they may have their own ideals. Learners respect the diversity of others and will not act in such a manner that will affect the dignity of others.

The picture below gives expression to the aspect of multi-culturalism:



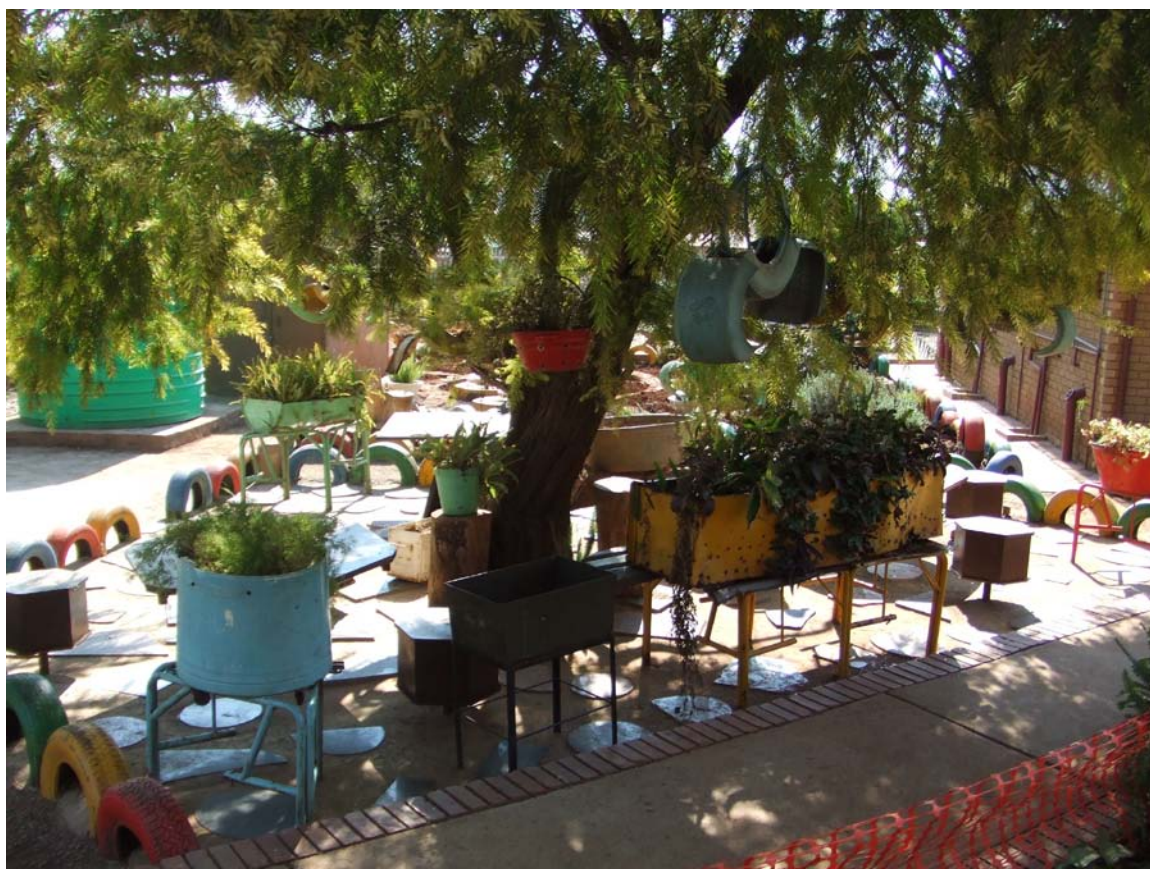
It is amazing how these children who come from different cultural groups could be seen playing together. It can be argued that play forms part of expression of own views as it is through play that children identify themselves with what they consider role modeling their cultural background. The other picture following shows the same group of children, blacks coming from Isaac More in the black township of Atteridgeville and Laerskool Lynnwood from the a predominantly white area.



8.5 Respect for the environment and school facilities

The natural environment is a gift from God and learners accept the charge and communal responsibility for the conservation thereof. Learners appreciate school buildings, contents of classrooms and other physical facilities that have been provided for their use. Learners undertake to make use of them in a responsible manner and, in as much as it is within

their ability to contribute to the maintenance thereof, including encouraging their parents to pay school fees and to support activities designed to expand the physical facilities.



8.6 Obedience to organisational and behavioural rules

Learners understand that a school cannot function without organisational and behavioural rules. Learners therefore abide by the rules of the school for learner behaviour. Learners undertake to honour the timetable of the school by being present at the commencement of the school day and every period that they are involved in. They accept the authority of those in charge of order and discipline in the school and will subject themselves to the applicable punishments should the rules be broken.

8.7 Extra-curricular activities

Learners realize the importance of sport, cultural activities as well as academic and social outings in the developmental process. They want to be involved either as active participants or loyal supporters. Appropriate dress and a neat appearance at these events contribute to building up the image of the school. Learners subscribe to the fact that school rules are also applicable during school outings or other extra-curricular activities to maintain order and to uphold the good name of the school.



8.8 Appearance

School uniforms contribute to a unity of sense and purpose. The school badge (emblem) represents the combined goals of learners, parents and staff. Because the school uniform and concomitant rules of appearance represent traditional values of the school and the community, learners will wear the uniform with pride. Furthermore, they will adhere to the rules of personal appearance, which enhance the school uniform.



8.9 Safety

For their own safety learners will adhere to the safety rules in the laboratories and workshops as well as classroom rules, which have been drawn up for the safety of the learners. While moving from one class to another, on the school grounds, on outings, and on the sports field learners will try not to endanger their own safety or that of others by their actions.

8.10 Academic matters

Learners can only benefit from education if they are actively involved in the learning process in the classroom. Learners will, therefore, participate in class activities when required to do so. Learners disapprove of activities

that disrupt the education process. Learners realize the value of homework and will do it conscientiously. Since the outcome of evaluation is of greater importance to the learner than the teacher, learners will conscientiously prepare for evaluation sessions. As honesty is an integral part of an impeccable character, learners will at all times be one hundred percent honest during evaluation and will not tolerate dishonesty in others.



9. Compliance with CRC provisions

The team has discovered that schools in this district do comply with the provisions of CRC. Though the Article in question here is Article 12 as explained in the introduction, it has become self-evident that there has been interplay of Articles in classroom practice in Tshwane South district.

Article 12, 13 and 14 are interrelated. It is therefore vital to also demonstrate how these Articles express themselves in the classroom environment. The team has chosen to demonstrate this pictorially. Most of the pictures below attest to this



The picture above demonstrates how learners are capable of identifying with traditional practices and songs. The dance the children are involved in is Pedi dance, which is one of the traditional dances children identify themselves with. Even the attire they are wearing is Pedi attire, which goes well with the nature of dance they are involved in.



The picture above demonstrates how children at primary school are encouraged to express their views even in front of their fellow children in classroom. This should not be seen as the only mode of self-expression. Other children still do the same through the use of computers, as it is the case in the picture below.



It is of interest to note that common to both pictures, children are allowed to venture independently without the teacher intervening from time to time.



The same can be said of this picture. Children here, just like in the previous pictures, are hard at work trying to learn independently and come up with solutions. This is in accordance with Article 14 that emphasizes freedom of thought. It seems as if this Article, just like others, has been sufficiently complied with.



Though an educator is seen facilitating learning, it seems as if she has not completely taken over control of what children themselves can do independently.

9. Recommendations

It seems as if South African schools in general and schools in Tshwane South district in particular are faced with challenges. It is however commendable to note that in spite of this challenges, education system in general seems to be on the right track. Parents are seen to be taking responsibility for the education of their children.

Challenges most schools are faced with include poverty and lack of parentage. Most children come from poverty stricken background. The level of unemployment seems to have left a trail of moral decadence in its wake. Most

children drop out from school in pursuit of livelihood. This often makes children vulnerable to abuse and child labour. Girl children are often victims of prostitution as this is seen as the only source of income. Levels of AIDS and HIV seem to be increasing, with a number of child headed families. The problem of AIDS/HIV is a national problem. It should not be the responsibility of education departments alone. Other departments such as Health, Social Welfare, South African Police Service, Department of Justice etc should be seen playing part in the fight against the pandemic.

10. Conclusion

The discussion on Article 12 in Tshwane South District might have elicited a number of challenges and achievements. It could as well be considered a mixed bag of the good and some of the bad things that are not of necessity of district origin. Aspects of multiculturalism and AIDS/HIV are issues that need to be addressed nationally. The role played by education in ensuring that societies and cultural groupings respect and accept the diversities of others cannot be underestimated. It however should be accepted that the family plays a dominant role in the transference of cultural practices.

Though the aspect of multiculturalism is and should be promoted, this does not and should not overshadow the principles of self-identity. Though a child belongs to the nation, he or her rights as an individual cannot be overlooked. In other words, children should be taught and be encouraged to express their views within the context of the accepted norms and values. It is against this background that children could be allowed to express their views, as it is required by the Article under review. In doing so they should also be allowed to listen to the views of others.

The report on Article 12 in Tshwane South district should not be seen to be the microcosm of all challenges and achievements of the entire country. South

Africa is made up 9 provinces and a number of districts of education. It therefore will not be uncommon to realize that one province would differ from the other, so will the districts. Of peculiar nature is the fact that Tshwane South District is not only a metropolitan area, it is also predominantly urban. The challenges of AIDS/HIV may not of necessity be as it would be in areas such as Kwa-Zulu Natal, for instance.

It however is remarkable that though the district is made up of diverse cultural, racial and ethnic groupings, there seems to be synergy and cooperation across the entire schooling system.

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