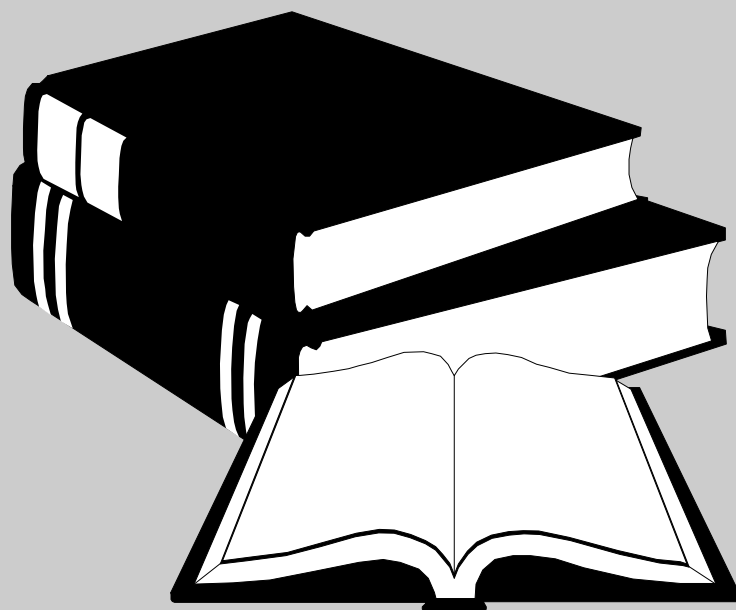# *Guidelines Document*
(Final Draft)

The National Curriculum Statement and the Promotion and Protection of Human Rights, Values and Inclusivity

Human Rights and Inclusivity Working Group
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Introduction

André Keet

a) The brief of this working group is to:

- ❏ Consider issues of human rights, values, inclusivity, Education of Learners with Special Needs (ELSEN), multilingualism, racism, sexism, poorly resourced schools, the environment etc.
- ❏ Clarify human rights concepts and values in the various learning areas and programmes;
- ❏ Propose ways on how to infuse these concepts and values into the learning area statements and programmes;
- ❏ Suggest approaches and methods to assess these concepts and values in learning programmes and areas and how these contribute towards the General Education and Training Certificate (GETC);
- ❏ Propose strategies to promote multilingualism in the learning areas and programmes;
- ❏ Suggest ways of ensuring that Human Rights Education (HRE) is a cross-curricular issue; and
- ❏ Assist the Ministerial Project Committee (MPC) to develop a 2-page document on Human Rights and Inclusivity in schools and classrooms for inclusion in all the 11 booklets.

b) The working group identified the following deliverables:

- ❏ Document on a framework and principles of HRI;
- ❏ Guidelines document on the exit level qualification, GETC;
- ❏ Guidelines for Learning Areas (including issues pertaining to each level and assessment);
- ❏ Guidelines for Foundation Phase learning programmes;
- ❏ Guidelines for implementation with regard to LSM;
- ❏ Guidelines for implementation with regard to teacher development;
- ❏ Compilation of possible exemplars and materials for all other working groups; and
- ❏ 2 page document for 11 booklets on human rights and inclusivity

c) The different members of the working group were assigned tasks and the group met on 22-26 February 2001 to compile this report follows the structure of the identified deliverables.

d) As a transversal group we view this documents as a set of guidelines and hope that the Learning Area and other working groups will consider the suggestions and proposals seriously. The document reiterates the accepted notion that human rights and inclusivity form the bedrock of our constitutional democracy, and that teaching and learning about them in all learning areas are crucial. It makes the further the point that human rights and inclusivity should be regarded as matters of access, on par with the idea of teaching and learning

to promote culture of human rights. The document incorporates a concept, framework and principles paper; guidelines for qualifications teacher development, learner support material, learning areas and foundation phase learning programmes. In addition the document provides a checklist and framework with regard to learning areas and infra-structural concerns and monitoring.

e) The processes by which we arrived at this stage were fraught with challenges:

- First, three group members experienced serious problems at their workplaces in relation to time off and communication between the National Departments of Education and their principals to facilitate their proper engagement with the process. As a result the deadline for the first drafts of the individual papers could not be met with serious consequences for the whole group.

- Second, the accumulated expertise of the group with regard to human rights and inclusivity exposed serious shortcomings resulting in delays and the compromise of deadlines. In general it impacted on the quality of the work given the short space of time in which we had to accomplish our tasks. It would have been ideal to have a bigger group with expertise in the human rights, inclusivity and in the education and training sector.

- Logistical arrangements also proved to be a problem

f) With regard to field testing the group has decided to follow the route of narrow consultation with the Forum for Democracy and Human Rights Education (national structure), the Anti-Discrimination Task Team of the Pietermaritzburg District (Department of Education), and the National Street Law project. Teachers Unions, Human Rights Educators and departmental officials are represented on the Forum and the Task Team.

g) The working group is now preparing itself to respond to frameworks and guidelines from the other groups and will meet on 17-18 March, 5-6 April and 10-11 May. These dates follow the summary of deadlines and key meetings set by the Ministerial Project Committee. Members of the working group will interact with the learning areas on an ongoing basis.

Conceptualizing Human Rights and Inclusivity in the context of Education and Training: A Framework and Principles Document

Nazir Carrim

This paper aims to outline ways in which human rights and inclusivity may be conceptualised in the context of education and to explicate ways in which they may be incorporated in the curriculum. This paper does not provide a comprehensive overview of all the theories of human rights and inclusivity neither does it enter into the various debates in these areas. It draws selectively on the available body of literature on human rights and inclusivity and highlights the central concepts and cardinal issues that need to be borne in mind when operationalising human rights and inclusivity in educational contexts.

This paper begins by outlining what is meant by human rights and the relationship they have with inclusivity. In the second section the various dimensions of education are explored in terms of human rights. Section three focuses particularly on what needs to be done in the curriculum in order to ensure that curricula processes contribute to the development of a culture based on human rights. Various learning areas are looked at and ways in which they may incorporate human rights issues are explored. In section four the area of inclusivity in education is adumbrated.

1.   What are human rights?

The generally accepted meaning of human rights in Western thought may be traced to the work of Locke and Hobbes (Touraine, 1997). Locke was among the first to explicitly outline human rights in political philosophical terms. He argued for "equality in nature" of all human beings and the importance of a "social contract" in the establishment of "authorities", whose purpose it is to ensure the "preservation of human life" and "peace and stability" in societies (Locke, 1962). Locke pointed out that all human beings had an "equality in nature" because all human beings possessed the same faculties of reason, emotion and five senses. As such, all human beings are fundamentally equal. However, due to fact that human beings act irrationally when acting out of anger and passion, they enter into conflict and war against each other. For Locke, in order to ensure that human beings do not remain in a perpetual state of war, they need to establish civic government, which they enter into rationally and with consent on the basis of a "social contract". This "social contract" mandates "authorities" to govern the affairs of the human beings who entered into the "social contract". The essential purpose of the "authority" is to ensure that human beings are not violated and that they live their lives in conditions of peace and stability.

Hobbes (1979), who differed with Locke in many respects, also argued that in order to ensure that human beings are not continually "in a condition of war" and that their lives are not "nasty, brutish and short", they need to enter into a "social contract" through which an "authority" is established. The "authority" thus established is then mandated to oversee the affairs of human beings in society. Like Locke, for Hobbes the purpose of the "authority" is to ensure the preservation of human life and

conditions of peace and stability. Hobbes also agreed that all human beings are equal "in nature" and deserving of fair and just treatment.

There are several things that come out of the views of Locke and Hobbes and therein lie the impact of their contributions.

- ❑ The origins of civic government lie in the establishment of "authorities" through the process of a "social contract".
- ❑ Human beings are accorded with "rights" in the "social contract" they consent to.
- ❑ The fundamental purpose of such "rights", "social contract" and "authority" is to ensure the "preservation of human life" and conditions of peace and stability.
- ❑ Violations of human rights, therefore, emerge when human life is not preserved and when conditions of peace and stability do not exist.

In contemporary terms, "authorities" are states or governments; "social contracts" are constitutions and laws; and, "rights" gain their meanings in political legal terms. The purpose of all of which is to ensure that human beings live their lives free from fear and threat and in peace. These are encapsulated explicitly in the United Nations Universal Declaration of Human Rights. Consider the following:

> Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
> Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom of fear and want has been proclaimed as the highest aspiration of the commonpeople,
> Whereas it is essential, if man is not to be compelled to have recourse, as the last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law (UNUDHR, Preamble, 1948).

In the above extract from the Universal Declaration of Human Rights one can note the continuity of Lockean and Hobbesian ideas in more modern terms. One can see the emphasis on the "equality in nature" of "all members of the human family", with such equality also being viewed as "inalienable". One can also note "violations of human rights" occur in conditions of conflict and that the purpose of human rights is to enable people to live "free" from "fear". It is also emphasised that human rights are "protected by the rule of law", i.e. by a legally binding "social contract".

As such, "human rights" are anti-discriminatory and inclusive, in principle. They embrace all people "in the human family", with no exceptions! They imply the fair and just treatment of all human beings. They suggest that all human beings have a "right" to live their lives to their fullest potential and that all human beings have equal access to all social, economic, political and cultural processes in their societies. One meaning of "inclusivity", then, is of inclusion of all people on the basis of anti-discrimination and is foundational to the idea of human rights itself. The Constitution

of the Republic of South Africa captures this comprehensively in the equality clause. It states:

(1) Everyone is equal before the law and has the right to equal protection and benefit of the law.
(2) Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.
(3) The state may not discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
(4) No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.
(5) Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair (Constitution of the Republic of South Africa, Section 9, 1996).

As such, human rights are rights human beings have against discrimination and they apply to "everyone" inclusively irrespective of who they are. Human rights, therefore, are foundationally inclusive.

However, the above discussion of the origins and framework of human rights also points the ways in which human rights link up with notions of citizenship, peace, environmentalism and democracy. It is important to demarcate the nature of these relationships and what centrally characterizes the points of difference among them.

❑ Citizenship:

Here the emphasis is placed on what may be called "political literacy" (see McCarthy and Fitzgibbon, 1998). The focus here is on understanding what is contained in constitutions and laws of countries, voting procedures, workings of political systems such as the ways national and provincial legislatures operate and the ways in which parliament functions. Included in this coverage is the importance of developing notions of citizenship in the context of nation-building, nationality and nationhood.

❑ Peace:

Given the rationale for human rights being fundamentally to ensure that human beings live their lives "free from fear" and in conditions of "peace and stability", it follows that human rights necessitate the promotion of conflict resolution skills, respect for each other, a culture of non-violence and the right to live in conditions that are free from intimidation and fear and in safe and secure environments. Peace, thus, is a basic requirement for the realization of human rights in practice. Human rights can be upheld and promoted under conditions of peace and stability. Human rights are violated under conditions of war and conflict.

❏ Environmentalism:

As with peace, a healthy environment is foundational to the realization of human rights in practice. People will not be able to live their lives to their fullest potential if degradation and destruction of their environments characterize the daily conditions of their lives. The right to a healthy environment, thus, is integral to the right to life itself and is, therefore, foundational to human rights.

❏ Democracy:

One of the most significant implications of human rights is that they presuppose a democratic order. The argument here is that people need to live their lives on the basis of what they rationally consent to. As such, human rights cannot be achieved effectively under conditions which deny people their voices and which do not allow for their actual participation. Notions of consent, agreement, representation, participation and accountability are key in this dimension and conditions for the realization of human rights.

❏ Anti-discrimination

The focus in this area is the ways in which discrimination is constructed socially and understanding the ways in which they violate human rights and the effects they have on people. It is important to note here that focus here is very wide, including the range of identities identified in the South African constitution, international human rights instruments and the Universal Declaration of Human Rights. Racism, sexism, homophobia, multiculturalism, etc. receive specific attention in this dimension of Human Rights and Inclusivity education. Alternatives to forms of discrimination should also receive coverage, so ways of combating sexism and racism, for example are also explored.

In sum, then, human rights is foundationally anti-discriminatory, inclusivist, about citizenship, peace, a conducive and healthy environment and centrally about working in democratic ways within democratic contexts.

2. **Human Rights in Education**

Human rights have direct implications for education. Human rights imply that:

❏ All human beings have a right to a basic education.
❏ All human beings have a right to choose the kind of education they want.
❏ All human beings have a right to receive an education in conditions of peace and stability, free from fear and insecurity.
❏ All human beings have a right to be treated fairly when being educated.
❏ All human beings have the right to a democratic education within democratically arranged contexts.
❏ Education cannot, in any instance, deny human beings their rights or violate them.

Significantly, there is international consensus currently that the right to a human rights education is a basic human right in itself. In particular article 29 of the

Convention on the Rights of the Child of 1989, ratified in 1996, makes this point explicitly and it is worth quoting it at length here:

> Article 29
> 1.   State parties agree that the education of the child shall be directed to:
>> (a)   The development of the child's personality, talents and mental and physical abilities to their fullest potential;
>> (b)   The development of respect for human rights and fundamental freedom, and for the principles enshrined in the Charter of the United Nations;
>> (c)   The development of respect for the child's parents, his or her own cultural identity, language and values, for the national goals of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own;
>> (d)   The preparation of the child for responsible life in a free society, in the spirit of peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
>> (e)   The development of respect for the natural environment (United Nations Conventions of the Right of the Child, 1989 and 1996).

Article 29 of the Rights of the Child of 1989 and 1996 reinforces the nature of human rights education and specifically point (b) of the Article notes the right of the child to be educated in human rights and to be given basic exposure to the Charter of the United Nations. Also for noting is that this Article points significantly to the importance of inclusivity; human freedom, anti-discrimination, peace and tolerance and environmentalism. South Africa is a signatory to the Convention of the Right of the Child and thus the Convention is binding on South Africa. There are other international instruments which have further endorsed the provision that the right to human rights education is a right in itself including the African Charter on Human and Peoples Rights (1981), African Charter of the Rights and Welfare of the Child (1990) and the Unesco Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974). All of such instruments inform centrally the United Nations Decade for Human Rights Education of which South Africa is also a part.

The Constitution of the Republic of South Africa notes the following:

> (1) Everyone has a right –
> (a) to a basic education, including adult basic education; and
> (b) to further education, which the state must take reasonable measures to make progressively available and accessible.
> (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account –

(a) equity;

(b) practicability; and

(c) the need to redress the results of past racially discriminatory laws and practice.

(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that –

(a) do not discriminate on the basis of race;

(b) are registered with the state; and

(c) maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection (3) does not preclude state subsidies for independent educational institutions (Constitution of the Republic of South Africa, Section 29, 1996).

The above clause on education in the Constitution of the Republic of South Africa explicitly emphasises "everyone's right to a basic education" and issues of equitable access, as far as is "reasonably practicable". It also provides for "free choice" in the acquisition of education, both in terms of type of institution and medium of instruction.

However, human rights in education go beyond access to education. It is also about the conditions that pertain in schools and the kind of treatment learners, in particular, are exposed to in schools. In this regard the South African Schools Act of 1996 is significant because not only does it democratise school governance on the basis of equal representation and inclusivity, but also abolishes corporal punishment because corporal punishment violates people's rights to be treated with dignity. The South African Schools Act states:

> No person may administer corporal punishment at a school to a learner. Any person who contravenes subsection 1 is guilty of an offence and liable for conviction of a sentence which could be imposed for assault (South African Schools Act, 1996).

The South African Schools Act is also informed directly by the United Nations Convention of the Rights of a Child. According to the Convention, children should be legally protected from all forms of abuse including physical and mental violence, maltreatment or exploitation, sexual abuse and injury.

In relation to the above, South African education is intended to ensure that all South Africans have access to a basic education. All South Africans are entitled to be treated fairly and not be abused in schools. All South African schools are expected to be safe places so that people do not feel threatened by violence against them, in one form or another.

The above points to an important aspect. Human rights in education are not simply about being taught content about human rights issues. They are about the workings of the whole school. They are about how people are treated in schools. They are about processes within schools. They are about school policies, school structures and nature of their organisations, relations among educators, relations among learners, pedagogical relations between learners and educators, the ethos of schools and what is

contained in the curriculum. Human rights in education, therefore, entail a whole school approach. It is not about schooling people in human rights content only (in this regard see also Osler and Starkey, 1996).

But, what exactly are the components within a whole school approach to human rights in education? The following may be used as a quick and easy reference to the various levels of the school that need to be addressed if human rights is to be effectively implemented in schools:

- ❑ Policy – It is patent that schools cannot have policies which discriminate unfairly against anyone, since doing so would be unconstitutional. It follows that school policies need to incorporate explicitly provision for anti-discrimination, respect for the dignity of all people, tolerance of others and the promotion of a culture based on human rights.
- ❑ Educator relations and composition – The school cannot discriminate against educators in their employment of them in schools on any of the grounds mentioned in subsection (3) of the equality clause of the constitution, neither can educators discriminate against each other in any of these ways. The relations among educators need to promote respect and tolerance within the context of a culture based on human rights.
- ❑ Learner composition and relations – Equally, the school cannot unfairly prevent access of learners into the school and admission policies need to be based on anti-discrimination. Learners, too, cannot discriminate unfairly against other learners in their interactions with them. Respect, tolerance and freedom to be oneself need to characterise relations among learners.
- ❑ Pedagogical relations – relations between learners and educators need to also promote a culture of human rights, respect for the dignity of all learners and freedom from fear. More in this regard is also discussed below.
- ❑ Curriculum – It follows that what is taught in schools cannot be exclusivist or discriminatory. Knowledge taught in schools ought to enhance the understanding of the importance of human rights and the fair and just treatment of all people. The curriculum needs to be inclusive and promote a culture based on human rights. More specific details in this regard are discussed later in this paper.
- ❑ Ethos – If all of the above are in place in schools, the ethos of the school will be one that promotes human rights, provides a safe and secure environment for all school based actors, ensures that respect and tolerance characterise the relations in the school and effective measures are used when violations occur.

In relation to the above one can say that the following may be considered to be principles of a human rights education. All schools need to:

- ❑ Be democratic.
- ❑ Allow for participation of all actors in decision making processes.
- ❑ Provide a safe and secure environment.
- ❑ Be inclusive.
- ❑ Allow for independence and freedom.
- ❑ Protect the right of people to privacy.
- ❑ Be explicit about anti-discrimination, equality and social justice.

These principles are meant to characterise all the workings of the school, including within classrooms. There are, however, three other aspects that need attention here. These are the implications these principles have for assessment practices in schools, the importance of the affective dimension in the promotion of human rights and the ways in which human rights may be incorporated and implemented in different learning areas.

Human rights in education suggest that assessment practices used in the evaluation of both learners' and educators' performances need to be fair and transparent. People need to know how they being assessed and agree to such forms of assessment. The assessments used need to be a fair and just reflection of a person's performance. Assessments done should be clearly justified and substantiated.

Human rights in education also impact on the emotional and psychological aspects of people, generally their affective dimensions. Human rights issues are sensitive and directly impact on people's views of themselves, others and the world. As such they need to be addressed delicately with due regard being paid to the affective effects they may have on people. Attitudes of compassion, tolerance and respect for people in dealing with human rights in education, thus, need to be foregrounded.

Whilst it has been argued above that human rights in education are about the workings of the whole school and that they are not simply about putting into place a subject called human rights in to the curriculum, this does not mean that basic knowledge of human rights issues do not have a role to play. In this respect, it is generally accepted that the curriculum needs to provide space for people to be educated in basic human rights issues. Such programmes have generally been placed in the area of "civic education" and is compulsory for all learners to do. In these programmes learners are given exposure to what human rights are, understanding of constitutional provisions and laws, voter education and the workings of the political system. These are considered to be necessary (Osler and Starkey, 1996).

However, this does not imply that if "civic education" is offered in schools other learning areas do not have a role to play in the development of human rights in education. Clearly the areas of Human and Social Sciences, Life Orientation and Arts and Culture, in particular, are in a position to deal explicitly with some human rights issues in the teaching and learning of these areas. In the areas like the Natural Sciences and Technology, for example, human rights considerations can be brought to bear in exploring the consequences, in human terms, particular innovations may have. The ways in which science and technology get to be applied may also bring in human rights concerns.

Nonetheless, no matter what the learning area may be, including "civic education" the nature of pedagogical processes used and experienced in the classroom remain the critical element in the development of a culture based on human rights in education. The principles of human rights in education, spelt out above, need to be found to be operational in schools for human rights to be realised in educational practices, irrespective of learning areas concerned.

3.   **Human Rights in the Curriculum**

Given the above the following can be said about human rights in the curriculum:

❑   There is good reason to provide for a core subject in a learning area that would provide learners with a basic exposure to and orientation to human rights issues, such as a compulsory "civic education" programme.
❑   All learning areas can develop an approach to their learning areas that is cognisant of the human rights implications of various topics they look at.
❑   Human rights in education are fundamentally about the processes that characterise the transmission and acquisition of curriculum, where the principles of a human rights education need to be operationalised effectively.
❑   The principles upon which the curriculum is organised need to be informed by a culture based on human rights.

The principles upon which C2005 are based, and which remain in effect, most certainly reflect a promotion of a culture based on human rights. The skills based orientation of C2005, learner-centredness, recognition of prior learning, continuous forms of assessment, collaborative learning, independent and critical thinking and flexibility within and articulation across the education and training system all signal a principle orientation to the curriculum in ways that promote democracy and a culture based on human rights. In the introduction to C2005 the following is stated:

> The curriculum is the heart of the education and training system. In the past the curriculum has perpetuated race, class, gender and ethnic divisions and has emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democratic society (Government Gazette, No 18051, pg. 5).

Later in the introduction and drawing on a National Qualifications Framework document it is stated:

> A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self fulfilled lives in a country free of violence, discrimination and prejudice(Government Gazette, No 18051, pg. 5).

As such, the principles upon which C2005 is based explicitly emphasise anti-discrimination, human rights, inclusivity, democracy, common citizenship and nationhood and redressing injustices of the past. C2005 is, thus, consistent with the principles of a human rights education. These are given more specific details in the critical and developmental outcomes that ought to emerge from the implementation of C2005. These outcomes have been specified by the South African Qualifications Authority (SAQA) and the table below indicates what these outcomes are and their implications for human rights and inclusivity in education:

Critical Outcome	Implications for Human Rights and Inclusivity
1. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation	Learners will articulate human rights concerns linguistically: 1. Develop a sense of appreciation for a variety of communication styles; 2. Value the importance of free speech; 3. Evaluate the importance of censorship in society. 4. Develop a listening-to-understand attitude; and 5. Enhance self-confidence and self-esteem through debates, group activities, team work etc.
2. Identify and solve problems by using creative and critical thinking.	Learners will solve problems individually and cooperatively: 1. Understand that conventional wisdom is provisional, contested and changing; 2. Reflect critically on existing power relations in society; 3. Think laterally abut solutions to existing social problems; 4. Appreciate the consequences of leaving social problems unaddressed; 5. Develop conflict resolution skills such as negotiation, mediation and arbitration; and 6. Analyze the manner in which learning content is constructed.
3. Organize and manage themselves and their activities responsibly and effectively.	Learners will appreciate the interconnectedness between rights and human responsibilities: 1. develop responsible and accountable leadership and organization; 2. Learn the importance of effective social organization; and 3. Take moral responsibility for their own actions.
4. Work effectively with others in a team, group, organization and community.	Learners will work cooperatively: 1. Develop "civic mindedness"; 2. Develop tolerance for differences (racial, religious, cultural, gender) within the group; 3. Appreciate the importance of making a positive contribution to the group and society; and 4. Develop empathy for more vulnerable members of the community. 5. Appreciate working democratically
5. Collect analyze, organize and critically evaluate information.	Learners will critically evaluate the media: 1. Critically evaluate censorship; 2. Identify ideological bias behind the use of terminology; 3. Identify and critically evaluate propaganda;

	and
	4. Identify bias, prejudice and stereotypes in literature.
6. Use science and technology effectively and critically, showing responsibility toward the environment and the health of others.	Learners will evaluate the impact of science and technology on job creation: 1. Evaluate the impact of science and technology on job creation; and 2. Evaluate the impact of science and technology on occupational health and safety; and 3. Appreciate the use of science and technology in the progressive realization of socio-economic and wider human rights.
7. Demonstrate an understanding of the world as a set of related systems.	Learners will appreciate the need for world peace: 1. Appreciate the linkage between peace and justice; and 2. Appreciate the extent to which social turbulence in the rest of Africa and the world impacts upon South Africa; and 3. Identify the factors, which undermine peace and stability on the African continent.
8. Show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities.	Learners will develop citizenship skills: 1. Appreciate the humanizing effect of cultural practices such as courtesy, tact, patience, care and responsibility; 2. Show respect for different cultures, religions and languages; and 3. Overcome internalized oppression which serves as a barrier to career and entrepreneurial opportunities.
Participating as responsible citizens in the life of local, national and global communities	Learners will develop: 1.Citizenship responsibility 2. Relational and contextual thinking skills. 3. Understanding of being within a global context.
Being culturally and aesthetically sensitive across a range of social contexts;	Learners will develop: 1. Tolerance and respect for others. 2. Appreciation of different cultures.
Exploring education and career opportunities;	Learners will be able to develop a sense of self management in charting out their own career paths.
Developing entrepreneurial skills	Learners will be able to develop skills for economic participation and self empowerment and self sufficiency.

(Critical and Developmental Outcomes taken from SAQA, 1997, p. 7, and
Human Rights and Inclusivity implications extracted and adapted from
Volmink, 1997)).

These "critical outcomes" emphasise the importance of critical, contextual and relational thinking skills, decision making skills, respect for and co-operation with others and human resource development. Democracy is underpinned by a notion of an active citizenry and human rights by a universalist inclusivity. Interactions with and participation within a global political economy are also given particular attention.

It is indubitable, therefore, that C2005 is designed in ways that seek to promote human rights in South African education and is consistent with generally accepted principles of a human rights and inclusivity education.

However, what can one still say about human rights and inclusivity in different learning areas? How can one promote human rights in mathematics, for example? The following addresses each of the eight learning areas and points to some possibilities that may be considered in order to incorporate human rights concerns within them.

Language, Literacy and Communication (LLC)

LLC is one of the learning areas where possibilities to deal explicitly with human rights and inclusivity issues exist. Literature, for example, can explicitly look at works that tell stories of people's experiences of oppression, exploitation and discrimination throughout the ages. Novels and poems of this ilk are numerous. The more serious question in LLC, as it is on the level of school policies as well, is the question of multilinguilism. Which languages get to be taught, which language books are written in, and which people's stories get attention remain critical questions in this area.

Human and Social Sciences (HSS)

Like LLC, HSS is also able to deal with human rights and inclusivity concerns explicitly because the content in this area allow for a direct focus on human rights issues, particularly in the area of history. But, like LLC, how inclusive the history being taught remains a critical question. What about "herstories"? What about the subjugated his/herstories of oppressed and exploited people of the world? Making HSS more inclusivist in its content, thus, remains in need of attention, but possibilities of dealing with human rights and inclusivity issues explicitly in HSS still pertain.

Technology

Explicit content on human rights and inclusivity may be difficult to come by in the area of technology, but they are by no means non-existent. In this area, though, access to technology becomes the central human rights and inclusivity issue. Who gets access to technology and which kinds of technology are crucial questions. Are "blacks" given access to technology? Are females given access to technology? Are females only allowed to study those types of technologies that are found in domestic settings, thereby further positioning women in the domestic sphere and reinforcing discriminatory stereotypes about women? An inclusivist, anti-discriminatory approach to access to technology needs to exist if technology is to contribute to the development of a human rights and inclusivity education.

Technology is also able to point to the ways in which technology gets to be used and the effects these have in human terms. Thus, an awareness of the uses of technology

can be developed in the studying of this area. In addition, and linked to such an awareness, tasks can be designed in technology learning programmes and materials where learners are asked to apply what they learnt in their own environments in ways that improve the quality of people's lives, rather than violate their rights and impoverish their existence.

Mathematics

Mathematics, like technology, may also find it difficult to come by explicit content on human rights and inclusivity that can be used in the teaching of this learning area. Again, these are by no means non-existent, but few in number. However, like technology, access to mathematics is of critical importance. Noted in many research projects historically, mathematics has been an area dominated by men and "whites". Increasing access to mathematics in anti-discriminatory and inclusivist ways is thus important (see for example, ANC Policy Document, 1994). Mathematics can also raise awareness of the ways in which mathematics has been used and the effects it has had on human lives. Possibilities of raising awareness of human rights in the applications of mathematics by learners themselves can also be tasks designed for learners in these programmes.

Natural Sciences (NS)

NS, like mathematics and technology, seems to have the same possibilities available to it in order to incorporate human rights and inclusivity issues. Increasing access to NS, raising awareness of the impact of NS on human beings through the ages and designing tasks for learners to apply NS content and skills in ways that promote human rights are possibilities in this learning area as well.

Arts and Culture (AC)

AC, like LLC and HSS, have a vast amount of content available to it to explicitly deal with human rights issues and concerns. Some critical considerations in this area are: how is AC being conceptualised? Do such ways of conceptualising AC promote the fossilisation of AC? Are stereotypical and discriminatory images and modes of representation being reproduced? Are existing "high brow" forms of AC being accepted uncritically? Are subjugated AC being excavated? Is multilinguilism receiving attention? Is multiculturalism receiving attention?

Economic and Management Sciences (EMS)

EMS is one learning area where the impact of the social division of people in terms of class and its effects can receive explicit attention. The ways in which the division of labour has promoted forms of classism, racism and sexism can receive attention. As such, explicit content in EMS that could address human rights and inclusivity issues directly are possible in this area. Access to EMS, awareness of the impact and effects of forms of EMS in human lives should also receive attention here, in the same ways as technology, mathematics and NS above.

Life Orientation (LO)

LO is one of the learning areas where the possible location of a compulsory course on human rights, such as "civic education", may be located. This is due to the fact that LO is about equipping learners with life skills explicitly and exposure to human rights issues is a life skill needed by all citizens in democratic political systems. Citizens need to know their rights and about democracy, as a necessary skill to participate as citizens in their countries. LO offers the conceptual home, as it were, for the inclusion of a compulsory course on human rights.

This paper has implicitly argued that a space in the curriculum needs to be created so that learners receive a basic and explicit orientation and exposure to human rights and inclusivity issues in their basic education and training. This is further necessitated by international instruments like the Convention of the Right of the Child which view such an exposure and orientation as a human right in itself. As such there are strong moral and legal grounds for arguing for a core focus in a dedicated learning area which would provide for basic exposure to human rights and inclusivity.

The proposal here is to recommend that **Democracy and Human Rights and Inclusivity Education** should be a component within LO. This component should provide learners with:

1. Basic political literacy – where learners will learn about what is contained in the Constitution of the Republic of South Africa, the Bill of Rights, Conventions of the Right of the Child and other laws; understanding of the political system and workings of parliaments and issues related to voting.
2. Peace education – where conflict resolution skills would be developed and the importance of tolerance, friendship and respect for others in non-violent and non-conflictual ways are emphasized.
3. Environmental education – where the importance of protecting the environment, the right to healthy living and ensuring environmental justice are covered.
4. Democracy education – where ways of working democratically are addressed explicitly and the nature and problems of democracy are dealt with.
5. Anti-discrimination and inclusivity education – where particular forms of oppressions, particularly those of "race", gender, sexual orientation, ability and class receive concentrated and explicit attention.

Again, the point that such issues will also receive attention in other learning areas needs to be reiterated. The provision of **Democracy and Human Rights and Inclusivity Education** within LO does not in any way abnegate the responsibility of other learning areas to ensure that they also promote, uphold and infuse their learning areas with human rights and inclusivity issues. The outline guidelines provided here for **Democracy and Human Rights and Inclusivity Education** is merely meant to indicate the possible foci such a component in LO may have and to ensure that the curriculum provides a space for a systematic, albeit basic, coverage of human rights and inclusivity issues.

The other components in LO can also deal explicitly with human rights issues. Religious studies, to use one example, can explicitly promote the human right to religion, belief, conscience and expression as well as the importance of respecting others no matter what their beliefs are. Explicit content on human rights issues is available for incorporation in LO.

Three points need to be re-emphasised in concluding this section. First, no matter what the learning area is, the processes that characterise the nature of pedagogical relations and experiences in the classrooms are of critical importance. The principles of a human rights education, listed above, need to be operationalised in all learning areas. Second, all learning areas are bound to ensure that the critical outcomes specified by SAQA are achieved. These roles and responsibilities pertain to all learning areas. Third, extra-curricula activities are not focused upon here because they are by far the activities that are most amenable to dealing with human rights issues concretely and explicitly. Sport, debating societies, excursions and so forth can be utilised to raise learners' awareness of human rights issues and facilitate relations among them that promote a culture based on human rights. Extra-curricula activities remain an important mechanism for use in schools in order to promote human rights; and, they are available to all learning areas.

4.   Inclusivity in Education

As argued above, human rights education is foundationally inclusivist, in that it ensures anti-discrimination and applies to all people no matter who they are. However, inclusivity also has a more distinct meaning in terms of "learners who experience barriers to learning". The Report on Education of Learners with Special Needs, released in 1997 by the National Department of education used the notion of "learners who experience barriers to learning" to refer to all learners with "special needs" which includes those with physical disabilities and those who are traumatized by violence, victims of HIV/AIDS or are in need of some form of psychological counselling In this respect, inclusivity also raises crucial considerations in terms of the curriculum and concerns that are beyond the curriculum which include infrastructural issues and questions in regard to teacher development. For human rights to be inclusivist, these areas also need serious attention.

 In this regard the following are major areas that need to addressed:

❑ How to incorporate and provide for learners with special needs in the "mainstream" of the education and training system.
❑ How to provide infrastructural support for learners with special needs, for example, making schools more accessible for people in wheelchairs or those who are blind.
❑ Making learning materials available in ways that can be accessed by learners with different needs. For example, making materials available in braille or making lessons accessible to people who are hard of hearing.
❑ Equipping educators with the necessary skills and sensitivities in order to work with learners with special needs.

As can be seen from the above, inclusivist education would need particular kinds of interventions in relation to the curriculum. In this respect, two crucial points need to

be made. First, an outcomes based education, upon which C2005 is based, provides a way in which learners with special needs would be able to experience the acquisition of knowledge at their own pace and in relation to their specific needs. They will be able to still achieve the expected outcome, but will arrive at them through distinctly different route than those followed by other learners. C2005 offers this possibility and it needs to be emphasized. Second, forms of assessment used in the assessment of learners with special needs would, out of necessity be individualized and paced at the level of the learners concerned. Again, C2005 allows for continuous forms of assessments tailored to learners' actual levels of development and performance, within the framework of learner-centredness. Thus, C2005 does provide meaningful possibilities for dealing with inclusivity in these terms. These need to, however, be emphasized constantly since learners with special needs tend to be the most marginalized and deserve to be foregrounded explicitly (see also Udvari-Solner and Thousand, 1995).

On the level of infrastructural support spatial arrangements in schools would need to be designed architecturally to allow for access for learners with special needs, especially those who are physically disabled. Learning materials would also need to be produced in ways that allow learners with special needs to gain access to such texts in ways they are able to. These interventions imply that the provision of education to learners with special needs need to occur within the "mainstream" of the schooling system, and not at some segregated, peripheralised, distant space.

Clearly, teacher development in this regard is critical. Teachers need to develop the skills, competencies and sensitivities to deal with learners with special needs in their classrooms and facilitate relations between learners with special needs and other learners. Specific teacher development programmes in this regard are necessary. access and skills development in order to ensure people with special needs have equal

This paper has attempted to outline some of the cardinal issues in relation to human rights and inclusivity in education. It has argued that human rights are essentially legal in character but need to go beyond the legal for it to be operationalised in educational terms. Human rights, it has been shown, need to be made more specific and particular in all of the levels within the school. These include the policy, educator, learner, pedagogical, ethos and curriculum levels of the school. In terms of the curriculum it has been emphasised that the nature and experiences of pedagogical processes are central to the development of a human rights education and applies to all learning areas. In looking at each learning area in particular, brief descriptions of possibilities available in them have been provided which range from explicit content, access, awareness of impact on human lives to application. In addition, an argument has also been made in this paper for a **Democracy and Human Rights and Inclusivity Education** component to be included in the Life Orientation learning area, which would provide learners with basic exposure to human rights and inclusivity issues Questions of infrastructural support and teacher development in relation to an inclusivist education have also been raised in conclusion. Throughout there has been a particular conception of the kind of learner that is envisaged as an outcome of infusion of human rights and inclusivity into the school curriculum. Likewise there is a particular conception of the kind of educator that is expected to promote and uphold human rights and inclusivity in the lives of schools. It would be appropriate at this point briefly to what are the characteristics of the profiles of

learners and educators within the context and perspectives of human rights and inclusivity.

The Learner:

The learner that is expected through experiencing a curriculum that is based on and promote human rights and inclusivity is one who is:
❑ Aware of human rights and inclusivity.
❑ A critical and active citizen.
❑ Tolerant and respectful of others.
❑ Works collaboratively, is accountable and responsible.
❑ Skilled and competent.
❑ Promotes peace and does not cause conflict.
❑ Respects the environment and healthy life-styles.

The Educator:

The educator that is presupposed in the teaching and learning of a curriculum that is based on and promotes human rights and inclusivity is one who is:

❑ Skilled in human rights and inclusivity
❑ Sensitive to the ways in which human rights and inclusivity come into play within the context of the school.
❑ Democratic and not authoritarian.
❑ Open to views and opinions held by learners, even if these are what the educator may not agree with.
❑ Accountable, fair and just.
❑ Not punitive and promotes an environment of safety and security for learners.
❑ Mindful of the right of the environment.
❑ Socially and politically critical and responsible.
❑ Professionally competent and in touch with contemporary developments particularly in their areas of expertise.

In many ways, however, the actual development of human rights in education is very much a matter of what happens in practice. Whilst curricula prescriptions and designs can, as they should, incorporate human rights and inclusivity explicitly, the actual implementation of them in the reality of daily practices is what will ultimately matter. In this regard teacher development is of particular and critical importance. But, monitoring and evaluation of what happens in practice seems to be of equal importance. After all, if human rights are not being upheld in practice, they lose their fundamental purpose and meaning.

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Exit-Level Outcomes for Human Rights and Inclusivity for the General Education and Training Certificate

André Keet

Introduction

The need and rationale for education for human rights and values congruent and comparable with acceptable international norms and standards has grown parallel to the massive proliferation of human rights enunciations in the latter part of the previous century and has achieved the status of "international consensus" as a result of world-wide state deliberations at the United Nations.

Human Rights Education can rightly claim a position of centrality in the efforts to realize the promises embodied in the articles of the numerous declarations, conventions and covenants. South Africa, as a signatory to most of the major international instruments and directed by its own constitutional framework, has set out on a path aimed at mobilizing all the machinery at its disposal to develop a country based on respect for human rights, dignity and equality.

The education and training sector is probably the most potent vehicle available to the country to achieve these noble goals and this acknowledgement is evident in the education policy and legislative framework since it is clearly directed at these goals as reflected in the first White Paper on Education and Training, the National Education Policy Act, etc. It is now up to curriculum developers, education authorities and education practitioners to develop strategies and practices that seek the infusion of human rights and human rights values in educational practices in the interest of contributing to the development of critical citizenry, characterized by respect for human dignity and equality.

General Education And Training Certificate

The discussion paper on the GETC stresses the importance of the integration of knowledge, skills and values and calls for an overlay of values that inform knowledge acquisition and skills development.

The purpose of the GETC as recommended (recommendation 3) in the discussion document states:

> The primary purpose of the GETC is to equip learners with the knowledge, skills and values that will enable meaningful participation in society as well as continuing learning in further education and training, and provide a firm foundation for the assumption of a productive and responsible role in the workplace.

The South African society and societal and other arrangements are based on the principles of the Constitution and the Bill of Rights thereby placing human rights at the centre of our envisioned social contracts and social and other interactions. In short, human rights provide the guiding principles for how South Africa sees itself with regard to various interactions and interrelations such as those between state and world, state and citizen, and citizen and citizen.

Human Rights and Values Education do not propagate the compromise of the integrity, roles and functions of the subject areas crucial for development. Rather, it aims to conceptualize these subject areas as vehicles by which the common goal and promise of human rights can be achieved.

Furthermore, the proliferation of international human rights standards and the South African policy and legislative framework provided impetus to the human rights field as a new career path with ample opportunities. The need for human rights practitioners has never been so great as at this point in time in our country's history…nationally and internationally. Therefore, human rights and values education should be viewed both in terms of its possibility to develop a human rights culture using subject areas as vehicles and as a career path that provides for the development of human rights practitioners.

Critical Outcomes and Human Rights, Inclusitivity and Values

The following critical outcomes as proposed by the South African Qualifications Authority provide the basis for identifying measurable and assessable human rights and values outcomes at the exit level of the GETC (grade 9):

Learners will:
  a) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
  b) Work effectively with others as members of a team, group, organization, community
  c) Organise and manage oneself and one's activity responsibly and effectively
  d) Collect, analyse, organize and critically evaluate information
  e) Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/ or written presentation
  f) Use science and technology effectively and critically, showing responsibility towards the environment and health of others
  g) Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

It must be the intention underlying any programme of learning to make an individual aware of the importance of:

  a) Reflecting on and exploring a variety of strategies to learn more effectively
  b) Participating as a responsible citizen in the life of local, national and global communities
  c) Being culturally and aesthetically sensitive across a range of social contexts
  d) Exploring education and career opportunities, and
  e) Developing entrepreneurial opportunities

A range of values and principles are affirmed by the critical outcomes such as respect, responsibility, accountability, caring, support, action, participation, etc. The critical outcomes define the possible assessable outcomes for human rights and values for the GETC level and point to three strands:

1) Human Rights and Responsibilities
2) Principles, Values and Attitudes
3) Participatory Citizenship, Civics and Governance

Human Rights Concepts and Values: A Comparative Analysis

Drawing from her experience and research in a number of countries, Betty Reardon (1995: 14) who is closely associated with the United Nations Decade for Human Rights Education, proposed a developmental sequence (grade R-12) for human rights concepts and values as the basis for planning curricula. Using a three-column table, she distinguishes between core concepts and values; human rights standards and instruments; and issues and problems. Her suggestion for grade 7-9 is reflected in the table below:

Core concepts and Values	Human Rights Standards and Instruments	Issues and Problems
- Justice - Equality - Equity - Conventions - Covenants - Global Responsibility - International Law	- Regional Instruments (African Charter) - UN conventions and Covenants - Elimination of Racism - Discrimination against Women - Civil and Political Rights - Economic, Social and Cultural Rights	- Ethnocentrism - Racism - Sexism - Authoritarianism - Colonialism - Hunger

Felisa Tibbitts (1996), drawing on her experiences from working on Citizenship Education in Central and Eastern Europe (emerging democracies) added a forth column on core skills to the Reardon model. In addition, she tries to integrate education for citizenship with human rights education and reflects on a crucial and instructive caution that human rights and education for citizenship should remain committed to "engaging students in critical thinking and imaginative participation in their immediate political and social worlds".

The Educate America Act of 1994 affirmed the notions of a new vision for civics education that is not geared towards indoctrination but rather intended to develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles of the Constitutional Democracy. However as Tibbitts (1996) argues, there remains room for renewal and redirection.

In a study on human rights education in African Countries, Martin, Gitta and Ige (1997: 446) noted that a number of countries have integrated human rights and democracy with existing civics programmes. For instance, the stated goal of a

Ugandian programme is "to help students realize the importance of constitutional governance, the rule of law and respect for human rights". Programmes in other countries focus on tolerance, non-violence, ethnic discrimination, government and electoral processes.

A close examination of trends in human rights education in established and emerging democracies underscores the suitability of the strands stated above which have their grounding in the critical outcomes. They are:

      1) Human Rights and Responsibilities
      2) Principles, Values and Attitudes
      3) Participatory Citizenship, Civics and Governance

The implication for curriculum development and the identification of exit level outcomes for GETC is self-evident. These outcomes should reflect knowledge, skills and values that, upon attainment or acquisition, should enable learners to participate actively in our constitutional democracy and demonstrate behaviours and attitudes based on the values and founding principles of the Constitution and Bill of Rights. Moreover, as observed by human rights educators in Eastern Europe, it also contributes to the development of active adults since teachers, educators and parents are as a consequence and a necessity, exposed to it.

Human rights, Inclusivity, Values, Assessment and GETC Exit-level Outcomes

The recommendation in the GETC discussion document proposes that GETCs should stipulate the exit-level outcomes that learners need to demonstrate towards achievement of the qualification. This is in line with National Standards Body Regulations of the South African Qualifications Authority. Specific outcomes and levels are then articulated on the basis of the exit-level outcomes.

Assessment, as the generation and collection of evidence of learner achievement, includes the evaluation of this evidence against stated outcomes, and ultimately against the exit-level outcomes for purposes of ascertaining learner achievement towards achievement of the GETC. As such, exit-levels outcomes of the GETC should reflect the aggregate skills, knowledge and values embodied in the specific outcomes of the learning areas and programmes on the preceding levels.

This means that the exit-level outcomes for human rights and values should reflect a level of accuracy (congruence/ compatibility) in relation to the outcomes for the lower levels. Fortunately, much work has been done and tested in the South African context, more notably that of the progress maps developed by the Gauteng Department of Education and the Gauteng Institute for Curriculum Development. Furthermore, the exit-level outcomes can take their cue from the vast array of resources associated with the development of Curriculum 2005 and the National Qualifications Framework.

In the absence of learning area outcomes at this stage of the streamlining process of C2005, we assume that the substance of the specific outcomes will not differ drastically from that of the original C2005.

We propose that the exit-level outcomes for the GETC, reflect the outcomes stated in the three strands below. The outcomes match the profile of the learner referred to in the first paper in this report.

Exit-Level Outcomes: Human Rights And Responsibilities

By the end of grade 9 learners will be able:

a) <u>Demonstrate</u> an awareness of the evolution of human rights.

b) <u>Display the capacity and skill</u>s to access human rights protection mechanisms, nationally and internationally.

c) <u>Express, debate, evaluate, take and defend positions</u> on human rights and responsibilities with regard to contemporary challenges (e.g. crime, environment, poverty, discrimination).

d) <u>Garner, analyze and reflect on</u> information and <u>take part</u> in human rights debates.

Exit-Level Outcomes: Principles, Values And Attitudes

By the end of grade 9 learners will be able to:

a) <u>Explain, express and justify</u> the importance and meaning for all citizens to hold shared values and principles.

b) <u>Identify</u> ways people can work together and <u>work with others</u> to promote the shared values and principles of the nation within the context of diversity.

c) <u>Describe</u> conflicts among the fundamental values and principles.

d) <u>Explain</u> the necessary conditions for developing constitutional democracy and their responsibility within it.

e) <u>Know</u> the principle of inclusivity as a human rights principle aimed at eradicating discrimination.

f) <u>Demonstrate</u> sensitivity towards other people and the environment.

Exit-Level Outcomes: Participatory Citizenship, Civics And Governance

By the end of grade 9 learners will be able to:

a) <u>Know</u> about and <u>explain</u> the functions of government and its structure, possibilities and limitations.

b) <u>Explain</u> democratic and participatory citizenship and identify and <u>demonstrate</u> ways in which individuals and communities can take up civic and environmental responsibilities.

c) <u>Express</u> themselves as South African, African and world citizens with national, regional and global responsibilities.

The exit-level outcomes provide the working groups with a basis from which to "design down" to develop performance benchmarks appropriate to levels R to 9. The knowledge, skills and values straddle all levels and they are built upon towards reaching the exit-level outcomes. The developmental sequence provides a guide for how this can be done.

Exit-level Outcomes and Assessment Standards: Illustration

We assume that since human rights and inclusivity are transversal issues, the learning area and the qualifications groups will develop exit level outcomes and assessment standards that will integrate human rights and iinclusivity issues. Therefore, the HRI group has developed guidelines and exemplars for each of the learning areas. However, below are a few illustrations that might assist the qualifications working group:

<u>Example 1</u>

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 9 learners will be able to: <u>To display the capacity and skills</u> to access human rights protection mechanisms, nationally and internationally.	By the end of grade 9 learners will be able to apply knowledge to access protections mechanisms: - Abuse - Respect	By the end of grade 9 it is expected that learners: Know the various protections agencies and their respective specialized functions and develop plans and pathways to access	To achieve the outcome, learners should be able to: - Identify abuses - List protection agencies nationally and internationally	Summative and formative assessment strategies may include: - Case studies, project work, research project to ascertain learners' level of discrimination

Learning Outcome	Core concepts, skills and content	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
	- Social Justice - Environmental Justice - Equality - Covenants - Conventions - Bill of Rights	them.	- Ascertain which violations of human rights are dealt with by the respective agencies. - Construct and test plans for accessing protection agencies - Evaluate performance of protection agencies.	between various forms of abuses - Construction and testing of access plans - Worksheets with options and incomplete models - Test to ascertain knowledge and understanding of the functioning of protection agencies. - Debates

Example 2

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 9 learners will be able to: Explain, express and justify the importance and meaning for all citizens to hold shared values and principles.	By the end of grade 9 learners will be able to express and justify the importance for all citizens to hold shared values and principles - Founding Principles - Democracy - Equality - Human Dignity - Social Justice - Environmental Justice - Anti-discrimination - Social Responsibility - Multi-lingulalism	By the end of grade 9 it is expected that learners: Demonstrate an understanding of democratic practices and the principles and values associated with it when they: - Explain links between bias, prejudice and discrimination - Evaluate, take and defend positions on the importance to for all citizens to hold a set of shared values and principles - Participate in developing a culture based on respect, human dignity and equality	To achieve the outcome, learners should be able to: - Explain bias, prejudice and discrimination - Work with others and contribute to discussions on values and principles. - Demonstrate an understanding of social and environmental responsibility	Summative and formative assessment strategies may include: - Case studies, project work, research project and group work to assess principles of cooperation and respect. - Tests to ascertain knowledge and understanding of the importance of shared values and principles as fundamental to the functioning of Democracy

Example 3

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 9 learners will be able to:	By the end of grade 9 learners will be able to explain the functions of government and its structures and possibilities.	By the end of grade 9 it is expected that learners:	To achieve the outcome, learners should be able to:	Summative and formative assessment strategies may include:
<u>Know</u> about and <u>explain</u> the functions of government and its structure, possibilities and limitations.	- Constitutional Democracy - Governance - Constitutions - Parliament - Levels of Government - Separation of Powers - Accountability - Public Participation	- Explain, analyze, discuss and reflect on significant elements relating to the operation of constitutional democracy - Explain the importance of the rule of law; separation of powers; accountability and public participation	- Explain and show evidence of their understanding of the functioning of government - Construct plans for public participation on constitutional issues - Draw schema on the structure of government and the separation of powers - Explain the role and functioning of parliament	- Timelines to represent constitutional developments in South Africa - Diagrams and schemas to signify structure of government represent - Charts and posters - Tests - Plan construction

Appendix: Developmental Sequence for HRE

Developmental Level	Core Concepts and Values	Core Skills	Issues and Problems	Human Rights Standards and Instruments
Childhood **Early grades Ages 5-8 Classes K-3**	Rules Order Respect Fairness Identity Diversity Cooperation Personal responsibility	Cooperation/sharing Communication skills: self-expression, listening Working in small groups Problem-solving Understanding cause-effect Analyzing reasons for acts Empathy	Inequality Unfairness Harm	Classroom rules Family life United Nations ?Declaration on the Rights of the Child
Later Childhood **Middle grades Ages 9-11 Classes 4-6**	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation	Defending a position Questioning to clarify information, point of view Distinguishing between fact and opinion Managing conflict Discussing public affairs Performing school or community service	Prejudice Discrimination Poverty Injustice Selfishness	Community standards Convention on the Rights of the Child Universal Declaration of Human Rights History of H uman Rrights
Adolescence **Upper primary Ages 12-14 Classes 7-9**	Natural rights Rule of law Justice Equity Security Global responsibility International law Interactions among nation-states	Understanding other points of view Citing evidence in support of ideas or position Using print and electronic resources to acquire, share information Questioning public officials/experts/others, gathering information from officials and agencies	Ethnocentrism Racism/Sexism Ignorance Authoritarianism Cynicism Powerlessness Hunger Colonialism	Regional human rights conventions U.N. covenants/ conventions: Civil & Political Rights; Economic, Social & Cultural Rights; Elimination of Racism; Discrimination Against Women. Indivisibility of human rights Three generations of Rights
Youth **Secondary School Ages 15-17 Classes 10-13**	Moral exclusion/moral inclusion Moral responsibility Civil society/role of voluntarism Global citizenship Ecological responsibility Global political demographics, environmental developments Peace	Civic problem-seeking/ problem-solving Participation in civic organizations, political parties, interest groups Writing letters, petitioning, speaking, testifying on political issues Fulfilling minimal civic responsibilities, voting	Apathy Political repression Civil disobedience Environmental abuse Genocide Torture	Nuremberg principles U.N. Conventions: Prevention & Punishment of Genocide; Prevention & Elimination of Torture National and international mechanisms for human rights protection Evolving human right standards

Felisa Tibbutts: Portions of these goals were adapted from Betty A. Reardon, *Educating for Human Dignity* (University of Pennsylvania Press, 1995), p. 12.

Implementation: Guidelines for Teacher Development

Nazir Carrim and Suren Govender

Introduction

The aim of this paper is to explore the ways in which teacher development is implicated in considerations of human rights and inclusivity. It is evident that in order to effectively realize the implementation of human rights and inclusivity education, teachers would need to be adequately skilled and professionally competent to operationalise human rights and inclusivity in their own practice.

The first part of this paper looks at the requirements of teacher development on the basis of the principles of human rights and inclusivity education. The second part looks at South African teachers in the context of the *Norms and Standards for Educators*. The third part of this paper focuses on the nature of training models to be put into place so that teacher development in this regard is to have its desired effects. The last part of this paper raises issues about teachers as subjects of human rights and rather than just purveyors of human rights and inclusivity.

The principles of a human rights and inclusivity education are:

- ❑ Democratic arrangements and ways of working.
- ❑ Allow for participation of all actors in decision making processes.
- ❑ Provide a safe and secure environment.
- ❑ Be inclusive
- ❑ Allow for independence and freedom.
- ❑ Protect the right of people to privacy.
- ❑ Be explicit about anti-discrimination.

In relation to the above principles of human rights and inclusivity education, the kind of teacher that is presupposed is one who is:

- ❑ Skilled in human rights and inclusivity
- ❑ Sensitive to the ways in which human rights and inclusivity come into play within the context of the school.
- ❑ Democratic and not authoritarian.
- ❑ Open to views and opinions held by learners, even if these are what the educator may not agree with.
- ❑ Accountable, fair and just.
- ❑ Not punitive and promotes an environment of safety and security for learners.
- ❑ Mindful of the right of the environment.
- ❑ Socially and politically critical and responsible
- ❑ Professionally competent and in touch with contemporary developments particularly in their areas of expertise.

This profile of the teacher in human rights and inclusivity education highlights the type of skills and competencies teachers are required to acquire in order to effectively realize human rights and inclusivity education meaningfully in practice. However,

before explicating specifically what these skills and competencies are in the context of teacher development programmes, it should be noted that **all** teachers in schools that intend to promote and uphold human rights and inclusivity are expected to develop such skills and competencies. The teacher development being addressed here is aimed at all teachers, not only those who teach human rights and inclusivity, those who are in the human and social sciences, arts and culture or life orientation. Teachers of technology, natural sciences, mathematics and economic management sciences are equally required to acquire such skills and competencies. In fact it could be argued that teachers of the "sciences" are more in need of such development because teachers of the "arts" have a degree of familiarity with human rights and inclusivity issues which they obtained in their basic initial training (see Osler and Starkey, 1996 and Gill and Levidow, 1987 for example in this regard).

The skills and competencies that teachers require for human rights and inclusivity may be adumbrated as follows:

1. Understand the basic components of human rights and inclusivity education, which includes democracy education, citizenship education, peace education, environmental education and anti-discrimination education
2. Be skilled in working democratically and ensuring democratic patterns of relations in their own teaching contexts.
3. Be adept at facilitating independent and group learning
4. Be able to demonstrate tolerance, compassion, respect and openness.
5. Be fair and just, particularly in relation to forms of assessment used.
6. Be socially and politically informed.
7. Be able to use learning materials in ways that promote and uphold human rights and inclusivity.
8. Be abreast with developments in their areas of expertise and with a sense of professional accountability.
9. Be open to self development and appraisal.
10. Be actively participant in decision making processes in their contexts.

The above list of knowledge, skills and competencies required of teachers for human rights and inclusivity education suggests that teacher development programmes for human rights and inclusivity need to be structured to cover seven cardinal areas. These areas are:

1. Knowledge of human rights and inclusivity education.
2. Basic recognition and identification skills for instances of oppression and exploitation, and people who may have special needs.
3. Skills in working democratically.
4. Pedagogical competencies.
5. Subject knowledge competence
6. Knowledge of possibilities for self development.
7. Wider social, political, economic and cultural awareness.
8. Awareness of personal qualities required.

In many ways the *Norms and Standards for Educators* policy adopted by the National Department of Education in 2000 capture these teacher development requirements of

human rights and inclusivity education as well. It is on the *Norms and Standards for Educators* that focus is now placed.

Norms and Standards for Educators in South Africa

The *Norms and Standards for Educators* requires educators to manifest three levels of competencies: practical competence, foundational competence and reflexive competence. In brief, practical competence is a demonstrated ability to make informed decisions of possibilities for action in a particular context; foundational competence is when learners are able to demonstrate an understanding of the knowledge that underpins particular actions; and, reflexive competence is when learners understand the reasons for actions and can adapt to changes and know why such changes occur.

The *Norms and Standards for Educators* also points out that practical, foundational and reflexive competencies should be manifested in the seven identified roles that educators are expected to fulfill. These seven roles are:

1. Learning mediator.
2. Interpreter and designer of learning programmes and materials.
3. Leader, administrator and manager.
4. Scholar, researcher and lifelong learner.
5. Community, citizenship and pastoral role.
6. Assessor.
7. Learning area/subject/discipline/phase specialist.

As can be noted the roles and competencies required of educators in terms of the *Norms and Standards for Educators* is consistent with the requirements of educators from a human rights and inclusivity perspective. In particular, though, what the *Norms and Standards for Educators* specifies in terms of the "community, citizenship and pastoral role" of educators is of direct relevance to human rights and inclusivity education. However, it should be re-emphasised that all the roles of educators in the *Norms and Standards for Educators* are pertinent to human rights and inclusivity education. The "community, citizenship and pastoral role" of educators directly addresses human rights and inclusivity issues and is being highlighted here for that reason.

The *Norms and Standards for Educators* specifies the following in relation to the "community, citizenship and pastoral role" of educators:

Practical Competences
(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action)
Developing life skills, work skills, a critical, ethical and committed political attitude, and a healthy lifestyle in learners.
Providing guidance to learners about work and study possibilities.
Showing an appreciation of, and respect for, people of different values, beliefs, practices and cultures.
Being able to respond to current social and educational problems with particular

emphasis on the issues of violence, drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with these issues.
Counselling and/or tutoring learners in need of assistance with social or learning problems.
Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person.
Conceptualising and planning a school extra-mural programme including sport, artistic and cultural activities.
Operating as a mentor through providing a mentoring support system to student educators and colleagues.
Foundational Competences
(Where the learner demonstrates an understanding of knowledge and thinking which underpins the actions taken)
Understanding various approaches to education for citizenship with particular reference to South Africa as a diverse, developing constitutional democracy.
Understanding the key community problems with particular emphasis on issues of poverty, health, environment and political democracy.
Knowing the principles and practices of the main religions of South Africa, the customs, values and beliefs of the main cultures of South Africa, the Constitution and Bill of Rights.
Understanding the possibilities for life-skill and work-skill education and training in local communities, organizations and business.
Knowing about ethical debates in religion, politics, economics, human rights and the environment.
Understanding child and adolescent development and the theories of learning and behaviour with emphasis on the applicability in a diverse and developing country like South Africa.
Understanding the impact of class, race, gender and other identity-forming forces on learning.
Understanding formative development and the impact of abuse at individual, familial and communal levels.
Understanding common barriers to learning and the kinds of school structures and processes that help to overcome these barriers.
Knowing about available support services and how they may be utilized.
Knowing about the kinds of impact school extra-mural activities can have on learning and the development of children and how these may best be developed in co-operation with local communities and business.
Reflexive Competences
(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions)
Recognising and judging appropriate intervention strategies to cope with learning and other difficulties.
Reflecting on systems of ongoing professional development for existing and new educators.
Adapting school extra curriculum programmes in response to needs, comments and critcism.

Reflecting on ethical issues in religion, politics, human rights and the environment.
Reflecting on ways of developing and maintaining environmentally responsible approaches to the community and local development.
Adapting learning programmes and other activities to promote an awareness of citizenship, human rights and the principle and values of the constitution.
Critically analyzing the degree to which the school curriculum promotes HIV/AIDS awareness.
Critically analyzing the degree to which the school curriculum addresses barriers to learning, environmental and rights issues.

(*Norms and Standards for Educators*, 2000).

The above table, in conjunction with the other six roles identified in *Norms and Standards for Educators,* provide a useful and fairly comprehensive picture of what outcomes a teacher development programme in respect to human rights and inclusivity education ought to achieve. It is now important to address some of the issues in regard to the nature of the training models used in teacher development for human rights and inclusivity issues.

The Nature of Training Models in Teacher Development for Human Rights and Inclusivity Education

The Report of the Review Committee of C2005 pointed out the problems with regard to "cascading models" of teacher development programmes and there is no need to repeat those points here. What is of relevance here is the "cascading model"would be inappropriate for human rights and inclusivity teacher development programmes. In addition to the problems the Review Committee's Report identified, for human rights and inclusivity education the "cascading model" would not necessarily ensure that all educators receive the depth and scope of the training they actually need in this context. Given the profile of the teacher for human rights and inclusivity education and the knowledge, skills, competencies and roles specified for educators in the *Norms and Standards for Educators* it is crucial that training programmes in human rights and inclusivity education reach every teacher and qualitatively equip all teachers with what is required. Failure to do so is likely to impact negatively on the realization of human rights and inclusivity in classrooms, among learners and within the school as a whole. As such, the model for teacher development in human rights and inclusivity education needs to be school based, individualized according to the kind of educator being developed, substantial and rooted in the actual practices of educators.

This means that human rights and inclusivity education teacher development programmes cannot be "one-off" type of programmes but ongoing and cumulative. In addition, they are not optional but compulsory for all educators. In this regard, it is recommended strongly here that formal and official time for teacher development in human rights and inclusivity education needs to be a matter of national policy.

However and perhaps unlike other types of teacher development programmes, teacher development for human rights and inclusivity needs to be accompanied by actual monitoring of the application of what has been achieved through the development programme in actual practice of the educators involved. The purpose of teacher

development in human rights and inclusivity education is meant to alter qualitatively the ways in which teachers teach, how they relate to others, how they view themselves and others and how they address issues of discrimination and violation that they may encounter. As such, teacher development in this context has to be accompanied by ongoing monitoring and support which should form part of the development programme in the first and final instances. This is also to ensure that human rights and inclusivity teacher development programmes do not degenerate to the level of bland and superficial coverage of the issues at work here, but rather that an in depth, meaningful understanding of such issues is developed so that they actually impact of the daily practices and lives of educators and learners

Furthermore, teacher development programmes in human rights and inclusivity education cannot, and should not, ignore the fact that teachers are subjects of human rights and inclusivity as well, like every other citizen in the country. As such, teachers are not only purveyors and reproducers of human rights and inclusivity. What follows pays specific attention to teachers as subjects of human rights and inclusivity in the context of teacher development programmes.

Teachers as Subjects of Human Rights and Inclusivity Education

There are four aspects in relation to teachers as subjects of human rights and inclusivity education that need to be raised here: 1) access and inclusivity; 2) support and 3) recognition and accreditation.

All teachers need development in human rights and inclusivity education. Rural, deep rural, suburban, periurban and urban teachers. "Black"and "white" teachers, male and female teachers, able and disabled teachers. All teachers. It is thus, crucial to ensure that programmes are designed in ways that would reach all teachers and be cognizant of what needs to be done to make such progammes accessible to all teachers.

Access also is a matter of language used in the training programmes as well as the materials used within them. The programmes used need to seriously ensure that they are accessible in all of the official languages or at least four of them, which could be English, Afrikaans, one Nguni and one seSotho language. In addition, it follows that materials produced for such programmes need to be available when they are conducted at the very least if they are not made available to teachers prior to the programme being conducted which is what would ideal. In addition, it is crucial to also keep in mind that access in terms of language is also about giving access to those with special needs, particularly the blind and the deaf.

As such, the teacher development programmes for human rights and inclusivity need to ensure access and be inclusivist in its design, preparation and delivery.

The point about teachers requiring on going support has been raised above, but is being repeated here in order to emphasise that human rights and inclusivity education cannot be conceptualized as an "one off" event. It would need ongoing monitoring and support which has to be systematically and systemically provided. Teachers cannot be just given some input and then be left to either "sink or swim", as it were. In the spirit and principles of human rights and inclusivity, a developmental, supportive and formative approach to teacher development needs to be in place.

Finally, due recognition and accreditation of teacher development programmes in human rights and inclusivity deserve urgent and serious official attention. Such development programmes need to be officially recognised and endorsed and teachers ought to be given credit formally for what they have achieved through them. This requires official time being allocated for such teacher development programmes, qualification and accreditation systems and/or their equivalents to be explored. It is crucial that teachers participation in such development programmes be made to count and be seen as counting as something of worth. Otherwise the teacher development programme will not have accompanying incentives and the value of human rights and inclusivity education progammes will be seriously compromised.

This paper has argued that teacher development for human rights and inclusivity need to be informed by the principles of human rights and inclusivity education. It has also been argued that the *Norms and Standards for Educators* specifies the compentencies, knowledge, skills and roles of educators in ways that are consistent with the principles of a human rights and inclusivity education. In this regard, the knowledge, skills and competencies of teachers in their "community, citizenship and pastoral" role is of particular importance. This paper has also outlined the type of teacher development programme that ought to inform human rights and inclusivity programmes for teachers. In conclusion, it has also been argued that the teacher development programmes for human rights and inclusivity education need to take meaningful cognizance of teacher as subjects of human rights and inclusivity with regard to issues of access and inclusivity, ongoing developmental support and recognition and accreditation. The effective realization of human rights and inclusivity education ultimately depends on the extent to which teachers themselves are informed about and skilled in actually **doing** human rights and inclusivity education in their own practices and contexts.

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Implementation: Guidelines for Learning Support Material

Anthony Meyers

Introduction

The nature, quality and quantity of relevant Learning Support Materials (LSM) will have a huge impact on the success of the implementation of the NCS.

In order for quality LSM to support transversal issues such as social justice, equity, development, values, rights, the environment and issues such as HIV/AIDS there are key issues to consider. Some of them relate to the choice of content, kinds of activities but very much also the knowledge it would convey.

It would be useful to however first clarify the principles that would underlie such an endeavour.

Principles

The first principle relates to access. From human rights and inclusivity perspective it is important to ensure a multidimensional access to LSM.

Following on the key thrust identified in the curriculum Review process of accessibility in terms of plain language without compromising the rigour that is required to attain the learning area specific skills, knowledge and values will be a priority.

Given the diverse nature of learners that LSM will be targeting the ability of the material to give access to all is of critical importance. This will relate to how issues of language (both as language of learning and teaching and covering the official languages and languages to be promoted), ability, large classes, differentiated levels of learners in classrooms are dealt with by offering guidelines for support and assessment.

In terms of the implementation process the timely availability of LSM to where it is most needed, in remote and poor schools, will determine the success of implementation of the NCS.

Funding and logistical issues bring to bear the particular focus that need to be given to equity. The access of LSM to the poor, rural and underdeveloped areas where resources is needed most needs to be considered. The rights all learners to access materials for teaching and learning to take place are pertinent here.

Access to materials such as laboratories and workshops need to be planned for and monitored with urgency. The importance of LSM in providing a catalyst to creatively deal with such issues when it is the only resource available is pertinent here.

In order to ensure that the dignity of all learners is respected the ability of LSM to

affirm all learners would need to be emphasized clearly and explicitly. Clear processes are required to ensure that materials in fact do not discriminate against particular groups of learners.

A key principle would be to ensure that HRI are covered in three specific ways:

1. It is infused throughout the curriculum on a continuous or ongoing basis that will ensure that questions like racism, sexism, disability and other forms of discrimination will be dealt with directly.
2. It is provides for specific targeted programmes that will focus on commemorative days in relation to HRI
3. It is provided for HRI in the strands/ home e.g. that the strand to be renamed as the **Democracy, Human Rights and Inclusivity Education** (as proposed by the Human Rights and Inclusivity Working Group).

A further principle relates to the extent to which learning support materials succeed to tap into and release subjugated knowledge – freeing up areas of knowledge that has been up to now marginalised / not taken into account. Issues around the Africanisation of the curriculum are pertinent here.

A critical question to consider is what role LSM will play in a strategy for the development of languages that have been systematically marginalised. As a principle LSM should be used as a key intersectoral (operating within an integrated strategy) resource for the development of such languages.

If LSM should act as interpreter, resource and support for the NCS it would need to adhere to the principles outlined here.

What are learning support materials?

It is agreed that all support materials necessary and essential for effective learning and teaching makes up LSM.

In terms of the demands placed on the system by a flexible curriculum that accommodates the diversity of learners these needs to be clearly unpacked. To what extent will LSM provide for curriculum adaptations based on the same standards that could be used for with students with significant disabilities? How would learners performances be assessed and what learning styles are being implied?

Given the rapid technological advances and globalisation of our society, the rights of learners to LSM responsive to these demands need to be factored in.

In terms of the modes of delivery of the curriculum technology enhanced learning need to be factored in as well.

From an HRI perspective this will translate into the right of learners to LSM. Sufficient attention need to given to this issues for the strategy to achieve its ends.

Production of materials

There are critical issues that relate to the production of materials.

The question of who produces what and for whom needs to be asked here. Developments within the publishing industry indicate that currently producers of materials do not reflect the demographics of the target groups they aim to serve. This issue will have to be considered carefully against the real danger of learning support materials discriminating against and not affirming the diversity of learners.

This raises further issues with regard to ensuring equity within the sector. Here specific attention needs to be given to gender, disability and marginalised languages.

Production processes would have to be in line with requirements as laid out in procurement and tendering processes and procedures.

The role of teachers as producers of learning support materials has received considerable discussion. A clear strategy for ensuring that all educators especially those in marginalised and disadvantaged sectors are capacitated is required.

Evaluation and Selection of LSM

The evaluation and selection process for LSM needs to be done in relation to a set of criteria.

A human rights and inclusivity perspective of this process will, in addition to issues of content, language, organization, lay out and presentation, reflect on a set of criteria in the form of a checklist to ensure compliance. These guidelines should be explicitly infused with the principles of and practices of human rights, inclusivity and social justice.

It is taken as given that even materials that are not "politically correct" should be made available for critical engagement in order to understand fully the ways in which human rights violations and forms of discrimination are articulated and legitimated in materials.

Issues of content will need to also facilitate learning with the same flexibility that characterises an inclusive curriculum. Issues of sensitivity to teaching and learning styles and how knowledge is dealt will also be considered. LSM would particularly need to be checked for bias, accuracy of information, prejudice and direct and indirect forms of discrimination.

It is important that materials should not only be context sensitive but also allow for learners to be developed for participating as a global citizen. LSM should be learner-centered and interactive allowing sufficient expanded opportunities for learning.

Materials should, out of necessity, be focused on the developmental needs of learners and be clear with respect to intended target groups.

The recommendation on using plain, accessible language holds for LSM as well. The appropriate style, fluency and clarity are also pertinent here.

Access with regard to organisation, lay out and design needs specific attention. This relates to planning, illustration, type setting, and indicating variations in texts.

Further implementation issues

The implementation working-group in particular should focus on adequate resources needed to ensure successful implementation of an inclusive curriculum. There are particular needs in relation to human resources, infrastructure, time, financial resources, facilities, and equipment.

This working group should engage with these issues and consider their impact on the implementation of the National Curriculum Statements with respect to:

- materials and equipment which have to be made available
- Material and equipment, in particular assistive devices, to those learners who cannot gain access to learning because of a lack of appropriate resources.
- The working group should take particular note of the debates and emerging proposals for the principles that would underpin resourcing in this sector. The issues around a sustainable resourcing strategy should also be given attention.
- There will be further and specific demands placed on LSM from particular learning areas, and these need to kept in mind.

Checklist. Monitoring and Infra-structural Concerns

André Keet and Nazir Carrim

Introduction

The aim of this paper is to outline possible ways in which the effective realization of human rights and inclusivity may be said to be operational in practice. The importance of this cannot be emphasized sufficiently. Human rights and inclusivity need to be existent in actual situations and practices, otherwise they lose their actual purpose and meaning. Human rights and inclusivity are aimed at qualitatively improving the conditions of people's lives and if this is not found to be the case in reality human rights and inclusivity cannot be claimed to be in place. In the light of this, it is crucial that ways of checking whether human rights and inclusivity in fact operate in practice need to be outlined and this paper attempts to do that.

The checklist, however, needs to cover different levels. Given that our focus here is mainly on the curriculum for the GET band of the education and training system, these levels of the checklist are:

1. In relation to learning areas.
2. Infra/structural provisions.
3. Monitoring on the level of implementation.

This paper provides a possible checklist that may be used in relation to each of the learning areas to ensure that human rights and inclusivity concerns are taken into account meaningfully and on the basis of human rights and inclusivity principles and values. These appear in the latter section on this paper.

Infra/structural Provisions

There are basic infra/structural provisions that need to exist as a matter principle. Basic and adequate provisioning for schools need to be ensured. Currently in South African education and training, as it is widely noted, there are ongoing disparities on the level of resources existent in schools throughout the country. Being a legacy of apartheid, many schools still remain drastically under-resourced and these need to be redressed as a matter of urgency.

Linked to basic and adequate resources in schools are questions of access to schools, which affects particularly those schools in rural settings. Ensuring that learners and educators are able to get to schools needs to taken into account as well. These raise issues of transport to school and proximity of schools in relation to where learners and educators come from. For education and training to operate in human rights and inclusivity ways such matters need to be checked constantly and strategies to deal with them need to be given attention.

In the principles and framework paper it was outlined that inclusivity when viewed from the perspective of "learners with barriers to learning" raises important questions about infrastructural provision. Particularly for disabled people physical access to

buildings is critical. Blind need to be able to have accesss to schools, people in wheelchairs need ramps to be constructed so that there mobility in schools is facilitated, for example. This means that there needs to be a way to ensure that such infrastructural provisions are being enacted in practice and some mechanism to do this needs to be given attention.

The most viable possibility that currently exists within the education and training system seems to be within directorates at national, provincial and district levels that are responsible for school building provisioning. Such directorates need to check whether infrastructural school provisioning incorporate concerns about inclusivity. It should be noted that such provisioning needs to reach inside classrooms and not just at the level of the school as a whole. In other words, people on wheelchairs need access not only to the school but inside classrooms as well, for example.

Monitoring

It is evident that human rights and inclusivity need to be monitored in terms of whether they are in fact being operationalised in practice and in ways that are consistent with the principles and values of human rights and inclusivity. Monitoring mechanisms need to be considered in this regard. Such monitoring mechanisms need to permeate the entire education and training system, from national to school levels. It is recommended that **anti-discrimination units**[1] need to be established at all levels. There ought to be an anti-discrimination unit at national, provincial, district and school levels. The purpose of such anti-discrimination units would essentially be to:

1. Ensure that access to education and training is in fact inclusivist. Here statistical data need to be collated which will point to what kind of people and how many of them have access to schools and learning areas. For example, are the disabled being admitted to schools? How many? Are females doing technology? How many?
2. Ensure that infra/structural provisions actually happen in practice.
3. Respond to instances of discrimination and human rights violations if and when they occur.
4. Ensure that learning materials within a human rights and inclusivity framework are available.
5. Ensure that policies adopted are consistent with human rights and inclusivity principles and values.
6. Ensure that extra-curricula activities are organized within a human rights and inclusivity framework.
7. Compile annual reports on the status of human rights and inclusivity in the institutional level at which the unit functions.
8. Design strategic plans to ensure the promotion and/or furtherance of human rights and inclusivity at their institutional level.

The infra/structural and monitoring recommendations here have distinct budget and resource implications and would need to be factored into policies and plans throughout the education and training system.

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[1] The name anti-discrimination unit is being used here for the purposes of convenience. Such units could also be called "equity", "human rights and inclusivity", "equal opportunity units" or anything of the sort.

What follows are recommendations of checklists that can be used in each learning area.

Developing National Curriculum Statements to Promote and Protect Human Rights

> Mere tinkering with the curriculum by adding "human rights" bits here and there does no good, and can, by creating a cultural hierarchy of providing "soft" curriculum options, do real harm (Klein, 1993)

Curriculum responses to the vast array of rights enunciations and the diversification of learner populations which came about as a result of the increase in human mobility and the eradication of segregationist education policies across the world, were at first very tentative and assimilationist and have taken various routes in the forms of multicultural, peace, global, moral and civic education. Apart from the conceptual problems relating to these forms, successes in implementation have been very limited leading to the disillutionment of those it tried to serve. Highlighting a few possible reasons for this might be instructional for the present process of curriculum development:

- A disjuncture between legitimization of government and educator commitment (including middle management, governance structures)
- Unwillingness or inability of educators to meaningfully participate in curriculum processes coupled with limited space to do so.
- Appropriateness and scarcity of educational materials
- Insufficient support and in-service training for educators and education managers
- Inability to meaningfully integrate human rights and inclusivity issues that negates its "add-on" status
- Problems in expressing human rights as a national and international priority with accompanied and non-negiotable commitments placed on governments.
- Dealing with human rights and inclusivity as "controversial" and contested issues.
- Lack of research in the field of assessment and evaluation around human rights education and inclusivity.
- Challenges facing the human rights and inclusivity sector with regard to how it articulates itself in relation to other subject areas.

In addition to factors expressed in the reasons above, other factors also pose serious human rights implications for curriculum development and implementation:

- Poorly resourced schools and districts
- Discrimination (gender, race, etc)
- Education management and provisioning
- Teacher support and development

- Access to basic education (culture, language, school fees, proximity, non-existence)
- Methodology and approaches
- Access to Learning Areas and Disciplines (technology, mathematics, etc.)

An expanded notion of "curriculum" as proposed by the NdoE will certainly take all the above into account but the point needs to be stressed that human rights and inclusivity issues require a shift in the way they are dealt with at the level of curriculum development. The acknowledgement that human rights and inclusivity are both matters of access and developing a human rights culture should be at the heart of curriculum development processes. This checklist will deal with both these matters.

Open-ended Checklist

<u>Languages</u>

Has the statement taken the following into account?

- Language and access to learning
- Language and multi- linguilism as a human rights and inclusivity issue
- Debating human rights and inclusivity issues
- Negative and positive power of language and communication
- Power-relations within communication
- Linguistic intolerance
- Convention on the Rights of the Child
- International Bill of Rights
- SA Bill of Rights
- Bias
- Stereotypes and Tokenism

       i. Race, xenophobia
       ii. Gender
       iii. Sexual Orientation
       iv. Disability
       v. Ethnic origins
       vi. Orphans
       vii. Residence
       viii. Social status
       ix. HIV/AIDS
       x. Religion
       xi. Poverty
       xii. Lifestyles
       xiii. Etc.

- Propaganda
- Hate Speech
- Language and Gender
- Language and Censorship
- Freedom of Expression
- Privacy

Do the statement and performance and assessment exemplars require learners to:

- use language inclusively
- avoid stereotyped terminology
- use communication as an effective tool for relationship building
- be aware that sign language and indigenous languages are acknowledged by the constitution
- be sensitive to the needs of those who are deaf or who deal with other language challenges
- recognise the value of the diversity of languages
- engage in/practice multilingualism
- describe how language can be used to hurt others
- not engage in name calling/refrains from using discriminatory l language/jargon
- articulate why name calling is hurtful/destructive
- engage in ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
- Listen actively and critically
- Identify, analyse and critique the nature and sources of bias in all forms of communication
- Recognize how language can influence thoughts and perceptions about different societies and groups.
- Investigate the power of language in shaping identity, creating knowledge and providing insight
- Understand and appreciate language heritage
- Listen to, read, recognize and respond to literature as a record of shared and diverse human experiences that promote respect for multiple beliefs, values and opinions
- Write for civic and citizenship purposes
- Engage in activities in order to discuss, demonstrate, present, communicate, share, express, collaborate, explain, retell, restate, justify, summarize, elaborate, compare, contrast, question, reflect, debate, predict, synthesize, respond, defend, converse, connect, clarify, correlate, report, translate, display, create and conclude on human rights and inclusivity issues?

Mathematics

Has the statement taken the following into account?

i. Access to mathematical skills for learners in relation to teacher development and resources
ii. The multiplicity of the origins of mathematical knowledge
iii. A dedicated space of teaching and learning about the origins of mathematical knowledge
iv. Are mathematical skills presented as set of calculations and problem-solving word-wide (traders, vendors, etc)?
v. Convention of the Rights of the Child
vi. Does the assessment exemplars make provision for:

     vii. For quantifying injustice in relation to gender, income and goods distribution, patterns of pollution and other human rights human violations. Etc
    viii. Highlighting inequities and developing empathy

Do the statement and performance and assessment exemplars require learners to:

- Analyse and discuss the role and contributions of different cultures in developing mathematical knowledge
- avoid stereotyped terminology
- use communication as an effective tool for relationship building
- engage with ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
- Engage in activities and exercises that highlight human rights and inclusivity issues
- Develop personal, civic and social responsibilities
- Express, discuss and justify solutions for problems using mathematical skills

<u>Natural Science</u>

Has the statement taken the following into account?

- Access to science and barriers impeding equality of opportunity
- Gender imbalance in access to science
- Raison d' etre of science to serve the well-being of people everywhere
- The de-valuation of non-Western cultures
- Development and underdevelopment
- Racism/ Discrimination/ Difference/ Genetics and Science
- Science, Ethics and respect for human beings
- Science, Human Dignity and codes of conduct
- Science and Human Rights Violations
- Deconstruction of Biological Determinism
- Balanced presentation of scientific discovery
- Life support and technologies
- Implications of Bio-genetic engineering
- Environmental issues (e.g. Deforestation)
- Population studies and human rights
- Poverty, Nutrition, Famine, Starvation and Malnutrition
- Energy distribution
- Convention on the Rights of the Child
- Sensitivity towards illustrations and scientific assumptions

Do the statement and performance and assessment exemplars require learners to:

    i. Analyse and discuss the role and contributions of different cultures scientific knowledge
    ii. avoid stereotyped terminology
    iii. use communication as an effective tool for relationship building

iv. engage in ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
v. Engage in activities and exercises that highlight human rights and inclusivity issues
vi. Develop personal, civic and social responsibilities
vii. Express, discuss and justify solutions for problems using scientific skills
viii. Understand that human beings have many difference and similarities but that difference is not a basis for discrimination
ix. Understand the value of human diversity
x. Recognise the role of science in the promotion and protection of human rights
xi. Understand the interrelationship between science and technology and its application in daily their lives.
xii. Explain how scientific knowledge has evolved through the efforts of people of diverse cultures

Social Sciences

Has the statement taken the following into account?

1) Balanced portrayal of historical events
2) The evolution of human rights in SA and elsewhere
3) The history of human kind as a history for the struggle for human rights
4) Human Rights and Responsibilities
5) Constitutional developments as central to history presentations\
6) Building political efficacy and skills
7) Participation in political life
8) Political and Civil Rights Movements
9) International human rights instruments
10) Convention on the Rights of the Child, SA Bill of Rights and Constitution
11) Diversity and National Identity
12) Cultural and ethnic diversity
13) Minority groups, indigenous people and other vulnerable groups (children and child labour)
14) Refugees and non-nationals
15) History and *Herstory:* History, Women and Gender
16) Challenging myths, stereotypes and discrimination
17) Unequal patterns of distribution (land, income, resources, etc)
18) Unequal patterns of service delivery (rich and poor)
19) Unequal trade relations
20) Global economic arrangements and its impact on development
21) Population movements, wars, displacements, forced removals, forced populations movements, refugees
22) Environmental, natural, political and economic disasters and its impact on the enjoyment of human rights

Do the statement and performance and assessment exemplars require learners to:

- Develop the social, civic, constructive and critical thinking skills necessary to effectively participate in civic life
- Obtain the knowledge and understanding that will enable them to respect the rights and responsibilities of all citizens, refugees and non-nationals
- Understand history as the struggle for justice, peace and human rights
- Develop understanding and respect for different culture and traditions across the world
- Demonstrate the use of personal responsibility
- Develop civic, social and environmental responsibilities including the knowledge and skills to make informed decisions
- Avoid stereotyped terminology
- Trace the sources and explain the nature of bias, prejudice and discrimination
- Challenge prejudice and discrimination
- Use communication as an effective tool for relationship building
- Recognise the value of the diversity
- Engage in/practice multilingualism
- Engage in ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
- Examine the economic and social consequences of current and historical injustices caused by biased beliefs and actions
- Listen actively and critically
- Identify, analyse and critique the nature and sources of bias
- Engage in activities in order to discuss, demonstrate, present, communicate, share, express, collaborate, explain, retell, restate, justify, summarize, elaborate, compare, contrast, question, reflect, debate, predict, synthesize, respond, defend, converse, connect, clarify, correlate, report, translate, display, create and conclude on human rights and inclusivity issues?

Economic and Management Sciences

Has the statement taken the following into account?

  i. Global economic arrangements and its impact on human rights
  ii. Industrialization and the promotion and violation of human rights
  iii. National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
  iv. Labour movements and labour rights (SA labour rights framework)
  v. Workers' Rights and Responsibilities
  vi. Conventions and declarations of the International Labour Organisation
  vii. Convention on the Rights of the Child
  viii. Employment Equity and Basic Conditions of Employment

ix. Empowerment and Government Tender Regulations
x. Black economic empowerment
xi. Patterns of unequal distribution (income, land, wealth, etc)
xii. Taxation and compensation for human rights abuses
xiii. Land Restitution
xiv. Food distribution/ hunger and starvation
xv. Trade relations, exports, imports and treaties
xvi. Economic activity and the degradation of the environment
xvii. Environmental Impact Assessment and economic and industrial development
xviii. Community participation in local economic planning and activities
xix. The role of marginalized groups in the economy (women, refugees, etc)
xx. Access of marginalized groups to participate in the economy
xxi. The structure of economy and exclusion
xxii. Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc)
xxiii. Economic exploitation, slavery, colonialism and imperialism

Do the statement and performance and assessment exemplars require learners to:

- Understand economic arrangements and its impact on human rights development, protection and violation
- Apply the knowledge and skills to analyse distribution of resources and wealth
- Reflect on consequences of resource use and resource manage in relating to human rights and ecological sustainability
- Learn how decisions are made in relating to resource use and resource distribution
- Examine forms of work and human rights and responsibilities in the workplace
- Understand redress and affirmative action in relation to the world of work and the field of economics
- Demonstrate the ability to participate in local economic planning
- Know the contributions of marginalized groupings towards the economy (refugees, women, etc.)
- Understand economic exclusion and discriminatory practices within economic activity
- Reflect on contemporary issues relating the distribution and restitution of land and natural resources
- Recognise the impact of slavery, displacements, colonialism and imperialism on the economic development of the continent

Technology

Has the statement taken the following into account?

    i.   Technology and Ethics
    ii.   Technology's role in preparing learners for life in a multicultural society
    iii. Technology terminology and language barriers
    iv. Technology and the promotion and protection of human rights
    v.   Technology and the violation of human rights
    vi. Culture and Technology
    vii. Challenging cultural monopoly of technology
    viii. Barriers in relation to accessing technology
    ix. Convention on the Rights of the Child

Do the statement and performance and assessment exemplars require learners to:

- Analyse and discuss the role and contributions of different cultures in technological advancements
- avoid stereotyped terminology
- use communication as an effective tool for relationship building
- engage with ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
- Engage in activities and exercises that highlight human rights and inclusivity issues
- Develop personal, civic and social responsibilities
- Express, discuss and justify solutions for problems using mathematical skills
- Use technology effectively in relation to the promotion and protection of human rights and the environment.
- Describe how technology extends the capacity for research using human rights challenges such as poverty, hunger, HIV/AIDS as examples
- Provide examples of how electronic and computer technologies change impact on the social milieu (privacy, ethics, access to classified information, security, intelligence, crime, crime fighting, etc)

Arts and Culture

Has the statement taken the following into account?

    i.   The right to enjoy and exercise own cultural practices as long as it does not violate any other right in the Bill of Rights
    ii.   The right to own artistic expressions
    iii. Cultural bias, stereotypes and discrimination
    iv. Culture and human rights
    v.   Convention on the Rights of the Child

Do the statement and performance and assessment exemplars require learners to:

- Understand own cultural heritage and those represented in the community
- Know what culture means and how it affects language, behaviour and thought

- Reflect on cultural diversity
- Appreciate various forms of artistic expression
- Analyse bias and stereotypes in artistic expressions
- Challenge cultural stereotypes and caricatures
- Debate cultural practices in conflict with human rights principles

<u>Life Orientation</u>

Has the statement taken the following into account?

    i. Rules, order, codes of conduct, laws, constitution, Bill of Rights
    ii. Fairness and Justice
    iii. Difference, Diversity and Discrimination
    iv. Children's Rights and Responsibilities
    v. Convention on the Rights of The Child
    vi. Human Dignity and Equality
    vii. Rule of Law
    viii. Civic Participation
    ix. Government

Do the statement and performance and assessment exemplars require learners to:

- Develop the social, civic, constructive and critical thinking skills necessary to effectively participate in civic life
- Obtain the knowledge and understanding that will enable them to respect the rights and responsibilities of all citizens, refugees and non-nationals
- Develop understanding and respect for different cultures and traditions
- Demonstrate the use of personal responsibility
- Develop civic, social and environmental responsibilities including the knowledge and skills to make informed decisions
- Avoid stereotyped terminology
- Trace the sources and explain the nature of bias, prejudice and discrimination
- Challenge prejudice and discrimination
- Use communication as an effective tool for relationship building
- Recognise the value of the diversity
- Engage in/practice multilingualism
- Engage in ongoing exchange of ideas, information or feelings within a social, interactive and multicultural context
- Examine the economic and social consequences of current and historical injustices caused by biased beliefs and actions
- Listen actively and critically
- Identify, analyse and critique the nature and sources of bias
- Engage in activities in order to discuss, demonstrate, present, communicate, share, express, collaborate, explain, retell, restate, justify, summarize, elaborate, compare, contrast, question, reflect, debate, predict, synthesize, respond, defend, converse, connect, clarify,

correlate, report, translate, display, create and conclude on human rights and inclusivity issues?

Annexures of the UNICEF implementation handbook on the Convention of the Rights of Child, Article 2: Non-Discrimination, Article 3: Rights of Disabled Children, Article 28: Right to Education and Article 29: Aims of Education have been provided for as an additional reference and resource in a separate document which accompanies this one.

Guidelines for Foundation Phase Learning Programmes

Mudzunga Farisani

Introduction

With the ushering of the new dispensation, there was a need to develop learning programmes based on Human Rights and Inclusivity within the Foundation Phase (Grade R-3). Human Rights and Inclusivity must be fostered early if they are to become an effective part of the learner's behaviour. Racism and sexism, for example, are evident in many Australian children by the age of three and four, and if destructive social attitudes like these are not to be perpetuated, then remedial work which looks into values and self-esteem is required from the first day of formal schooling. Teaching for fundamental feelings of self-esteem and empathy/sympathy cannot begin too early. Feeling are skills and specific feelings have to be encouraged and taught if they have to become part of the child's emotional, moral and behavioural vocabulary. This applies in one way or another to all the fundamental rights and responsibilities (Electronic Resource Centre for Human Rights Education: Teaching for Human Rights: Pre-school and Grades 1-4).

The values like respect for freedom, justice and equality are meaningless without feelings of self-worth and social tolerance. Hence the importance of developing, at primary levels, individual self-esteem and collective empathy. With well-developed feelings of self-esteem and social tolerance, core values like freedom, justice, equality and well-being take on real meaning. If learners in the Foundation Phase do not have a sense of self-worth, and a sense of identity with others they are not likely to value justice, freedom, equality and well-being. More analytical teaching begins typically about the age of **ten** when children manifest, given the opportunity, a lively and profound interest in HRI issues, and a capacity for values learning far beyond that commonly expected or supposed. These are the bases for any more abstract appreciation of Human Rights and Inclusivity that may be introduced later on. Teaching for Human Rights and Inclusivity means, first and foremost teaching humane values.

Feelings	Values	Actions
Self-esteem Empathy Rights;	Justice Freedom	Lists of specific principles e.g., the UN Declaration of Human
	Equality Well-being	The Rights of the Child etc

Electronic Resource Centre for Human Rights Education: Teaching for Human Rights: Pre-school and Grades 1-4

Learning Programmes

A Learning Programme is a vehicle through which curriculum is implemented at various learning sites such as schools etc. Learning Programmes consist of eight Learning Areas, which have been integrated into three Learning Programmes within the Foundation Phase namely:

- ✖ Literacy
- ✖ Numeracy
- ✖ Life Skills

HRI should be part and parcel of the Learning Programmes in the Foundation Phase.

Learning Programme Statement: Literacy

The Learning programme statement was seen as a cognitive process that enables reading, writing and numeracy. The Policy Document for the Foundation Phase (October 1997) has expanded to include kinds of literacies across all Learning Areas. "Literacies" stress the issue of access to the world and to knowledge through development of multiple capacities within everybody to make sense of worlds through any means we have and not only texts and books.

Examples of literacies:
- ✖ Language literacy- The focus would be on the improvement of learner's listening, speaking, reading and writing
- ✖ Cultural literacy – Cultural, social and ideological values that shape our reading of text.
- ✖ Critical literacy – The ability to respond critically to the intentions, content and possible effects of messages and texts on the reader.
- ✖ Visual literacy – The interpretation of images, signs, pictures and non-verbal language.
- ✖ Media literacy-The reading of e.g., T.V. and film as cultural messages.
- ✖ Numerical literacy – The ability to use and interpret numbers.
- ✖ Computer literacy – The ability to use and access information from computers. (Foundation Phase Policy Document 1997)

This learning programme emphasizes that language is not an end in itself, but a means to act in the world in order to establish relationships, to interact with others, to integrate new knowledge into existing knowledge and to obtain and convey ideas and information.

Learning Programme Statement: Numeracy

This learning programme statement:
- nurtures continued perceptual, sensory and motor development
- uses the learner's own innate, intitive and experientially acquired knowledge and ability in number and space as springboard into continued learning.
- ensures the enjoyment of the experiences provided
- engenders confidence in the young learner's own mathematical abilities
- encourages learner to develop their own approaches to working with number
- consolidates in learners a necessary efficiency and fluency in the basic operations on number
- enables learners to understand and appreciate relationships, logic and pattern in number and space.

- builds on the learner's experience of space, time and motion in their everyday lives in order to assist in structuring and interpreting it through concrete and diagrammatic representation, estimation and measurement
- develops the ability to communicate mathematically, works co-operatively towards solving problems and uses correct mathematical terminology and symbols
- enables the young learner to extend from their every day usage of money into an understanding of simple economic principles and so engender entrepreneurial skills. (Foundation Phase Policy Document 1997)

Learning Programme Statement: Life Skills

This learning programme deals with the development of arrange of life skills to empower the learner:
- to develop their full personal potential physically, effectively, socially, cognitively and normatively
- to participate effectively within their environment and develop scientific and technological process skills.
- to be empowered citizen and to propare theim for the world of work
- to be a creative learner (Foundation Phase Policy Document 1997)

They are the sets of learning activities, which the learner will be involved in working towards achievement of one or more specific outcomes. Each Learning Programme should include HRI so that the products of education system be citizens that will participate meaningfully in the choices that affect their lives. HRI assists learners with the critical relational and contextual thinking skills and other skillsm
 to operate within the context of a democratic ethos with due regard to human rights issues.

Rationale

HRI should be included in all the three Learning Programmes of the Foundation Phase.
- Our focus is the learner who should be given opportunity to develop holistically, that is why HRI should be inclusive in the curriculum to prepare them to become successful, constructive, critical and creative thinkers and decision makers in the global community.
- HRI should integrate the cultural aspect will and instill values like responsibility and accountability.
- HRI should assist learners to acquire skills such as the identification of bias, prejudice, stereotypes, and discrimination, recognizing and accepting differences and establishing positive and non-oppressive personal relationships and resolving conflict in a non-violent way.
- Through HRI learners will develop to become active citizens contributing constructively to the building of a democratic, non-sexist, non-racist and equitable society.
- HRI would promote learners to see themselves 'not only' as citizens of their regions and country, but also as people in Africa and the wider world.

- HRI would bring learners with disability into the "mainstream".

Strategies for Human Rights and Inclusivity

Successful implementation of the HRI will depend on the involvement and partnership of the Early Childhood Development (0-9) stakeholders. The Foundation Phase, as part of ECD is still considered a transitional period between the home and the school. There is a need for collaboration of stakeholders in the holistic development of the child from birth to nine. The co-operation between ECD stakeholders, the educator and the learner is very crucial because there should be continuation of Human Rights and Inclusivity at home and in the community at large. Failure to have such collaboration would confuse the child because the child would likely receive contradictory messages. Each of the following stakeholders would have a role to play with regard to the infusion of Human Rights and Inclusivity of the development of the learner:

- Educators
- Learners
- Community at large

Educators

- Educators should be exemplary in exercising Human Rights and Inclusivity. Teachers should teach in a way as to foster the human dignity of all those in your classroom, then the children will learn to value themselves and to respect others simply because the teacher does it.
- Educators should move away from Apartheid practices, which were devoid of any semblance of democracy.
- They should create situations and a learning atmosphere, which allow learners to internalize learning and make their own meaning by deliberately allowing discussions and decision making activities.
- Classroom arrangements should be democratic and non-discriminatory.
- Pre-set and In-set programmes should equip teachers with knowledge, values, and skills in the implementation of HRI.
- Educators should make themselves available physically, mentally and attitudinally to make HRI successful.
- Educators are to be sensitive to the ways in which HRI come into play within the school context.
- They should be mindful of the right of the environment.
- Educators should be open to views and opinions held by learners, even if these are what the educators may not agree with
- They should promote an environment of safety and security for learners.

Learners

Learners should be:
- clarified on issues related to Human Rights and Inclusivity.
- critical and active citizens
- tolerant and respectful of others
- ready to listen to the parents and educators and critically analyse, share their views and reach consensus where possible.

- clarified on the human rights, duties, obligations which go hand in hand with the responsibilities.
- to learn best when what they are doing is personally relevant- when the outcome is meaningful and clear- and are taught in a humane way
- respect the environment and healthy life-styles

Community

- The Foundation Phase is a transitional period between the home and the school, so the involvement of the community is very crucial. The community should be made aware that HRI is not a political partisan arena but a means of understanding the constitution of the country.
- The community should be involved in the HRI because this particular age cohort still relies more on the community (parents, and extended family).
- Parents should be knowledgeable about the constitutional rights and their responsibilities
- To foster the active participation of all, stakeholders, school personnel and learners should be involved in the whole school and its curriculum in the light of what is to happen – for this is a democratic way of promoting good performance.

Good performance in the three learning programmes is promoted highly in situations where there is collaboration by learners, educators and the community. The following are performance indicators as highlighted in the N. Province Practical Guide (1998).

Numeracy Performance Indicators

- Overcome social barriers to the use of technology.
- Demonstrate the ability to use technology for the human development
- Acquire and develop skills for problem solving
- Evaluate the impact of technology on human development.
- Appreciate the development of Mathematics in Africa, Asia and Latin America.
- Apply scientific knowledge to solving social problems.
- Identify causes of economic scarcity.
- Identify causes economic scarcity
- Understand the importance of socio economic rights
- Understand the rights and responsibility of consumers.

Literacy Performance Indicators

- Express tolerance by listening to opposing points of views.
- Debate key human rights issues.
- Awareness of the ways in which language is socially constructed.
- Use language creatively and expressively to communicate the importance of human dignity.
- Evaluate his/her own use of language in reference to other groups of people.

- Use both written and verbal language to advance democratic and human rights values.
- Appreciate and respect cultural diversity
- Understand the manipulative power of the mass media.
- Use artistic forms to give expression to human rights values and ideals.
- Display creative thinking in resolving human rights problems.

Life Skills Performance Indicators

- Understand the ways in which language is socially constructed.
- Evaluate his/her own use of language in reference to other groups of people.
- Value original ideas.
- Recognise the impact of our collective past on our present and future.
- Recognise the need for ongoing transformation and democratization.
- Awareness of the nature and pace of change in South Africa
- Understand that the right to a healthy and clean environment is also internationally recognized human right.
- Identify unfair discrimination, stereotypes and bias.
- Appreciate and respect cultural diversity.
- Develop empathy for people whose human rights are violated.
- Understand the ways in which people's environment can influence their behaviour.
- Demonstrate that people in the same neighbourhood, school, family can and should show care and responsibility for each other.
- Understand the relevance of Ubuntu to everyday life.
- Develop an understanding on the use of technology in the context of gender, race, age, HIV AIDS infected and disability.
- Use artistic forms to give expression to human rights values and ideals.
- Appreciate the power of imagination in the protection of human rights.
- Show religious tolerance (and accommodativeness)
- Understand the tenets of various faiths which promote human dignity.
- Grasp the importance of human rights as a cornerstone of democracy.
- Develop a healthy self-image
- Show political tolerance.
- Participate in the promotion of personal and community safety.

Suggested activity
Numeracy

Activity
Grade:3
Term: 4

Appreciate the development of Mathematics in Africa, Asia, and in Latin America
- Newspaper cuttings of Roman, Arabic, and Chinese figures
- Matching figures with relevant value from the three kinds of figures in
  1. e.g., (i) – 1   x-9
      (ii) – 2   xi –11

- Discuss the origin of figures in 2

Discuss modern ways of working with numbers in the global society.

Suggested Activity
Literacy

Activity: Appreciate and respect for learners with disability
Grade: 3
Term: 4
[incomplete]

Suggested Activity
Life Skills

Activity: People of the same neighbourhood, school and family can and should show care and responsibility for one another.
Grade: 3
Term: 3

- Cut out a picture of a boy or a girl who is badly injured or wounded.
- Discuss in groups possible causes of the experience.
- Discuss what they can do if they happen to come across such a situation or experience.
- Lists are compared (pasted on the wall) and additions are made.
- Write a letter to the local civic organization and suggest possible ways to alleviate the problem.

Purpose of Assessment

Assessment shall serve a variety of purposes in learning
- Showing the extent to which the department, schools, teachers, learners have achieved their outcomes – here the focus is diagnostic
- Give indications on how to improve on the performance - this functionn emphasizes remedial work. It will assist teachers if any activity needs to be redone. This will help the teacher if he or she should go on to the next activity
- The assessment criteria are derived directly from the specific outcome from a logical set of statements of what achievement could or should look like.

Ways of assessing the learner

- Portfolios and workbooks
- Observation
- Discussion
- Written assignments
- Projects
- Peer assessment

- Self assessment
- Tests
- Journals

Types of Assessment

- Formative
- Summative

Human Rights Assessment

Assessment should be done in the following manner:
- Be based on holistic continuous observation
- Be learner -centred, guided by the learners personal development
- Be diagnostic
- Be formative and
- Inform the learner and parents of the learner's awareness in Human Rights.

The Convention on the Rights of the Child embraces four principles i.e., the right to life, survival, participation and development which includes physical, mental, emotional, cognitive, social and cultural development and children should be free to express their opinions and such views should be given due weight. Children's rights include: compulsory education, protection from economic exploitation (child labour on the farms), sexual abuse, and protection from physical and mental harm and neglect; the right of the disabled child to education, protection of children affected by prostitution and child pornography.

PROPOSED HUMAN RIGHTS VALUES AND PRINCIPLES FOR LIFE SKILLS

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Foundation Phase (Grade R-3)	- Survival - - Rich/Poor - Wants - Needs - Respect - Fairness - Happiness - Human Rights and Responsibilities - Order - Family and community - Respect or others - Respect for self - Protection - Justice - Order - Discrimination	- Co-operation /sharing - Communication: self-expression - Understanding cause-effect - Expression - Listening - Empathy - Sympathy - Working in groups or team work - Assisting one another - Expression and listening	- Abuse - Bullying - Hunger - Malnutrition - Unfairness - Harm	- Classroom rules - Family life - The South African Constitution and the Bill of Rights - Convention on the Rights of the Child - African Charter on the Children's Rights -	Learners should be able to: - identify places where they feel happy - cut and paste pictures of people from different races and cultures - share music from the home, family, peer group and immediate community - identify and share visual artworks form the home, family, peer groups and immediate community - draw pictures of happy children - how to access the family, community and school protection mechanism

PROPOSED HUMAN RIGHTS VALUES AND PRINCIPLES FOR LITERACY

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Foundation Phase (Grade R-3)	- Survival - Rich/Poor - Wants - Needs - Respect - Fairness - Happiness - Human Rights and Responsibilities - Order - Family and community - Respect or others - Respect for self - Protection - Discrimination	- Speaking - Listening - Reading - Writing - Communicating - Identification - Problem solving - Analysing reasons for acts	- Abuse - Bullying - Hunger - Malnutrition - Unfairness - Harm	- The South African Constitution and the Bill of Rights - Convention on the Rights of the Child - African Charter on the Children's Rights -	Learners should be able to: - give an oral report on human rights issues and problems - recite poetry on human rights with fluency and expression - talk about one's story co-operation and healthy interaction - know how to access the family, community and school protection mechanism -

PROPOSED HUMAN RIGHTS VALUES AND PRINCIPLES FOR NUMERACY

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Foundation Phase (Grade R-3)	- Rules - Identity - Diversity - Co-operation - Personal - Rich/Poor - Wants - Needs - Respect - Fairness - Happiness - Human Rights and Responsibilities - Order - Family and community - Respect or others - Respect for self - Protection - Discrimination	- Cooperation /sharing - Understanding cause-effect - Communicating - Identification - Problem solving	- Inequality - Malnutrition - Unfairness - Harm	- Classroom rules - Family life - The South African Constitution and the Bill of Rights - Convention on the Rights of the Child - African Charter on the Children's Rights -	Learners should be able to: - cut, paste and differentiate between Roman, Asian, Arabic and Chinese figures - indicate ways of measuring time in diverse cultures - compare money systems e.g., South African Rand, Zambian K, Zimbambwe Zim Dollar - compare the height of boys and girls of the same age but from different cultures

Learning Outcomes and Assessment Standards – Life Skills Grade 3

Learning Outcome	Core concepts, skills and content	Expected Level of Performance	Assessment exemplars	Formative and Summative Assessment
By the end of Grade 3 learners should be able to: (this should also take individual differences into account – OBE is learner pace)	By the end of grade 3 learners should be able to use their rights to access protection mechanisms	It is expected that learners understand the following by the end of Grade 3:	In order to achieve the outcome, learners should be able to:	Formative or summative assessment
Understand basic human rights and responsibilities thereof. Access primary protection units within the school, community and family	-childhood experiences -fairness -abuse -harm -respect -rules order -protection -responsibilities -justice	-Understand between rights and responsibilities -Recognise potential health hazards to themselves -Understand the concept of human rights by discussing the rights of the child - Access protection units in the school, community and family	-Discuss openly what their rights and responsibilities are. -Identify potential health hazard -Differentiate between fairness and unfairness	- Dramatise childrens' experiences at home or school - List some of the basic rights from the constitution, Convention on the Rights of the Child or the classroom rules. - List some of their responsibilities at school and at home - Mention some of the potential health hazards -Speak out about a situation where the treatment was fair and another one which was not fair

Learning Outcomes and Assessment Standards – Literacy Grade 3

Learning Outcome	Core concepts, skills and content	Expected Level of Performance	Assessment exemplars	Formative and Summative Assessment
By the end of Grade 3 learners should be able to: (this should also take individual differences into account – OBE is learner pace) Understand Human Rights and respect the rights of other people with respect to diffe Ability to contact local people working with anti-discrimination of	By the end of grade 3 learners should be able to use their rights to access protection mechanisms -respect --fairness -abuse -harm -bullying -respect -rules order -protection -responsibilities -justice	It is expected that learners understand the following by the end of Grade 3: -Identify and respond to bias and stereotypes found in school life and community	In order to achieve the outcome, learners should be able to: -Mention stereotypical words used -report to the protection unit within the school or in the community different languages spoken in the community or in his or her province	Formative or summative assessment -List the rights and stereotypes and bias that have been overcomed in the classroom -Demonstrate non-stereotypical play as a group

Learning Outcomes and Assessment Standards – Numeracy Grade 3

Learning Outcome	Core concepts, skills and content	Expected Level of Performance	Assessment exemplars	Formative and Summative Assessment
By the end of Grade 3 learners should be able to: (this should also take individual differences into account – OBE is learner pace) Understand Human Rights and Inclusivity as they affect individuals and small groups Access resources with no difficulty	By the end of grade 3 learners should be able to use their rights to access protection mechanisms -respect -cooperation -sharing -fairness -understanding -cause-effect -bullying -problem solving -inequality -protection -responsibilities -justice	It is expected that learners understand the following by the end of Grade 3: -Solve human rights problems independently (either as an independent person or as a small group)	In order to achieve the outcome, learners should be able to: -Indicate which protection agencies were contacted and the assistance provided	Formative or summative assessment -Demonstrate to class, a situation where he/she solved the problem alone. -Small groups develop rules for each particular group and is pasted on the wall next to each group

Guidelines for Languages

Nomsa Masuku

Introduction

The aim of this section is to attempt to provide clear guidelines to teachers on what is to be taught with regard to **Human Rights & Inclusivity (HRI)** in the learning area, **Language**. It will therefore attempt to specify the HRI **content/knowledge, skills, values and attitudes** that the teacher needs to bear in mind in teaching language.

Education, the Curriculum Framework & Critical Outcomes

At the exit point of the GET[2] the kind of language learner that the formal curriculum seeks to produce will be one who possesses a specific level of understanding of human rights such knowledge will be not only be cognitive understanding but rather will translate into skills, values and attitudes that confirm learners and 'as agents of social change' (Chisolm 2001:8). The role of the formal curriculum plays in producing such learners is given context, by for example the Constitution of South Africa. The Preamble of the Constitution describes the people of South Africa as people who:

> **Recognize** the injustices of (the) past;
> **Honour** those who suffered for justice and freedom in (the) land;
> **Respect** those who have worked to build and develop (the) country; and
> **Believe** that South Africa belongs to all who live in it, united in (their) diversity.
> (Emphasis my own.)

The people of South Africa will:

> **Heal** the divisions of the past and **establish** a society based on democratic values, social justice and fundamental human rights;
> **Lay** the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
> **Improve** the quality of life of all citizens and free the potential of each person; and
> **Build** a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The formal curriculum therefore seeks to use education as one of the state's instruments for supporting **an inclusivist democracy**. Education will, therefore promote an active commitment to human rights and the principles of an inclusivist democracy and also contribute actively to combating such challenges to democratic values as intolerance, xenophobia and racism (Osler & Starkey 1996: 37, 40).

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[2] This is an issue deal with in detail by the section above on "the General Education & Training Certificate (Level 1)"

The South African Curriculum Framework rests on critical outcomes[3]. These are the broad generic and cross-curricular outcomes which underpin the Constitution and which are adopted by the South African Qualifications Authority (SAQA). They are designed to ensure that learners gain the skills, knowledge, values and attitudes that "will allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole. However, C2005 prior to its review in 2000 allowed teachers free choice in the selection of content and did not provide a strong enough statement about which values the curriculum promotes and which it does not promote. The present exercise seeks to fill this gap.

The following is a statement of what the infusion of HRI concepts, skills, values and attitudes will achieve:

Table 1: An HRI interpretation of the Critical Outcomes

Critical Outcome	The Effect of HRE
1. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation	Learners will articulate human rights concerns linguistically: 6. Develop a sense of appreciation for a variety of communication styles; 7. Value the importance of free speech; 8. Evaluate the importance of censorship in society. 9. Develop a listening-to-understand attitude; and 10. Enhance self-confidence and self-esteem through debates, group activities, team work etc.
2. Identify and solve problems by using creative and critical thinking.	Learners will solve problems individually and cooperatively: 7. Understand that conventional wisdom is provisional, contested and changing; 8. Reflect critically on existing power relations in society; 9. Think laterally abut solutions to existing social problems; 10. Appreciate the consequences of leaving social problems unaddressed; 11. Develop conflict resolution skills such as negotiation, mediation and arbitration; and 12. Analyze the manner in which learning content is constructed.
3. Organize and manage themselves and their activities responsibly and effectively.	Learners will appreciate the interconnectedness between rights and human responsibilities: 4. develop responsible and accountable leadership and organization; 5. Learn the importance of effective social organization; and 6. Take moral responsibility for their own actions.
4. Work effectively with others in a team, group, organization	Learners will work cooperatively: 6. Develop "civic mindedness";

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[3] **Outcomes** are results of learning processes and refer to **knowledge**, **skills**, **attitudes and values** within particular contexts. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain contexts. **Critical** outcomes are generic, cross-curricular, cross-cultural outcomes.

and community.	7. Develop tolerance for differences (racial, religious, cultural, gender) within the group; 8. Appreciate the importance of making a positive contribution to the group and society; and 9. Develop empathy for more vulnerable members of the community.
5. Collect analyze, organize and critically evaluate information.	Learners will critically evaluate the media: 5. Critically evaluate censorship; 6. Identify ideological bias behind the use of terminology; 7. Identify and critically evaluate propaganda; and 8. Identify bias, prejudice and stereotypes in literature.
6. Use science and technology effectively and critically, showing responsibility toward the environment and the health of others.	Learners will evaluate the impact of science and technology on job creation: 4. Evaluate the impact of science and technology on job creation; and 5. Evaluate the impact of science and technology on occupational health and safety; and 6. Appreciate the use of science and technology in the progressive realization of socio-economic rights.
7. Demonstrate an understanding of the world as a set of related systems.	Learners will appreciate the need for world peace: 4. Appreciate the linkage between peace and justice; and 5. Appreciate the extent to which social turbulence in the rest of Africa and the world impacts upon South Africa; and 6. Identify the factors, which undermine peace and stability on the African continent.
8. Show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities.	Learners will develop citizenship skills: 4. Appreciate the humanizing effect of cultural practices such as courtesy, tact, patience, care and responsibility; 5. Show respect for different cultures, religions and languages; and 6. Overcome internalized oppression which serves as a barrier to career and entrepreneurial opportunities.

The Rationale of Language in Curriculum 2005

The role language ought to play in education is derived from the founding provisions of the Constitution of South Africa, which establish the following with regard to language:

1. The official languages of the Republic are Sepedi, Sesotho, SeTswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
2. A recognition of the historically diminished use and status of the indigenous languages of the People of South Africa and that the State must take practical and positive measures to elevate the status and advance the use of these languages.

3. (a) The national government and provincial governments may use any particular official languages for the purposes of government, taking into account usage, practically, expense, regional circumstances and the balance of the needs and preference of the populations as a whole or in the province concerned; but the national government and each provincial government must use at least two official languages.

   (b) Municipalities must take into account the language usage and preferences of their residents.

4. The national government and provincial governments, by legislative and other measures, must regulate and monitor their use of official languages. Without detracting from the provisions of subsection (2), all official languages must enjoy parity of esteem and must be treated equitably.

5. A Pan South African Language Board established by national legislation must:

   (a) promote, and create conditions for, the development and use of
      (i) all official languages;
      (ii) the Khoi, Nama and San languages; and
      (iii) sign language; and

   (b) promote and ensure respect for
      (i)   all languages commonly used by communities in South Africa, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu and Urdu; and
      (ii)   Arabic, Hebrew, Sanskrit and other languages used for religious purposes in South Africa.

The HRI concepts with specific relevance to Language find expression in the South African Bill of Rights and are listed below:

1. The Equality Clause 9(3) "The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

2. Human Dignity Clause 10, "Everyone has inherent dignity and the right to have their dignity respected and protected.

3. Freedom of Religion, Belief and Opinion Clause 15(1), "Everyone has a right to freedom of conscience, religion, thought, belief and opinion."

4. Freedom of Expression – Clause 16, "Everyone has the right to freedom of expression, which includes freedom of the press and other media, freedom to receive or impart information or ideas; freedom of artistic creativity; and academic freedom and freedom of scientific research. This right does not extend to propaganda for war, incitement of imminent violence; or advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm..

5. Freedom of association – Clause 18, "Everyone has the right to freedom of association.

6. Political Rights – Clause 19(1), "Every citizen is free to make political choices, which includes the right to form a political party; to participate in

the activities of, or recruit members for, a political party; and to campaign for a political party or cause."

7. Education – Clause 29(2) Everyone has the right to receive education in the official language of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account: equity, practicability; and the need to redress the results of past racially discriminatory laws and practices.

8. Language and Culture – Clause 30, " Everyone has a right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision in the Bill of Rights.

9. Cultural, Religious and Linguistic Communities – Clause 31, "Persons belonging to a cultural, religious or linguistic community may not be denied the right, with other members of that community to enjoy their culture, practise their religion or use their language and to form, join and maintain cultural, religious and linguistic associations and other organs of civil society. These rights may not be exercise in a manner inconsistent with any provision of the Bill of Rights.

10. Access to information – Clause 32, "Everyone has the right to access to any information held by the state, and any information that is held by another person and that is required for the exercise or protection of any rights.

11. Arrested, detained and accused persons – Clause 35(3) (k), "Every accused person has a right to a fair trial, which includes the right to be tried in a language that the accused person understands or, if that is not practicable, to have the proceedings interpreted in that language.

The Constitution of South Africa enshrines multi-lingualism and multi-culturalism. It seeks to promote and protect minority languages and cultures and in essence to ensure human dignity and equality of all persons. Clearly, the role of the Learning Area, Language, is to use education to equip the learner with the knowledge, skills, values and attitudes that will allow the learner to enjoy these rights and to carry out the duties, obligations and responsibilities that are part and parcel of their enjoyment.

Education Policy in South Africa subscribes to the notion of **additive bilingualism**. This comprises of **a primary language**, which is defined as 'the first language a child acquires' and **an additional language.** This may either be another official language or an unofficial South African or foreign language.

The rationale for Language as stated in official policy documents and the outcomes specific to Language take cognizance of the following:

> … language is not an end in itself. Language is a means to acting in the world in order to establish relationships, to engage with others in reciprocal exchange, to integrate new knowledge into existing knowledge, to obtain and convey ideas and information. (Further to this) Competence in the language of learning and teaching (LoLT) is crucial for academic mastery across the curriculum. The learner's development of terminology and language relevant to the field of

learning is the responsibility of the subject teacher in co-operation with language teachers (Government Gazette, No. 18051, 1997:26).

The rationale for the learning area formerly known as "Language, Literacy and Communication" acknowledges the intrinsic nature of language, literacy and communication to human development and their centrality to lifelong learning. It states that "Language (including Sign Language, and alternative ways and augmentative methods of communication) and language learning empower people to:

- ❑ Make meaning;
- ❑ Negotiate meaning and understanding;
- ❑ Access education;
- ❑ Access information and literacies;
- ❑ Think and express their thoughts and emotions logically, critically and creatively;
- ❑ Respond with empathy to the thoughts and emotions of others;
- ❑ Interact and participate socially, politically, economically, culturally and spiritually;
- ❑ Understand the relationship between language and power, and influence relationships through this understanding;
- ❑ Develop and reflect critically on values and attitudes;
- ❑ Communicate in different contexts by using a range of registers and language varieties; and use standard forms of language where appropriate.

The advancement of multi-lingualism is seen as a major resource that affords learners the opportunity to develop and value:

- ❑ Their home languages, cultures and literacies;
- ❑ Other languages, cultures and literacies in our multi-cultural country and in international contexts; and
- ❑ A shared understanding of a common South African culture.

Specific Outcomes of Language:

1. Learners make and negotiate meaning and understanding
2. Learners show critical awareness of language usage
3. Learners respond to the aesthetic, affective, cultural and social values in texts
4. Learners access, process and use information from a variety of sources and situations
5. Learners understand, know and apply language structures and conventions in context
6. Learners use language for learning
7. Learners use appropriate communication strategies for specific purposes and situations

Language Specific Outcomes relating to Human Rights & Inclusivity

With regard to HRI, throughout their schooling career learners will learn in an environment that is built upon a culture of human rights. They should learn **about**:

1. The main categories of human rights
2. Duties
3. Obligations
4. Responsibilities.

They should also acquire skills, values and attitudes that enable them to:

1. Identify bias, prejudice, stereotypes and discrimination;
2. Recognize and accept differences;
3. Establish positive and non-oppressive personal relationships; and
4. Resolve conflict in a non-violent way.

According to Volmink (1997) Human Rights Education (HRE) in the learning area, Language will enable learners to:

a. **Access** and **evaluate** relevant information from government, business, media and civil society organizations (Non-governmental organizations and community based organizations) which enable them to make effective decisions;
b. **Ask** relevant questions of authority figures to enable effective decision-making;
c. **Use** both written and verbal language to advance democratic and human rights values;
d. **Express** tolerance by listening to opposing points of view;
e. **Debate** key human rights issues;
f. **Judge** whether particular social practices advance or retard human rights;
g. **Assess** the ways in which language is socially constructed;
h. **Use** language creatively and expressively to communicate the importance of human dignity
i. **Evaluate** his/her own use of language in reference to other groups of people;
j. **Value** original ideas;
k. **Develop** literacy in law, human rights and democratic principles;
l. **Aware** of power relations between language groups;
m. **Appreciate** a variety of accents in the spoken word.

A note on progression:

The Learning Area, Language, provides the opportunity to readily integrate content/knowledge and skills that are specific to itself (as specified in, for instance, the Statement on the National Curriculum for Grades 1 - 9[4]) and those that are specific to Human Rights & Inclusivity. In other words, the core concepts/content/knowledge of HRI can be used as the basis (texts) on which the development of skills, values and attitudes is based. It is important also important to point out that a number issues and problems of HRI quite easily permeate the all the other seven Learning Areas and find expression in the Learning Programmes of the Foundation Phase. What is of significance is that the levels of complexity and variety is obtained by using a wide range of texts. It is this, that may be used to differentiate between levels.

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[4] 1997. *Government Gazette,,Vol. 384 No. 18051.*

The following table illustrates that distinctions between Phases/Levels can be achieved through grading Core Concepts, skills, values and attitudes. Issues and problems remain constant across levels but call for differentiation of skills at the various levels.

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Proposed HRI Learning Outcomes and Assessment Standards

Develop-mental Level	Core Concepts, Values & Principles	Issues/ Problems	Human Rights & Inclusivity Resources	Outcomes/Assessment Standard
1. Grade R-3	Rules, Order, Respect, Fairness, Identity, Diversity, Cooperation, and Personal Responsi-bility.	Bias Stereotypes Prejudice Discriminati on (sexist, racist, derogatory language) Linguistic intolerance (to dialectal variance) and linguistic purism Self-centredness Dogmatism Censorship Propaganda Internalized oppression Power relations Conventional	**Resources** 1. Family Life 2. Classroom Rules 3. National Symbols **What to do with them** - Identity: knowledge of the self – who am I? (I am human, I am a girl/boy, I am African, I am South African, I am Zulu, I belong to the Masukus, I am Nomsa etc.) - Rules, Order, Respect, Fairness – Members in a family, cooperation within members, sharing power and responsibility - Diversity & Nation– Different families, different languages, different ways of doing things: One nation, many languages, many religions. - The individual & the family, community, the state and the world	- Express and justify a personal opinion relevant to an issue/ problem; - Contribute to paired and class discussion on matters of personal and general significance; - learn what it means to take turns; - Respond to the views of others and use acceptable forms of disagreement and/or challenge; - work with others and gather their opinion in an attempt to meet a challenge of shared significance; - Use imagination when considering the experiences of others; - Reflect on issues of social and moral concern, presented in ways such as through story, drama, pictures, poetry, and 'real life' incidents - Take part in simple debate and vote on an issue. -Recognize how the concept of fairness can be applied in a reasoned and reflective way to aspects of their personal and social life. - Understand the different kinds of responsibility that they take on, in helping others, respecting differences or looking after shared property. - Know about the nature and basis of the rules in the classroom, at school; - Understand that different rules can apply in different contexts and can serve different purposes;

Develop-mental Level	Core Concepts, Values & Principles	Issues/ Problems	Human Rights & Inclusivity Resources	Outcomes/Assessment Standard
		wisdom Conflict resolution		- Know about difference and similarities between people in terms of their needs, wants, responsibilities, likes, values and beliefs; - Know that many of these differences are linked with cultural and religious diversity.
Grade 4-6	Individual Rights, Family and community, Social Responsibility, Freedom, Equality, Law & Government, and Citizenship & civic participation.	Bias Stereotypes Prejudice Discrimination (sexist, racist, xenophobic, derogatory language) Linguistic intolerance (to dialectal variance) and linguistic purism Self-centredness Dogmatism Censorship Propaganda Internalized oppression Power relations Conventional	**Resources** 1. The Constitution of the Republic of South Africa 2. The Bill of Rights 3. Community standards 4. Convention on the Rights of the Child 5. Universal Declaration of the Rights of the Child **What to do with them** 1. Introduce the concepts of rights, duties, obligations and responsibilities 2. Human Rights – a universally accepted set of values and attitudes 3. The Rights of the Child 4. The African Charter on Human Rights 5. Introduce the concepts of 'the rule of law' and 'justice'.	**-** Express and justify, orally and/or in writing a personal opinion relevant to an issue - Contribute to paired and small group discussion on issues and problems of HRI and be prepared to present the outcome to a class. - Work with others in a class and gather their opinion on a specific HRI issue or problem in an attempt to meet a challenge of shared significance through negotiation, accommodation and agreed upon action. - Use imagination when considering the experience of others and be able to reflect and hypothesize – the 'what if' scenario – on the issues and problems of HRI in response to stories, drama or 'real life' incidents. Learners should also consider the lives of others living in other places or times and with different values, attitudes etc. - Discuss a range of moral dilemmas or problems, in which choices between alternatives are evaluated, selected and justified, using appropriate language. - Participate in a question and answer session in which a member of the local community offers an expert opinion and answers questions prepared in advance by pupils. - Collect information from a range of sources about HRI issues from a range of sources, including television, radio news, documentary footage, newspapers and other communication technology, and recognize the different ways in which sources present the information.

Develop-mental Level	Core Concepts, Values & Principles	Issues/ Problems	Human Rights & Inclusivity Resources	Outcomes/Assessment Standard
		wisdom Conflict resolution		- Know at a simple level, how rules and law are made and the varying purposes they serve; and understand that there are various sources of authority in their duties. - Understand the need for laws and their enforcement in shaping behaviour. - Understand the concept of rights, duties, obligations and responsibilities. -Demonstrate familiarity with the set of values that bind the international community. - Understand that there can be different types of government such as democracies and dictatorship. - Know about the world as a global community, and that people around the world live in communities. - Understand that there are similarities and differences between communities in terms of social, economic, cultural, environmental circumstances.
3. Grade 7-9	Natural Rights, Rule of Law, Justice, Equity, Security, Global	Bias Stereotypes Prejudice Discrimination (sexist, racist,	**Resources** 1. Covenants and Conventions: Civil & Political Rights; Economic, Social & Cultural Rights,	- Express and justify, orally and in writing a personal opinion relevant to an issue. - Contribute to small group and class discussions on issues and problems of HRI and present the outcome to a class. - Work with others in a class and gather their opinion on a specific HRI issue or problem in an attempt to meet a challenge of shared significance through negotiation,

Develop-mental Level	Core Concepts, Values & Principles	Issues/ Problems	Human Rights & Inclusivity Resources	Outcomes/Assessment Standard
	Responsibility, International law, and Interactions among nation states.	derogatory language) Linguistic intolerance (to dialectal variance) and linguistic purism Self-centredness Dogmatism Censorship Propaganda Internalized oppression Power relations Convent-ional Wisdom Freedom of Speech Hate Speech Conflict resolution	2. Elimination of Racism; Discrimination against women 3. Three generations of rights **What to do with them** 1. Introduce the concept of the individual as a citizen of 'a global community'. 2. The concepts of 'justice' and 'equity' in the South African context and the international context. 3. Exploring global responsibility 4. Issues of security in the context of interactions among nation states. 5. How political representatives are chosen in South Africa. 6. The role of citizens in sustaining the South African democracy.	accommodation and agreed upon action and be able to reflect on the process. - Use imagination when considering the experience of others and be able to role-play, express plausibly and reflect on viewpoints contrary to their own.. - Analyze, discuss and reflect on significant issues and events encountered within a community. - Garner information on an HRI issue/problem from a range of sources, including television, radio news, documentary footage, newspapers and other communication technology, with an understanding of the different roles these sources play. - Take part in informal debates and have opportunities to vote on them. - Understand, at a basic level, the legal rights and responsibilities of young people with particular reference to the UN Convention on the Rights of the Child, particularly the right to be heard; understand the general nature of legal aspects and responsibilities of other citizens including discrimination law and concepts such as discrimination, equal opportunities, ballot, voting, representational democracy. - Understand the rights and responsibilities underpinning a democratic society with particular reference to regional and international Human Rights instruments paying particular attention to freedom of speech. - Know about the Universal Declaration of Human Rights, why it was developed and its implications for South Africans and the world paying attention to the issues of prejudice, xenophobia, discrimination, pluralism - Know about the work of Parliament, the Government in making and changing the law including the concept of

Develop-mental Level	Core Concepts, Values & Principles	Issues/ Problems	Human Rights & Inclusivity Resources	Outcomes/Assessment Standard
				national, provincial and municipal elections. - Know about the ideas and aims of the main political parties.

Assessment Exemplars for Language

Example 1: Grade 3

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment Strategies	Summative Evaluation Strategies
By the end of Grade 3 learners will: Know about the nature and basis of the rules of home, in the classroom and the school. Know how to frame rules. Understand that different rules can apply in different contexts and serve different purposes.	*Issue/Problem* Rules Order Cooperation Power relations	By the end of Grade 3 learners Display and increasing awareness of their environment and the people in it. They have confidence to explore different types of spoken, written and visual texts and to experiment with ways of shaping their ideas to suit a topic, purpose and audience.	To achieve the stated learning outcome learners will: Explain the concept of 'rules' and relate this to the concepts of 'order' and 'cooperation'. Describe examples of rules at home, in the classroom and school using either short illustrative stories and simple statements and describe what and/or why	Journal Entries over a specified period of time e.g. 1 week: Learners observe and record incidents or situations that point to the existence of rules in their family and school life. A portfolio of visual examples of rules e.g. regulatory road signs.	Learners frame their own rules for a situation of their choice in pairs or groups. Explain and justify the rules in the light of the situation.

| | | | they feel a particular way towards a given rule.

Justify, that is, say why rules are important between members of family, class and school members. | | |
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Example 2: Grade 6

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment	Summative Evaluation
By the end of Grade 6 learners will:

Understand and apply the concepts of rights, duties and responsibilities.

Understand and explain why and how human rights are about the importance of individual human dignity, equality between humans and reciprocal responsibility for ensuring that the rights of others are respected. | Rights, Duties Responsibilities Human Rights | By the end of Grade 6 learners

Display ability to interact with peers and others, both putting forward and challenging ideas using a variety of text types.

Justify their own interpretation of ideas, information and events. | To achieve the stated learning outcomes learners will:

Draw parallels between the rules of family and school and the concept of human rights.

Explain and give examples of their 'rights' as humans and the duties and responsibilities that arise from those rights within their family and school life. | Journal Entries: When the rights of an individual come into conflict with the rights of other people – in the family and in school. Learners conduct interviews and record incidents. Present these to class. | Learners track a human rights issue on the media and/or in their communities. Write an opinion piece on the issue with justification. |

Example 3: Grade 9

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment Strategies	Summative Evaluation Strategies
By the end of Grade 9 learners will Understand the rights and responsibilities underpinning a democratic society and be aware of issues surrounding rights such as freedom of speech.	Freedom of Speech Sexist, racist, xenophobic and derogatory language	By the end of Grade 9 learners will be able to: Express, debate, evaluate, take and defend positions on human rights and responsibilities with regard to contemporary challenges.	To achieve the stated outcome learners will: Role-play problematic interpersonal interactions as a basis for discussion, express plausibly and reflect on viewpoints contrary to their own.	Mini-Projects: Learners will track at least one awareness campaign related to discrimination on the basis of gender, race or the incidence of xenophobia. They will gather and record the opinions of family, friends, and teachers on the limitations of freedom of speech in reference to the specific campaign and/or incident.	Assessment of completed project.

Guidelines for Mathematics

Nazir Carrim

Definition

Mathematics is the construction of knowledge that deals with the qualitative and quantitative relationship of space and time. It is a human activity that deals with patterns, problem-solving, logical thinking, etc, in an attempt to understand the world and make use of that understanding. This understanding is expressed, developed and contested through language, symbols and social interaction (C2005, 1997).

Rationale

Mathematics as a domain of knowledge is a significant cultural achievement of humanity. It has both utilitarian and intrinsic value. All people have a right of access to this domain and its benefits. The domain provides powerful numeric, spatial, temporal, symbolic, communicative and other conceptual tools, skills, knowledge, attitudes and values to analyse, make and justify critical decisions and empower people to work towards: reconstruction and development; develop equal opportunities and choice; contribute to the development of and participate in society; act responsibly (particularly in relation to the environment); interact in a technological global context and appreciate the mathematical knowledge for its analytical rigour, elegance and contested nature (C2005, 1997).

The above definition of and rationale for mathematics point significantly to the skills and knowledge this learning area is able to equip people. Three important aspects are highlighted here: 1) access to mathematical knowledge is important in the empowerment of people; 2) skills and attitudes mathematical knowledge is able to develop in people are central human rights concerns; and, 3) mathematical knowledge can assist in the development of a people that would enable them to participate in the affairs of society and within a global contexts in ways that promote a culture based on human rights and democracy. Mathematical knowledge, thus, has a role to play in the consolidation of human rights and inclusivity in education.

Specific Outcomes:

1. Demonstrate understanding about ways of working with numbers.
2. Manipulate number patterns in different ways.
3. Demonstrate understanding of the historical development of mathematics in various social and cultural contexts.
4. Critically analyse how mathematical relationships are used in social, political and economic relations.
5. Measure with competence and confidence in a variety of contexts.
6. Use data from various contexts to make informed judgements.
7. Describe and represent experiences with shape, space, time and motion, using all available senses.

8.   Analyse natural forms, cultural products and processes as representations of shape, space and time.
9.   Use mathematical language to communicate mathematical ideas, concepts, generalisations and thought processes.
10.   Use various logical processes to formulate, test and justify conjectures. (C2005, 1997).

Mathematics

Mathematics, like technology and the natural sciences, may also find it difficult to come by explicit content on human rights that can be used in the teaching of this learning area. Again, these are by no means non-existent, but few in number. However, like technology, access to mathematics of critical importance. Noted in many research projects historically, mathematics has been an area dominated by men and "whites". Increasing access to mathematics in anti-discriminatory and inclusivist ways is thus important (see ANC Policy Document, 1994). Mathematics can also raise awareness of the ways in which mathematics has been used and the effects they have had on human lives. Possibilities of raising awareness of human rights in the applications of mathematics learners themselves can also be tasks designed for learners in these programmes

In relation to the above statements about mathematics from the perspective of human rights and inclusivity the following outcomes may be outlined in this learning area:

1.   Access to mathematics should be inclusivist and this should be verifiable in terms of the numbers of the kinds of people who do mathematics.
2.   Learners should be able to demonstrate a critical understanding of the roles and uses of mathematical knowledge in societies generally and in the own contexts specifically.
3.   Learners should be able to apply mathematical knowledge in their own contexts in ways that promote the quality of life and promote respect for human rights.

In addition, the human rights and inclusivity perspective to mathematical knowledge and its uses can enable learners to:

1.   Identify Euro-centric bias in the way mathematics has developed.
2.   Appreciate the development of mathematics in Africa, Asia and Latin America.
3.   Use mathematical formulae to assess the legality of price increases and interest rate hikes.
4.   Calculate income distribution in South Africa.
5.   Compare and contrast formulae for social expenditure pre and post 1994 - education, pension, housing (Volmink, 1997).

The following table provides guidelines for possible ways in which these outcomes can be achieved in the General Education and Training band.

Developmental Level	Core Concepts	Core Skills	HRI concepts, values and/or principles	HRI issues and problems	Outcomes/Assessment Framework
	Use of mathematics in societies	Recognition skills. Counting skills. Relational thinking skills Contextual thinking skills. Application skills. Mathematical literacy and communication skills.	Respect, appreciation, tolerance, co-operation and responsibility	Who has access to mathematics? How has mathematics been used in societies? Who has benefited from such uses of mathematics and who has not? How can mathematics be used in everyday life? How can mathematics be used to empower people?	Learners should be able to: - Identify and explain numbers. - Demonstrate an ability to use numbers on their own and apply them in their own contexts. - Identify and explain shapes. - Demonstrate an ability to use shapes on their own and apply them in their own contexts. - Relate numbers and shapes and explain such relations. - Demonstrate an ability to apply relations between numbers and shapes on their own and in their own contexts
Grade R-3	Use of numbers	Recognition and use of numbers. Mathematical literacy. Application skills. Contextual thinking skills	Access Respect for others. Application in contexts.	Access to mathematical literacy, where all learners should have access. How numbers can be used in real life situations in ways that uphold human rights..	Learners should be able to recognize and use numbers.

Grade 4-6	Use of numbers and shapes	Recognition and use of numbers and shapes. Mathematical literacy. Relational thinking skills Application skills Contextual thinking skills..	Access Application in contexts.	Access to mathematical literacy, where all learners should have access. How numbers and shapes can be used in real life situations in ways that uphold human rights.	Learners should be able to: 1. recognize and use numbers and shapes. 2. demonstrate an ability to link numbers and shapes. 3. Apply numbers and shapes in real life situations
Grade 7-9	Use of numbers and shapes	Recognition skills. Counting skills. Relational thinking skills Contextual thinking skills. Application skills. Mathematical literacy and communication skills.	Access Application in contexts	1. Access to mathematical literacy, where all learners should have access. 2 How numbers and shapes can be used in real life situations in ways that uphold human rights.	Learners should be able to: 4. recognize and use numbers and shapes. 5. demonstrate an ability to link numbers and shapes. 6. Apply numbers and shapes in real life situations 7. Explain and justify the ways in which numbers and shapes are related to each others and how they are applied.

Example 1 (Grade 3)

Learning Outcomes (Integrated skill, concept and content statement)	Core Skills	Expected Level and Range of Performance	Assessment Exemplars	Summative and Formative Assessment
By the end of Grade 3 learners should be able to: Identify and use numbers correctly	By the end of Grade 3 learners should be able to: 1 Identify numbers 2. Use numbers	By the end of Grade 3 learners should be able to recognize and use numbers correctly thereby demonstrably manifesting access to mathematical literacy	To achieve the outcome, learners should 1. have access to numbers; 2. Recognise numbers 3. Use numbers All learners may be asked jointly to recognize numbers by verbalizing it to each other and as a group. Learners could also allocate numbers to themselves and call each other to line up in correct number sequence	Assessment strategies may include: 1. Summative assessments of the correct recognition of numbers. Learners need to be told whether they are recognizing numbers correctly or not. 2. Summative assessment of the ways in which numbers are written. Learners need to be shown how to correctly represent numbers in writing and should be corrected if this is done incorrectly. 3. Formative assessment of the ways numbers are seen to be put into use. Here learners can apply numbers in calculating scores in games such as soccer and/or netball. Or in using numbers in buying things from shops and working out how much money is

				needed for the purchase and how to assess whether correct change has been given

Example 2 (Grade 6)

Learning Outcome (Integrated skill, concepts and content statement)	Core Concepts	Expected Level and Range of Performance	Assessment Exemplars	Summative and Formative Assessment
By the end of Grade 6 learners should be able to recognize numbers and shapes correctly and relate them to each other	By the end of Grade 6 learners should be able to correctly: 1 Identify numbers and shapes 2. Use numbers and shapes. 3. Relate numbers and shapes to each other	By the end of Grade 6 learners should be able to recognize, relate and use numbers and shapes correctly thereby demonstrably manifesting access to mathematical literacy	To achieve the outcome, learners should 1. have access to numbers and shapes 2. Recognise numbers and shapes 3. Relate numbers and shapes to each other 4. Use in application numbers and shapes in relation to each other. Concrete examples of numbers and shapes can be used in achieving these outcomes. These include the use of fruit or vegetables, toys and different types of books. Learners can be asked to find objects of different shapes and be made to count them, showing how the shapes are similar or different to each other and being able to number them correctly. These can be done individually and in groups.	Assessment could include: 1. Learners demonstrating in groups and/or to the whole class what shapes they have used and how they numbered them. In such a presentation learners should be able to explain how they arrived at their identification of the shapes they have used, how they have been nunbered and how shapes and numbers are related to each other. Such an activity would include both summative and formative forms of assessment.

Example 3 (Grade 9)

Learning Outcome (Integrated skill, concepts and content statement)	Core Concepts	Expected Level and Range of Performance	Assessment Exemplars	Summative and Formative Assessment
By the end of Grade 9 learners should be able to recognize numbers and shapes correctly and relate them to each other. They should also be able to explain and justify the ways in which they have used shapes and numbers in relation to each other.	By the end of Grade 9 learners should be able to: 1 Identify numbers and shapes 2. Use numbers and shapes in relation to each other. 3.Apply numbers and shapes to real life situations and in relation to each other. 4. Explain and justify the ways in which they have applied shapes and numbers.	By the end of Grade 9 learners should be able to recognize, relate, use, explain and justify numbers and shapes in relation to each other thereby demonstrably manifesting access to mathematical literacy	To achieve the outcome, learners should be able to: 1. correctly recognize shapes and numbers in relation to each other. 2. apply numbers and shapes in relation to each other. 3. Explain and justify how numbers and shapes have been applied and the relations between them. Learners should be able to do these both verbally and in writing.	Assessment could include: 1. Summative assessment of the in/correct use of shapes and numbers where learners are told whether what they are doing is correct or not. This being the case for both verbal and written presentations and can be done by both learners and educators separately or jointly. 2. Formative assessment may be used in the ways in which learners apply their understanding in real life situations. Here learners can be given a project to construct models such as cars and houses which use shapes and numbers. 3. Learners may also be asked to explore the ways shapes and numbers are used in their own communities or contexts. In this instance they should be able to demonstrate an awareness of the possible impact such

				real life application have on human lives in tersm of whether they lead to degradation or a qualitative improvement of human lives.

Guideline for the Natural Sciences

Suren Govender

Introduction

❖ A fundamental challenge confronting us in our effort to transform our country into a fully fledged democracy, is the challenge to ensure that all citizens are aware of their basic rights. Moreover, to ensure that such human rights, freedoms and values are both protected and practised. The UN's Universal Declaration of Human Rights (1948), the European Convention on Human Rights and Fundamental Freedoms (1951), The Vienna Declaration and Programme of Action (1993), as well as The Bill of Rights embodied in the South African Constitution (1996), all delineate these basic entitlements of every human being, regardless of race, nationality, gender, religion and the like.

❖ The current drive to transform our education and training system, particularly the revision of the Curriculum, must be used as a vehicle to promote a culture of Human Rights and advance democracy. Surely democracy can become strengthened and entrenched when all citizens are fully aware of the fundamental human rights and freedoms they are entitled to, and more importantly, when they can lay claim to such rights and freedoms.

❖ In the present streamlining and revising of C2005, Natural Sciences can, as a Learning Area, play a role in engendering a Human Rights culture and promoting respect of fundamental entitlements.

Critical Outcomes, Human Rights & Inclusivity

Human rights / inclusivity issues, in the context of the Critical Outcomes and within the scope of the Natural Sciences have the capacity to develop and empower learners, thus enabling them to :

- value the importance of freedom of expression in conducting scientific experiments and constructing scientific knowledge.(CO 5).
- Engage in critical debates around controversial scientific issues,respecting others opinions (CO 5)
- Apply scientific knowledge to solve social problems (CO 1)
- Develop conflict resolution skills such as negotiation and mediation (CO1)
- Appreciate the contribution of various cultures to scientific progress(CO2)
- Assume moral responsibility for their actions in conducting experiments etc.(CO3)
- Work co-operatively in research projects and investigating teams,upholding the principles of democracy(CO2)
- Examine the ethical issues behind scientific experimentation(CO6)
- Demonstrate an understanding of bias and inequities related to NS(CO4&CO6)
- Evaluate and appreciate the impact of science on the natural environment and on human health as well as safety(CO6)
- Understand the links between science and socio-economic development(CO7)
- Be aware of and sensitive to the development and utilization of natural and other resources(CO6).

The Links between the NC Rationale, Specific Outcomes and Human Rights and Inclusivity issues

A study of the rationale and specific outcomes of the Natural Sciences reflects its potential to improve quality of life and to give expression to a human rights culture, by infusing human rights / values / concepts / freedoms into the teaching-learning activities.

The links between NS and human rights/inclusivity issues are as follows:

EXAMPLE 1	
NS RATIONALE	Refers to "... development of responsible, sensitive and scientifically literate citizens who can critically debate scientific issues and participate in an informed way in democratic decision-making processes".
RELEVANT SPECIFIC OUTCOMES	o All 9 SO's are linked, but especially the following: o SO 5 (responsible decision making); o SO 8 (understanding ethical issues, bias and inequities) o SO 6 (relationship between science and culture)
RELATED HUMAN RIGHTS ISSUES	✧ Democracy, discrimination, diversity, equality, tolerance, justice, indigenous peoples, public participation, citizenship, etc.

EXAMPLE 2	
NS RATIONALE	✧ Refers to "... conserving, managing, developing and utilising natural resources to ensure the survival of local and global environments."
RELEVANT SPECIFIC OUTCOMES	✧ SO 4 (management, development and utilisation of natural and other resources) ✧ SO 5 (responsible decision making) ✧ SO 9 (interaction between Natural Sciences and socio-economic development)
RELATED HUMAN RIGHTS ISSUES	✧ Environment, discrimination, equality, human dignity, diversity, tolerance, economic arrangements, conflict, poverty, development, hunger, health, justice, technology, globalization, land and resources, etc.

EXAMPLE 3

NS RATIONALE	✧ Refers to "... creation and shaping of work opportunities."
RELEVANT SPECIFIC OUTCOMES	✧ SO 3 (innovative problem solving) ✧ SO 4 (management, development of resources) ✧ SO 9 (interaction between NS and socio-economic development)
RELATED HUMAN RIGHTS ISSUES	✧ Equality, justice, diversity, discrimination, human dignity, tolerance, socio-economic rights, democracy, technology, etc.

Such clear links demonstrate the capacity of NS to advance human rights/inclusivity issues. Increasing access to NS,raising awareness of the impact of NS on human beings through the ages and designing tasks for learners to apply NS content and skills in ways that promote human rights are all very real possibilities in the NS learning area..

DEVELOPMENTAL LEVEL	CORE CONCEPTS, VALUES & PRINICIPLE	CORE SKILLS	ISSUES & PROBLEMS	HUMAN RIGHTS STANDARDS INSTRUMENTS	OUTCOMES, ASSESSMENT FRAMEWORK
GRADES R – 3 NATURAL SCIENCES	- Tolerance - Fairness - Diversity - Difference - Respect - Environmental awareness - Land & resources - Health issues - Poverty & hunger - Life (plant, animal, human) - Energy sources	- self confidence - co-operation - sharing - empathy - group work - problem solving - investigating - protection of environment - health & personal hygiene - understanding the human body -	- pollution - abuse of natural environment - personal health - sexuality - Discrimination	- convention on the Rights of the Child - African charter on Children's Rights - The Bill of Rights in the SA Constitution	Learners should be able to: - identify key sources of energy and key features of the natural environment - understand how their body functions and be aware of personal hygiene and health. - Collect and organize information about their immediate environment - Show sensitivity to living things nd identify crucial rights of the different species - Show how science can contribute positively to their environment - Demonstrate awareness of the need to protect our environment.

Developmental level	Core concepts, values & principles	Core skills	Issues and problems	Human Rights standards instruments	Outcomes, assessment framework
Grades 4 – 6 (NS)	- Equality - Justice - Freedom - Discrimination - Diversity - Telerance - Respect - Social responsibility - Democracy - Environmental awareness - Health issues - Universe - Science & technological progress - Life & living - Energy & change	- personal skills eg, self confidence, empathy, responsible decision making etc - group skills eg, sharing, cooperation, tolerance, etc - Investigative skills eg data collection, identification, concluding etc - Process skills eg questioning, observing, recording, analyzing etc - Social/Community skills eg environmental protection, health issues, problem solving etc	- Environmental issues - Access to resources - Human Rights violations - Safety & security - Sexuality - Poverty & hunger - Impact of science on life and humanity - Feminity/Masculinity - Homophobia - Pregnancy - Sexual Orientation	- Convention on the Rights of the Child - African Charter on Children's Rights - Universal Declaration of Human Rights - The SA Constitution and Bill of Rights	Learners should be able to: - Conduct investigations in their immediate and extended environment - Apply scientific knowledge and take responsible, informed decisions about problems - Evaluate the contributions of various cultures and societies to science - Identify bias and inequalities in the development of science - Classify, identify and analyze natural resources, showing how science has impacted on it - Demonstrate on understanding of the need to protect, sustain and conserve natural resources.

Developmental Level	Core concepts, values & principles	Core skills	Issues & problems	Human Rights standards, instruments	Outcomes, assessment framework
GRADES 7 – 9 (NS)	- Bill of Rights & SA Constitution - Democratic principles - Social responsibility - Environmental awareness - Health issues - Globalisation & universe - Earth & Beyond - Life & living - Energy & change - Matter & Materials - Scientific/technological advancement	- Personal skills eg. Responsible decision making, empathy etc - Group skills eg respect for democratic principles, sharing etc - Problem solving - Investigative skills including testing hypothesis - Process skills including interpreting data and forming conclusion - Community skills eg assessing impact of science on health, protection and conservation of environment	- Access to resources - Environmental issues - Socio-economic development - Human Rights violations - Undemocratic practices - Safety & security - Sexuality - Hunger & poverty - Ethical issues in Science - Feminity/Masculinity	- Convention on the Rights of the Child - African Charter on Children's Rights - Universal Declaration of Human Rights - The SA Constitution and Bill of Rights	Learners should be able to: - conduct explorative and focused investigations in their immediate and extended environment. - Access information from various sources and cultural contexts, and thus offer possible scientific explanations to resolve problems - Demonstrate an awareness of the need to manage, utilize, develop, protect and conserve natural and other resources - Identify the links between science and technology, and assess its impact on socio-economic development - Demonstrate a grasp of ethical issues in the sciences, focusing on bias and inequality

Guidelines For Infusion And Assessment with Exemplars

❐ THE RIGHT TO A CLEAN, HEALTHY ENVIRONMENT
(Section 24 of Bill of Rights)

THE RIGHT TO HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY
(Section 27 of Bill of Rights)

THE RIGHT TO EQUALITY
(Section 9 of Bill of Rights)

❖ Topics focusing on the above rights can revolve around environment, health, diseases, pollution, poverty, agriculture, food resources, food production, conservation, reproduction, land and resources

❖ NB.The examples of topics/aspects/themes that follow are merely to illustrate the capacity of NS to infuse human rights/inclusivity issues and are NOT MEANT to be prescriptive in any way whatsoever !

┌─────────────────────┐
│   **TOPIC: WATER**   │
└─────────────────────┘

➤ consider water as a natural resource
➤ assess its impact on human development
➤ survey physical location and varied use of
➤ link to Apartheid legislation and discrimination
➤ consider impact of unequal distribution
➤ focus on urban-rural divide
➤ show effect on environmental degradation
➤ link to food production and health care
➤ case Study Cholera as a water borne disease

NB : Each aspect above can easily illuminate human rights issues such as discrimination, diversity, equality, environmental issues, conflict, poverty, hunger, justice, health etc.

TOPIC: LAND & RESOURCES

Focus on soil, soil types, fertility etc

➤ study farming and gardening, use of pesticide
➤ consider waste recycling, fertilisers, etc.
➤ mountains as water catchment areas
➤ impact of natural disasters such as floods
➤ study plants and animals as food resources
➤ link to cultivation of food resources eg. case study sugar in KZN
➤ focus on utilization of natural resources with an emphasis on conservation
➤ consider human abuse / misuse of soil, water, air, plants and animals, etc.

N.B. *These aspects can help focus on a wide range of human rights and values such as environmental issues, discrimination, equality, safety and security, development, socio-economic rights, hunger, globalization, technology, health issues, etc.*

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TOPIC: REPRODUCTION
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➢ focus on basic needs for survival
➢ study reproduction of plants and animals
➢ link to diseases and health issues
➢ contextualize socio-economic conditions
➢ case study HIV/AIDS etc.

N.B. *A whole host of rights and values, ranging from human dignity, tolerance, empathy to responsibilities can be infused in the above aspects.*

ASSESSMENT EXEMPLARS

GRADE 3 : LEARNING OUTCOME – By the end of Grade 3

Learners will be able to :
-   Collect and organize information about their natural environment.
-   Show sensitivity to living things in their environment and identify rights that such living things are entitled to
-   Demonstrate awareness of environmental protection and conservation

Core concepts/content	❖ Based on critical outcomes 6 and 7 and NS specific outcome 4 . (How scientific knowledge helps to develop, manage and utilize natural and other resources.
Rights/Values	❖ Environmental Rights (section 24 of Bill of Rights) Rights to Health (section 27) ❖ Protection of life, respect, tolerance, health issues, environmental conservation, use of science and technology etc.
Assessment activities	❖ Focus on immediate, local environment and identify specific examples of how science has developed, changed the environment. Could involve field trip or class based exercise with resources provided by educator, using groupwork ❖ Compile list of health hazards present and provide examples of actual damage to humans, plant/animal life. Work in pairs for this. ❖ Pairs go back to group-work and each pair reports back on above

	❖ Individuals then prepare written piece, to suggest how the health hazards/damage to life and environment can be reduced. ❖ Drawings of scenes of damage/health hazards by individuals ❖ Placards or Posters with slogans showing care for living things and environment, done in groups.
Assessment strategies	❖ Peer assessment of list of health hazards ❖ Individual assessment by educator of written piece ❖ Self assessment of drawing or painting ❖ Group assessment of posters/placards

Exemplars: Assessment Activities and Strategies

GRADE 6 : LEARNING OUTCOME – By the end of Grade 6, learners will be able to:

- Conduct investigations and collate/analyze scientific information
- Make informed, responsible decisions based on the application of scientific knowledge.

CORE/ CONTENT /CONCEPTS	✧ Based on SO 5, AC 1-6 (Support responsible decision making)
RIGHTS/VALUES	✧ Focus on Freedom of Expression (Section 16 of Bill of Rights) and Freedom of religion, belief and opinion (Section 15 of Bill of Rights) ✧ Respect, Tolerance, Responsibility, Empathy, Human Dignity, Discrimination, etc.
ASSESSMENT ACTIVITIES	✧ Select and focus on controversial issues eg. family planning and the pro/anti-abortion stance OR the location of projects such as nuclear power stations/chemical factories/dams etc. ✧ Learners research, investigate etc. using a variety of sources ✧ Focus on scientific issues of National/Provincial/Regional importance ✧ Engage in a class debate ✧ Argue the relevance of divergent points of view, justify opinions, accommodate conflicting theories, consider alternatives etc. ✧ Present a written piece in form of a project, assignment or essay
ASSESSMENT STRATEGIES	✧ Self assessment on consulting sources and collation of data ✧ Peer assessment on debate, based on criteria discussed and agreed upon by entire class ✧ Educator assesses written presentation individually

GRADE 9: LEARNING OUTCOME: By the end of Grade 9 learners will be able to :

- Demonstrate an understanding of the relationship between science and culture.
- Acknowledge that is influenced by culture, in varying contexts
- Be respectful of alternate ways of looking at and explaining phenomena

CORE/ CONTENT/ CONCEPT	✧ Based on SO 6, AC 1/2. (Understanding relationship between science and culture)
RIGHTS/VALUES	✧ Focus on Environmental Rights (Section 24 of Bill of Rights). Freedom of Expression (Section 16), Freedom of religion, belief and opinion (Section 15) ✧ Respect, Tolerance, Diversity, Equality, discrimination, conflict, technology, health issues, etc.
ASSESSMENT ACTIVITES	✧ Educator collates sources and facilitates discussion on different medical/health practices. ✧ Focus will be on traditional healers (eg. Sangoma), use of natural medicines, modern medicines, General Medical Practitioners and Specialists use of alternative healing methods and medicines. ✧ Learners research how science influences culture and how culture influences science. ✧ Group Discussions based on the place of traditional healers/medicines in modern science. ✧ Discussion in pairs on community/local attitudes to traditional healing methods. ✧ Devise a set of questions for conducting of interviews. ✧ Select community person in medical field (traditional or modern) and conduct interview. ✧ Individual learners to compile report on interview findings.
ASSESSMENT STRATEGIES	✧ Formal test based on sources provided by educator in respect of different types of practices. ✧ Learners submit essay on Culture and Science, for individual assessment. ✧ Peer evaluation of Interview questions. ✧ Self evaluation of Report of interview findings/conclusions.

Guidelines for Economic and Management Sciences

Anthony Meyers

Introduction

This submission focuses on the critical outcomes and the HRI implications the role of the learning area in promoting human rights and values, attempt to clarify some of the concepts and values pertinent to the learning area, provide guidelines for assessment and provide some exemplars.

Critical outcomes and human rights and inclusivity in relation to EMS

- develop conflict resolution skills
- think laterally about solutions to existing social and economic problems
- develop conflict resolution skills such as negotiation, mediation and arbitration
- appreciate the inter-connectedness between human rights and responsibilities
- take moral responsibility for their own actions
- overcome internalised oppression which serves as a barrier to career and entrepreneurial opportunities
- appreciate the humanising effect of cultural practices such as courtesy, tact, patience, care and responsibility

The role of the learning area in promoting human rights and values

EMS is one learning area where the impact of the social division of people in terms of race and class and its effects receive explicit attention. The ways in which the division of labour has promoted forms of classism, racism and sexism can receive attention. As such explicit content in EMS that could address human rights issues directly are possible within this area. Access to EMS, awareness of the impact and effects and forms of EMS in human lives should also receive attention here.

In a discussion document by Peter Volmink (1997) on Human Rights Education in South African schools he identifies the role that Human Rights Education can play in enhancing the Economics and Management Sciences (EMS) learning area.

The following specific outcomes are identified:

Learners will be able to:

1. Engage in entrepreneurial activities.
2. Demonstrate personal role in economic environment
3. Demonstrate the principles of supply and demand and the practices of production.

4. Demonstrate managerial expertise and administrative proficiency.
5. Critically analyse economic and fiscal data to make decisions.
6. Evaluate different economic systems from various perspectives.
7. Demonstrate actions which advance sustained economic growth, reconstruction and development of South Africa.
8. Evaluate the interrelationship between economic and other environments.

HRE will contribute to the realisation of these outcomes by developing in learners the ability to:

1. Identify the causes of economic scarcity
2. Critically assess economic systems which cause economic imbalances and inequities
3. Identify ways to alleviate economic scarcity
4. Understand the importance of socio-economic rights
5. Understand the importance of the RDP
6. Participate effectively in RDP programmes
7. Understand the rights and responsibilities of consumers
8. Critically assess the impact of globalization on the South African economy

There is clearly sufficient opportunity within the EMS learning area to deal with the human rights framework that the Constitution provides. There are wide ranges of issues that are pertinent here given the context of the South African situation currently. The issues identified in the table that follow is by no means exhaustive and is only indicative of the challenges to be resolved in relation to EMS.

Developmental Sequence for Human Rights and Inclusivity Core Concepts and Values for EMS

The section that follows outlines the learning outcomes at phase level.

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Grade R-3	Rules order respect fairness diversity Human Rights and personal responsibility Responsibilities Child labour Seasonal labour Family and community The equality of all people Conflict management Justice	Cooperation Sharing Communication skills: self expression and listening Problem solving Empathy Analysing reasons for acts The right to choose	Inequality Malnutrition Unfairness Harm Poverty HIV/AIDS	Convention on the Rights of the Child African Charter on Children Rights The SA Constitution and Bill of Rights Classroom rules Family life	Share one's own and other's experiences of poverty Identify groups of people who are discriminated against Working collaboratively to question, develop answers and ideas and communicating it to a variety of audiences Explain the importance of classroom rules for the protection of individual rights and the common good Provide a basic description of government

Grade 4-6	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation	Defending a position Questioning to clarify information, point of view Distinguishing between fact and opinion Managing conflict Discussing public affairs Performing school or community service	Prejudice Discrimination Poverty Injustice Selfishness Employment equity Labour relations – workers rights Corruption and bribery Entrepreneurial development Equality Act Consumer rights Redistribution of land and property rights	Community standards: Convention on the Rights of the Child Universal Declaration of Human Rights History of human rights	Evaluate, take and defend a position on issues involving personal rights Share ones own experiences of HRV's Analyse community standards to identify social, economic cultural and political influences Relate human rights with human dignity Identify groups of people who are discriminated against Demonstrate respect for the dignity of others Explain the importance of the rule of law for the protection of individual rights and the common good

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Grade 7-9	Rule of law Justice Equity International law Natural rights Security Global responsibility Interactions among nation-states	Understanding other points of view Citing evidence in support of ideas or position Using print and electronic resources to acquire, share information Questioning public officials/experts/others, gathering information from officials and agencies	Ethnocentrism Racism/Sexism Ignorance Authoritarianism Cynicism Powerlessness Hunger Colonialism Slavery Imperialism Employment equity Labour relations – workers rights Corruption and bribery Entrepreneurial development Equality Act Consumer rights Redistribution of land and property rights Business impact on particular groups such as migrant workers and indigenous people Role of business in human rights violations Economic Policy Social responsibility World economic arrangements	Regional human rights conventions UN covenants/ conventions: Civil & Political Rights; Economic, Social & Cultural Rights; Elimination of Racism; Discrimination Against Women. Indivisibility of human rights Three generations of rights ILO conventions Cosato manifesto Skills Development Act Labour Relations Act Employment Equity Act CCMA Basic Conditions of Employment Act	Empathise with those whose human rights are violated Evaluate, take and defend a position on how well officials/ experts/ agents serve the purposes of the constitution / conventions Research an issue or event of significance from a range of sources with particular reference to bias and the use of evidence Demonstrate an understanding of the use and abuse of statistics in relation to identified issues

Assessment exemplars:

The exemplars that follows is intended to be illustrative for Economic and Management Sciences

Grade 3		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 3 learners will be able to: Explain the importance of classroom rules for the protection of individual rights and the common good	fairness diversity Human Rights and personal responsibility Cooperation Sharing Communication skills: self expression and listening Problem solving Empathy Analysing reasons for acts The right to choose Family and community	To achieve this outcome learners should be able to: Evaluate class rules by making use of presentations including drawings, graphs, models, portfolios

Grade 6		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 6 learners will be able to: Analyse community standards to identify social, economic cultural and political influences	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation Discussing public affairs Performing school or community service Prejudice Discrimination	To achieve this outcome learners should be able to: Identify themes such as racism, justice, and social action in community standards across cultures

	Poverty Injustice Selfishness Employment equity Labour relations – workers rights Corruption and bribery Entrepreneurial development Equality Act Consumer rights Redistribution of land and property rights	

Grade 9		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 9 learners will be able to: Evaluate, take and defend a position on issues involving the employment equity provisions	Rule of law Justice Equity International law Colonialism Slavery Imperialism Employment equity Labour relations – workers rights Corruption and bribery Entrepreneurial development Equality Act Consumer rights	To achieve this outcome learners should be able to: Evaluate the impact of the employment equity provisions by using print and electronic resources to acquire and share information or Questioning public officials/experts/others, gathering information from officials and agencies

Guidelines for Technology

Nomsa Masuku

Introduction

The aim of this section is to attempt to provide clear guidelines to teachers on what is to be taught with regard to **Human Rights & Inclusivity (HRI)** in the Learning Area, **Technology**. It will, therefore, attempt to specify the HRI **content/knowledge, skills, values** and **attitudes** that a teacher needs to bear in mind (and inculcate in the case of skills, values and attitudes) in the teaching of technology.

The Rationale of Technology in Curriculum 2005

Technology is one of the eight Learning Areas that form part of Curriculum 2005. The policy document of South Africa define technology as, "the ethical and responsible use of knowledge, skills and resources to meet human needs and wants and to recognize and solve problems by investigating, designing, developing and evaluating products, processes and systems". These policy statements go on to state that the Technology Learning Area seeks to develop learners who have the following characteristics:

1. An ability to solve technological problems by investigating, designing, developing, evaluating as well as communicating effectively in their own and other languages and by using different modes;
2. A fundamental understanding of and ability to apply technological knowledge, skills and values, working as individuals and as group members, in a range of technological contexts; and
3. A critical understanding of the interrelationship between technology, society, the economy and the environment.

In order to make explicit the role that technology will play in developing and entrenching a culture of human rights in South Africa, we will need to have a basic understanding of the role of the formal curriculum in South Africa.

At the exit point of the GET[5] the kind of language learner that the formal curriculum seeks to produce will be one who possesses a specific level of understanding of human rights such knowledge will be not only be cognitive understanding but rather will translate into skills, values and attitudes that confirm learners and 'as agents of social change' (Chisholm 2001:8). The role of the formal curriculum plays in producing such learners is given context, by for example the Constitution of South Africa. The Preamble of the Constitution describes the people of South Africa as people who:

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[5] This is an issue deal with in detail by the section above on "the General Education & Training Certificate (Level 1)"

Recognize the injustices of (the) past;
Honour those who suffered for justice and freedom in (the) land;
Respect those who have worked to build and develop (the) country; and
Believe that South Africa belongs to all who live in it, united in (their) diversity.
(Emphasis my own.)

The people of South Africa will:
Heal the divisions of the past and **establish** a society based on democratic values, social justice and fundamental human rights;
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
Improve the quality of life of all citizens and free the potential of each person; and
Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The formal curriculum therefore seeks to use education as one of the state's instruments for supporting a **pluralist democracy**. Education will, therefore promote an active commitment to human rights and the principles of a pluralistic democracy and also contribute actively to combating such challenges to democratic values as intolerance, xenophobia and racism (Osler & Starkey 1996: 37, 40).

The South African Curriculum Framework rests on critical outcomes[6]. These are the broad generic and cross-curricular outcomes which underpin the Constitution and which are adopted by the South African Qualifications Authority (SAQA). They are designed to ensure that learners gain the skills, knowledge, values and attitudes that "will allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole. However, C2005 prior to its review in 2000 allowed teachers free choice in the selection of content and did not provide a strong enough statement about which values the curriculum promotes and which it does not promote. The present exercise seeks to fill this gap.

The following is a statement of what the infusion of HRI concepts, skills, values and attitudes will achieve:

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[6] **Outcomes** are results of learning processes and refer to **knowledge**, **skills**, **attitudes and values** within particular contexts. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain contexts. **Critical** outcomes are generic, cross-curricular, cross-cultural outcomes.

Table 1: An HRI interpretation of the Critical Outcomes

Critical Outcome	The Effect of HRE
1. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation	Learners will articulate human rights concerns linguistically: 11. Develop a sense of appreciation for a variety of communication styles; 12. Value the importance of free speech; 13. Evaluate the importance of censorship in society. 14. Develop a listening-to-understand attitude; and 15. Enhance self-confidence and self-esteem through debates, group activities, team work etc.
2. Identify and solve problems by using creative and critical thinking.	Learners will solve problems individually and cooperatively: 13. Understand that conventional wisdom is provisional, contested and changing; 14. Reflect critically on existing power relations in society; 15. Think laterally abut solutions to existing social problems; 16. Appreciate the consequences of leaving social problems unaddressed; 17. Develop conflict resolution skills such as negotiation, mediation and arbitration; and 18. Analyze the manner in which learning content is constructed.
3. Organize and manage themselves and their activities responsibly and effectively.	Learners will appreciate the interconnectedness between rights and human responsibilities: 7. develop responsible and accountable leadership and organization; 8. Learn the importance of effective social organization; and 9. Take moral responsibility for their own actions.
4. Work effectively with others in a team, group, organization and community.	Learners will work cooperatively: 10. Develop "civic mindedness"; 11. Develop tolerance for differences (racial, religious, cultural, gender) within the group; 12. Appreciate the importance of making a positive contribution to the group and society; and 13. Develop empathy for more vulnerable members of the community.
5. Collect analyze, organize and critically evaluate information.	Learners will critically evaluate the media: 9. Critically evaluate censorship; 10. Identify ideological bias behind the use of terminology; 11. Identify and critically evaluate propaganda; and 12. Identify bias, prejudice and stereotypes in literature.
6. Use science and technology effectively and critically, showing responsibility toward the environment and the health of others.	Learners will evaluate the impact of science and technology on job creation: 7. Evaluate the impact of science and technology on job creation; and 8. Evaluate the impact of science and technology on occupational health and safety; and 9. Appreciate the use of science and technology in the progressive realization of socio-economic rights.
7. Demonstrate an understanding of the world as a set of related systems.	Learners will appreciate the need for world peace: 7. Appreciate the linkage between peace and justice; and 8. Appreciate the extent to which social turbulence in the rest of Africa and the world impacts upon South Africa; and 9. Identify the factors, which undermine peace and stability on the African continent.
8. Show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities.	Learners will develop citizenship skills: 7. Appreciate the humanizing effect of cultural practices such as courtesy, tact, patience, care and responsibility; 8. Show respect for different cultures, religions and languages; and 9. Overcome internalized oppression, which serves as a barrier to career and entrepreneurial opportunities.

Together with the other Learning Areas, technology will, therefore, contribute to the realization of all Critical Outcomes.

The task at hand requires that we re-examine the outcomes that are specific to Technology and ensure that the ways in which they can be made sensitive to HRI content/knowledge, skills, values and attitudes are stated explicitly. The present exercise will result in a list of suggested strategies that can be used to build HRI knowledge, skills, values and attitudes into the ordinary business of teaching technology. In this way it will make available to the teacher of technology specific recommendations on how she/he can infuse this content into that of technology and thus contribute to the national goal of developing and entrenching a human rights culture in the young of South Africa..

Specific Outcomes for Technology

1. Understand and apply the Technological Process[7] to solve problems and to satisfy needs and wants
2. Apply a range of technological knowledge and skills ethically and responsible
3. Access, process and use data for technological processes
4. Select and evaluate products and systems
5. Demonstrate an understanding of how different societies create and adapt technological solutions to particular problems
6. Demonstrate an understanding of the impact of technology
7. Demonstrate an understanding of how technology might reflect different biases, and create responsible and ethical strategies to address them.

An HRI Interpretation of Outcomes Specific to Technology

According to Volmink (1997) HRI content/knowledge, skills, values and attitudes in Technology will enable learners to:
   a. **Evaluate** the impact of technology on the environment;
   b. **Evaluate** the impact of technology on human development;
   c. **Evaluate** the impact of technology on job creation or loss;
   d. **Use** technology to access relevant information about human rights;
   e. **Conceptualize** and **create** appropriate technology for human development;
   f. **Overcome** historical social barriers (e.g. bias) to the use of technology in the context of gender, race, age and disability.

Preliminary Remarks on Infusions of HRI and Technology

The recommendations for infusion are made with the understanding that the knowledge/content specifications of technology will not all be readily amenable to the infusion of HRI content/knowledge. Bearing in mind the principle of not separating content/knowledge, skills, values and attitudes in the teaching/learning context it might be helpful to note immediately that it is the teacher of technology that will

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[7] This is the process inherent in solving all technological problems. It comprises of four stages: Investigation, Designing & Planning, Making and Evaluation.

require at a slightly more than basic understanding of HRI content/knowledge and the supporting resources (the Charters, Covenants, Conventions etc,; the history of human rights, human rights in South Africa etc.) Put differently, the teacher of technology will need HRI content/knowledge as a foundation that will help her/him make judgements about the specific links with HRI issues/problems (deriving from HRI content/knowledge) at any given opportunity within the classroom situation.

In the table that follows, the paper looks at each strand in technology. – a strand being one of the five logical groupings of concepts and skills that make up this Learning Area – and lists the HRI issues/problems that arise in relation to each strand.

	Outcomes	Core HRI Issues/Problems
1. Technological Process	Learners recognize and are able to identify what problems, needs and wants are in a technological context, moving from the familiar to the unfamiliar. They develop a working understanding of information accessing procedures such as interviews, library searches etc. Learners progressively develop the ability to generate a design brief, use communication techniques to present design ideas/solutions and make a choice of optimal design solution. They also develop work plans that would include lists of materials, tools and equipment, sequence of manufacture and time management. Learners draw upon their knowledge and skills in order to make a product based on their chosen design and work plan as outlined above. Learners develop criteria (or are assisted to do so) for evaluating their product and process of manufacture. They also develop an awareness of the interconnectivity and logical links between the various stages in the technological process.	Needs, Wants, Safety, Social barriers to the use of technology, Sustainable development Environment conservation and abuse Health Security Equity Employment
2. Systems and Control	Learners will show evidence of the acquisition of knowledge & skills in respect of the nature, functions and applications of safety, information, materials and energy. Learners become familiar with mechanical systems such as linkages, gears, wheels and axles, hydraulics and pneumatics. Learners become familiar with electrical systems.	Sustainable development Renewable energy Socio-economic barriers to access to technology,

3. Materials & Processing	Learners investigate the characteristics of food and learn processing skills such as cooking, preserving and recipe writing. Learners investigate a variety of textiles and learn skills in processing these materials. Learners investigate resistant materials such as wood, paper, plastics, ceramics and learn skills in processing these materials. Learners investigate resistant materials such as wood, paper, plastics, ceramics and learn skills in processing these materials.	Food security Poverty Health Safety Disposal of waste materials such as toxic waste
4. Structures	Learners investigate the characteristics of structures (e.g. strength, stability, reinforcement) and use this knowledge to design and build structures for a particular use.	Discrimination on the basis of disability, Impact on environment Safety
5. Energy	Learners investigate different forms of energy and how they can be transformed into a useful form.	Renewable, non-renewable energy Conservation of energy
6. Communication	Learners develop an awareness of and skills in various methods of communicating information t a variety of audiences.	Bias Stereotyping Propaganda Ethnocentricity Prejudice Discrimination (sexism, racism, xenophobia, derogatory language) Censorship Dogmatism Power relations
7. Critical Consumer & Producer	Learners develop an ability to evaluate existing products, processes and services to be able to make an informed choice.	Bias Stereotyping Propaganda Ethnocentricity Prejudice Discrimination SABS Standards Choice
8. Technology & Society	Learners look at the effect that changes in technology have on past, present and future societies. Learners look at the positive and negative impacts of technology.	Human development Sustainable development Indigenous technology The influence of literacy/illiteracy (technological or other) in access to technology, 'The information divide' caused by Information & technology Contribution of technology to the

	Learners recognize that elements of society (e.g. children, persons with disabilities, cultures) have different needs.	definition of power relations between people and states. The impact of nuclear technology Significance of technological developments for military purposes (e.g. Internet)

Guidelines for Infusion of HRI in Technology:

Develop-mental Level	Core HRI Concepts, Values & Principles	Core Skills	Human Rights & Inclusivity Resources	Outcomes, Assessment Standard
(Grade R-3)	Rules, Order, Respect, Fairness, Identity, Diversity, Cooperation, and Personal Responsibility.	Cooperation Sharing, Self-expression Listening, Working in small groups, Problem-solving Understanding cause and effect, Analysing reasons for acts, Empathy	**Resources** 　Family Life 　Classroom Rules **What to do with them** Identity: knowledge of the self – who am I? (I am human, I am a girl/boy, I am African, I am South African, I am Zulu, I belong to the Masukus, I am Nomsa etc.) Rules, Order, Respect, Fairness – Members in a family, cooperation within members, sharing power and responsibility Diversity & Nation– Different families, different languages, different ways of doing things: One nation, many languages, many religions. The individual & the family, community, the state and the world	- Express and justify an opinion relevant to the technological process. - Learners list examples of technological innovations in their family and in the school. - Learners are able to identify the components of the technological process and to explain this in relation to housing, clothing, water, transport, food, energy, health, agriculture, sport and recreation.

Develop-mental Level	Core HRI Concepts, Values & Principles	Core Skills	Human Rights & Inclusivity Resources	Outcomes, Assessment Standard
(Grade 4-6)	Individual Rights, Family and community, Social Responsibility, Freedom, Equality, Law & Government, and Citizenship & civic participation.	Defending a position, Questioning to clarify information, Point of view, Distinguishing between fact and opinion, Managing conflict, Discussing public affairs	**Resources** The Constitution of the Republic of South Africa The Bill of Rights Community standards Convention on the Rights of the Child Universal Declaration of the Rights of the Child **What to do with them** Introduce the concepts of rights, duties, obligations and responsibilities Human Rights – a universally accepted set of values and attitudes The Rights of the Child The African Charter on Human Rights Introduce the concepts of 'the rule of law' and 'justice'.	

Develop-mental Level	Core HRI Concepts, Values & Principles	Core Skills	Human Rights & Inclusivity Resources	Outcomes, Assessment Standard
(Grade 7-9)	Natural Rights, Rule of Law, Justice, Equity, Security, Global Responsibility, International law, and Interactions among nation states.	Understanding other points of view, Citing evidence in support of ideas or positions, Using print and electronic resources to acquire information, Questioning public officials/experts and others, gathering information from officials.	**Resources** Covenants and Conventions: Civil & Political Rights; Economic, Social & Cultural Rights, Elimination of Racism; Discrimination against women Three generations of rights **What to do with them** Introduce the concept of the individual as a citizen of 'a global community'. The concepts of 'justice' and 'equity' in the South African context and the international context. Exploring global responsibility Issues of security in the context of interactions among nation states.	

Assessment Exemplars for Technology (Incomplete)

Example 1: Grade 3

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment Strategies	Summative Evaluation Strategies
By the end of Phase 1 – Grade 3 learners will:		By the end of Phase 1 – Grade 3 learners	To achieve the stated learning outcome learners will:		

Example 2: Grade 6

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment	Summative Evaluation Strategies
By the end of Phase 2 – Grade 6 learners will:		By the end of Phase 2 – Grade 6 learners	To achieve the stated learning outcomes learners will:		

Example 3: Grade 9

Learning Outcome (Integrated Content, Skill Statement)	Issue/ Problem	Expected Level and Range of Performance	Assessment Exemplar	Formative Assessment Strategies	Summative Evaluation Strategies
By the end of Phase 3 – Grade 9 learners will		By the end of Phase 3 – Grade 9 learners will be able to:	To achieve the stated outcome learners will:		

Guidelines for Arts and Culture

Anthony Meyers

Introduction

Arts and Culture is key to the development and growth of our human resource. This can only happen when the creativity of our people is unlocked, an excavation of our historical heritage unfolds and cultural diversity flourish within the process of developing a unifying national culture.

This submission focuses on Human rights and inclusivity implications of the critical outcomes, the role of the learning area in promoting human rights and values, provide a template for the developmental accommodation of human rights issues and guidelines for assessment and provide some exemplars.

Critical outcomes and Human Rights and Inclusivity (HRI) implications

By design the human rights and inclusivity issues are well covered within the critical outcomes. They will be enhanced by allowing for the generation within learners the ability to amongst others:

- Develop a sense of appreciation for a variety of communication styles
- Evaluate the impact of censorship on our society
- Reflect critically on existing power relations in society
- Appreciate the importance of making a positive contribution to the group and society
- Appreciate the use of science and technology in development
- Show respect for different cultures, religions and languages
- Identify bias, prejudice and stereotypes within literature

The role of the learning area in promoting human rights and values

The arts are a fundamental form of human expression and the communication through which our collective histories and cultures are passed from one generation to the next. They allow us to communicate across cultures, defining our similarities and sharing our differences

The arts help to develop attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. Students learn to respect different ways of thinking, working, and expressing themselves. They learn to make decisions in situations in which there are no standard answers.

Some critical considerations in this area are:

How is AC being conceptualised? Do such ways of conceptualising AC promote the fossilisation of AC? Are stereotypical and discriminatory images and modes of representation being reproduced? Are existing "high brow" forms of AC being accepted uncritically? Are subjugated AC being excavated? Is multilinguilism receiving attention? Is multiculturalism receiving attention?

Human rights and inclusivity

In a discussion document by Peter Volmink (1997) on Human Rights Education in South African schools he identifies the role that Human Rights Education can play in enhancing the Arts and Culture (AC) learning area.

HRE will contribute to the realisation of the specific outcomes by developing in learners the ability to:

1. Use artistic forms to give expression to human rights values and ideals
2. Appreciate diverse artistic expression within a culturally diverse society
3. Display creative thinking skills in resolving human rights problems
4. Avoid the denigration of any culture
5. Appreciate the power of the imagination in the protection of human rights

Developmental Sequence for Human Rights and Inclusivity Core Concepts and Values for Arts and Culture

The section that follows outlines the learning outcomes at phase level.

(*Please refer to the other learning areas for the headings of the following tables. Some computer gremlin is disallowing changes to the tables.*)

Grade R-3					Learners should be able to:
	Respect Fairness Happiness Human Rights and Responsibilities Rules Order Difference Rich/ Poor	Cooperation Sharing Expression Listening Empathy Working in groups Assisting one another Expression and listening Taking roles Respect for culture balanced with human rights	Abuse Bullying Hunger Malnutrition Unfairness Harm	Class rules Human Rights Standards on culture African Charter on Human Rights	Acknowledge and share each others cultural heritage Identifies similar ideas in works of art from different South African cultures Give examples of the diversity of South Africa and its benefits Identify and express different feelings explain/ play out how rules and laws: describe ways people should behave, provide order and security, assigns responsibility learners should be able to explain what the constitution is and why is it important for arts and culture identify the need for the individual in defending and promoting human rights in social institutions Give an examples of a human right

Grade 4-6	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation	Defending a position Questioning to clarify information, point of view Distinguishing between fact and opinion Managing conflict Discussing public affairs Performing school or community service	Prejudice Discrimination Poverty Injustice Selfishness	Community standards: Convention on the Rights of the Child Universal Declaration of Human Rights History of human rights	Show an understanding of visual artwork, music, drama, and dance works from different South African social and cultural groups, demonstrating a sense of history and tradition Evaluate, take and defend a position on issues involving personal rights Share ones own experiences of HRV's Relate human rights with human dignity Identify groups of people who are discriminated against Demonstrate respect for the dignity of others Explain the importance of the rule of law for the protection of individual rights and the common good Provide a basic description of government

Grade 7-9	Natural rights Rule of law Justice Equity Global responsibility International law Interactions among nation-states Security	Understanding other points of view Citing evidence in support of ideas or position Using print and electronic resources to acquire, share information Questioning public officials/experts/others, gathering information from officials and agencies Respect for culture balanced with human rights	Ethnocentrism Racism/Sexism Ignorance Authoritarianism Cynicism Powerlessness Hunger Colonialism Culture Arts and cultural forms Cultural rights kinked to other rights e.g. language rights	Regional human rights conventions UN covenants/ conventions: Civil & Political Rights; Economic, Social & Cultural Rights; Elimination of Racism; Discrimination Against Women. Indivisibility of human rights Three generations of rights Human Rights Standards on Culture African charter on Human Rights	Empathise with those whose human rights are violated Describe ways in which works of art affect people's emotions and help them understand their own experiences and abilities Evaluate, take and defend a position on a particular issue on how well officials/ experts/ agents serve the purposes of the constitution / conventions Research an issue or event of significance from a range of sources with particular reference to bias and the use of evidence Demonstrate an understanding of the use and abuse of statistics

Exemplars

The exemplars that follows is intended to be illustrative.

Grade 3		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 3 learners will be able to: Demonstrate how rules and laws: describe ways people should behave, provide order and security, assigns responsibility	Respect Fairness Happiness Human Rights and Responsibilities Rules Order Difference	To achieve this outcome learners should be able to: Create/ develop a work of art that demonstrate how rules and laws: describe ways people should behave, provide order and security, assigns responsibility

Grade 6		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 6 learners will be able to: Show an understanding of visual artwork, music, drama, and dance works from different South African social and cultural groups, demonstrating a sense of history and tradition	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation Discrimination Poverty Injustice	To achieve this outcome learners should be able to: Analyse performances, art and dance works to identify social cultural and political influences

Grade 9		
Learning outcomes	**Core concepts, skills and content**	**Assessment exemplars**
By the end of Grade 9 learners will be able to: Evaluate, take and defend a position on a particular issue on how well officials/ experts/ agents serve the purposes of the constitution / conventions	Justice Equity Global responsibility International law Racism/Sexism Ignorance Authoritarianism Cynicism Powerlessness	To achieve this outcome learners should be able to: Create a performance /art work that show the position of human beings in our present society

Guidelines for Life Orientation

André Keet

Critical Outcomes, Human Rights and Inclusivity

The following critical outcomes as proposed by the South African Qualifications Authority provide the basis for identifying a developmental sequence of human rights core concepts and values (including related areas such as peace, citizenship and environmental education) for LO:

Learners will:

    a) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made

    b) Work effectively with others as members of a team, group, organization, community

    c) Organise and manage oneself and one's activity responsibly and effectively

    d) Collect, analyse, organize and critically evaluate information

    e) Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/ or written presentation

    f) Use science and technology effectively and critically, showing responsibility towards the environment and health of others

    g) Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

The intention underlying any programme of learning must be to make an individual aware of the importance of:

    a) Reflecting on and exploring a variety of strategies to learn more effectively

    b) Participating as a responsible citizen in the life of local, national and global communities

    c) Being culturally and aesthetically sensitive across a range of social contexts

    d) Exploring education and career opportunities, and

    e) Developing entrepreneurial opportunities

A range of values and principles are affirmed by the critical outcomes such as respect, responsibility, accountability, caring, support, action, participation, etc. In addition, each one of the critical outcomes cab be restated from a human rights perspective. The work of Peter Volmink (1997) at the beginning stages of the curriculum development processes in South Africa and the Centre for Socio-Legal Studies is instructional in this regard. The

basic tenant in these arguments is that "democratic and human rights principles represent a cornerstone of educational transformation in South Africa and as such should be given cross-curricula expression in all learning areas". The critical outcomes have been informed by international standards and one can safely deduce that is influenced by our new constitutional order and international and regional human rights regimes.

On the first level, the capacity for citizens to enjoy human rights is closely tied with what is offered via the education and training system in relation to equal access of opportunities. This holds true for all generations of human rights, that is, civil and political rights, social, economic and cultural rights and the rights relating to environment and development.

On the second level, our democratic constitutional order is based on principles and values that require a particular lens through which South Africans sees themselves with regard to various interactions and interrelations such as those between the state and the world, the state and the region, state and citizen, and citizen in relation to other citizens. These principles and values are derived from the Constitution and the Bill of Rights and are reflected in the critical outcomes. The role of education in operationalising these principles and values is self-evident.

The notions of human rights, democracy and inclusivity by no means try to deconstruct existing bodies of knowledge, skills and values and then reconstruct them into human rights learning areas. On the contrary, it acknowledges the importance of these learning areas for the development, attainment, enjoyment, promotion and protection of human rights itself. Stated differently, human rights refer to more than a framework that guides interactions between state and citizen and citizen and citizen. It also refers to access, equity and redress alongside issues of respect and human dignity. All these notion are interlinked and therefore human rights and inclusivity modestly try to destabilize entrenched ways of thinking about education and highlight possible routes by which learning areas can serve as vehicles to achieved both the objectives related to access and redress, and those related to respect and human dignity.

Life Orientation and Human Rights and Inclusivity

Life Orientation is firmly conceived to contribute the attainment of the critical outcomes and is therefore fundamental in empowering learners to live meaningful lives in a society that demands rapid transformation.

The policy document for the senior phase states that LO:

o   Enhances the practice of positive values, attitudes, behaviour and skills in the individual and community;

o   Works for a transformation of society in the interests of promoting a human rights culture, underpinned by:

- Striving for a fully inclusive, egalitarian society free of all unjust discrimination
- A unified, co-operative society in which diversity is cherished
- Individuals, appreciation of their own beliefs, values and practices, and, at the same time, respect for the rights of others to do likewise

o Promotes the achievement of individual learners' potential by strengthening and integrating their
  - Self-concept
  - Capacity to develop healthy relationships
  - Ability to make informed and responsible decisions
  - Independent, critical and creative thinking
  - Survival and coping skills
  - Commitment to life-long learning
  - Pleasure on the expression and co-ordination of their intellectual, physical, spiritual emotional and moral powers.

o Encourages a healthy lifestyle, characterized by
  - Specific and contextualised application of the actions and values expressed in this rationale;
  - Celebration of, care for and responsibility towards the self and the social, natural and material environments.

Based on the above rationale, the specific outcomes of this learning area reflect the centrality and importance of human rights and envisage the infusion of human rights and values into the learning programmes and classroom activities. Furthermore, an understanding of human rights, shared principles and values is crucial for developing life skills to equip learners with the knowledge and skills to operate functionally in their communities and in society. Therefore, the guidelines developed in this paper will not substantially differ from the original framework of the learning area. Since human rights and values are framed as transversal issues, it requires an overlap with other learning areas though the application will be learning area specific, aimed at the attainment of the outcomes designated for each of the learning areas.

The first draft (February 2001) of the national curriculum statement for LO is significantly in congruence with the original specific outcomes and the critical outcomes and puts forward the following as the aim of LO

"Life Orientation aims at developing the knowledge, skills, values & attitudes to enable learners to
- live a healthy lifestyle
- show respect for self, fellow human beings and environment
- appreciate cultural diversity and showing tolerance for different belief systems

- understand learning processes, enjoy learning and value life-long learning (be able & motivated to learn throughout life)
- cope with real-life challenges and situations in the place where they live
- take informed, morally responsible and accountable decisions for their own welfare and that of their family, broader community and society, as well as environment
- exercise their constitutional rights and responsibilities and promote those of others, including equity
- act from the basis of a positive self-concept and self-knowledge
- be motivated to use their talents & achieve their full physical, spiritual, intellectual, emotional, social and professional potential
- play an active, responsible and productive role in a democratic society, in line with the Constitution of the country."

It also goes further to restate its role in contributing to the attainment of the critical and developmental outcomes as it inter alia:

- develops the understandings and values associated with rights, responsibilities and social relationships which are crucial aspects of the ability to p*articipate as a responsible citizen* in the life of local and national communities is a key dimension of the aim of Life Orientation

- develops respect for cultural diversity and the active exercising and promotion of human rights and the disposition for being culturally and aesthetically sensitive. Life Orientation aims to develop such values among learners. The difficult issue of respect for diverse religions and belief systems is addressed in Life Orientation.

In addition it identifies the "departure point of this Learning Area" (as) the *self* in relation to: physical development; cognitive development; social development; personal and emotional development; health and lifestyles; and world of work.

The strand of Social Development affirms the following:

> In order to develop a transforming, democratic society, the self and individual development needs to be strongly situated in a social context in order to develop respect, tolerance, acceptance and other values upheld in the constitution. These aspects will therefore be focal points:

- Relationships (inter-personal, community, environment, sexual)
- Tolerance & Empathy
- Equity
- Respect for cultural diversity
- Respect for different belief systems
- Constitutional rights & responsibilities

- Conflict resolution

A Focus for Human Rights and Inclusivity

LO provides all the necessary elements for a human rights/ inclusivity/ citizenship focus. This is already acknowledged in the paraphrases of the original and reworked aim and rationale of the learning area.

By accrediting human rights and democratic principles as a cornerstone of educational transformation which are reflected in the major education policy and legislative documents such as White Paper I on Education and Training, the National Education Policy Act; the South African Schools Act, etc. In addition, many laws relating directly to the rights in the Bill of Rights have been promulgated placing increasing responsibilities on government and other agencies with respect to the promotion and protection of human rights, including the education and training sector.

South Africa, as an emerging democracy modeled on respect for human rights, requires employing all the means at its disposal to promote and protect human rights as the cornerstone of governance and citizen interactions. It therefore makes sense to employ the national curriculum in the interest of reaching these goals.

The HRI Working Group therefore proposes that the learning area of LO makes provision for a focus on Human Rights and Inclusivity in addition to the cross-curricula infusion of human rights. Since the strand of social development reflects a strong congruence with human rights and inclusivity, we propose that the strand be renamed as **Democracy, Human Rights and Inclusivity Education.**

Developmental Sequence for Human Rights and Inclusivity: Core Concepts and Values for LO

The table below is associated with the United Nations Decade for Human Rights Education and serves as a guiding framework for countries all over the world in developing school-base human rights curricula. In addition, this document also provides a South Africa specific sequence to guide the infusion of human rights and inclusivity issues in the LO learning area.

Developmental Level	Core Concepts and Values	Core Skills	Issues and Problems	Human Rights Standards and Instruments
Childhood **Early grades Ages 5-8 Classes K-3**	Rules Order Respect Fairness Identity Diversity Cooperation Personal responsibility	Cooperation/sharing Communication skills: self-expression, listening Working in small groups Problem-solving Understanding cause-effect Analyzing reasons for acts Empathy	Inequality Unfairness Harm	Classroom rules Family life United Nations ?Declaration on the Rights of the Child
Later Childhood **Middle grades Ages 9-11 Classes 4-6**	Individual rights Family and community Social responsibility Freedom Equality Law and government Citizenship and civic participation	Defending a position Questioning to clarify information, point of view Distinguishing between fact and opinion Managing conflict Discussing public affairs Performing school or community service	Prejudice Discrimination Poverty Injustice Selfishness	Community standards Convention on the Rights of the Child Universal Declaration of Human Rights History of H uman Rrights
Adolescence **Upper primary Ages 12-14 Classes 7-9**	Natural rights Rule of law Justice Equity Security Global responsibility International law Interactions among nation-states	Understanding other points of view Citing evidence in support of ideas or position Using print and electronic resources to acquire, share information Questioning public officials/experts/others, gathering information from officials and agencies	Ethnocentrism Racism/Sexism Ignorance Authoritarianism Cynicism Powerlessness Hunger Colonialism	Regional human rights conventions U.N. covenants/ conventions: Civil & Political Rights; Economic, Social & Cultural Rights; Elimination of Racism; Discrimination Against Women. Indivisibility of human rights Three generations of Rights
Youth **Secondary School Ages 15-17 Classes 10-13**	Moral exclusion/moral inclusion Moral responsibility Civil society/role of voluntarism Global citizenship Ecological responsibility Global political demographics, environmental developments Peace	Civic problem-seeking/ problem-solving Participation in civic organizations, political parties, interest groups Writing letters, petitioning, speaking, testifying on political issues Fulfilling minimal civic responsibilities, voting	Apathy Political repression Civil disobedience Environmental abuse Genocide Torture	Nuremberg principles U.N. Conventions: Prevention & Punishment of Genocide; Prevention & Elimination of Torture National and international mechanisms for human rights protection Evolving human right standards

Felisa Tibbutts: Portions of these goals were adapted from Betty A. Reardon, *Educating for Human Dignity* (University of Pennsylvania Press, 1995), p. 12.

The above sequence is very useful since it can be interpreted against the Expected Levels of Performance developed by the NdoE for Life Orientation and Human and Social

Sciences (HSS). It can also serve as a reference point for the progress maps developed by the Gauteng Institute for Curriculum Development (GICD) and the Gauteng Department of Education (GDE) for both these Learning Areas. In essence, it provides a framework to measure international comparability with regard to Human Rights Education.

PROPOSED HUMAN RIGHTS, VALUES AND PRINCIPLES FOR LIFE ORIENTATION

GRADES R-9

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Grade R-3	- Wants - Needs - Respect - Fairness - Happiness - Human Rights and Responsibilities - Rules - Order - Childhood - Difference - Us and Them - Winning and Losing - Rich/ Poor - Empathy	- Cooperation - Sharing - Expression - Listening - Empathy - Working in groups - Assisting one another - Expression and listening - Cooperation - Peace Building - Reconstruction - Healing - Reconciliation	- Abuse - Bullying - Hunger - Malnutrition - Unfairness - Harm	- Convention on the Rights of the Child - African Charter on Children Rights - The SA Constitution and Bill of Rights	Learners should be able: - To understand that children are vulnerable - List elementary rights and responsibilities - To demonstrate coorperation and healthy interaction - To demonstrate care for immediate social and physical environments - To list rights and responsibilities - To list elements of a happy childhood - To explain human rights issues and problems - To know how to access the family, community and school protection mechanism

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Grade 4-6	- Bill of Rights - Family and Community - Codes of Conduct - Citizenship - Government - Participation - Constitutions - Responsibility - Prejudice - Assumptions - Family and Community - Respect for others - Protection	- Problem-solving - Defending positions - Questioning points of view - Managing conflict - Discussions and Debates - Participation and groupwork - Identifying unfairness and harm - Establishing rules	- Elections - Prejudice - Discrimination - Unfairness - Protection - Governance	- Convention on the Rights of the Child - African Charter on Children Rights - The SA Constitution and Bill of Rights - Codes of Conduct - Policies and rules	Learners should be able to: - Explain identity and difference - Explain the importance of shared values - To participate in elementary electoral processes - Identify stereotypes, bias and discrimination - Demonstrate cooperation and healthy interaction - Demonstrate care for immediate social and physical environments - List rights and responsibilities - To know how to access the family, community, school and public protection mechanism

Developmental Level	Core Concepts, Values and Principles	Core Skills	Issues and Problems	Human Rights Standards/ Instruments	Outcomes/ Assessment Framework
Grade 7-9	- Rule of Law - Justice - Equity - Equality - Social Responsibility - Global Responsibility - Citizenship and Civic Participation - Constitutional Democracy - Diversity and National Identity - Non-discrimination - Covenants and Conventions - Social Justice - Environmental Justice - Accountability	- Understanding other points of view - Citing evidence and collecting data - Critical questioning of SA political life - Access human rights agencies - Identify human rights violations - Identify conflicting rights - Claim and assert own rights and responsibilities and that of others - Understanding importance of shared values and principles - Managing Conflict - Participate in developing human rights culture	- Culture - Environment - Development - Poverty - Discrimination - Ignorance - Environment - Colonialism - Ethnocentrism - Conflict and Violence - Crime and Violence - Terrorism - Human Rights Violations - Socio-economic rights - Access to human rights	- Major international and regional conventions - Civil and Political Rights - Economic, Social and Cultural Rights - Eliminating Discrimination - South African Constitution and Bill of Rights	Learners should be able to: - Explain and demonstrate how to access protection agencies - Identify international, regional and domestic instruments for the protection of human and environmental rights - Explain the Rule of Law and its implications for individuals and groups - Identify and challenge bias, unfairness, prejudice and discrimination - Identify the core values and principles of the South African Constitutional Democracy - Demonstrate the meaning of responsibilities and accountability - Describe social justice and the necessity to promote socio-economic justice

Learning Outcomes and Assessment Standards: Illustrations for Life Orientation

We assume that since human rights and inclusivity are transversal issues, the learning area and the qualifications groups will develop exit level outcomes and assessment standards that will integrate human rights and inclusivity issues. Therefore, the HRI group has developed guidelines and exemplars for each of the learning areas.

Example 1 (Grade 3)

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 3 learners will be able to:	By the end of grade 3 learners will be able to use their understanding of rights and responsibilities to access protections mechanisms:	By the end of grade 3 it is expected that learners:	To achieve the outcome, learners should be able to:	Summative and formative assessment strategies may include:
Understand human rights and responsibilities in relation to the rights of the child Access primary protection agencies within the school, family and community context	- Needs and wants - Abuse and Harm - Respect and fairness - Happy childhood - Rights and Responsibilities - Rules and Order - Difference	- Understand the concept of human rights and responsibilities by discussing the rights of the child - Know and demonstrate how to access primary protection mechanism within school, family and community context	- Explain human rights and understand personal responsibilities - Identify abuses and human rights violations - Discriminate between fair and unfair treatment - List protection agencies - Access primary protection agencies	- Drawing representations of happy childhood - List elements of happy childhood - List basic human rights (convention of the rights of the child) - Create simple plans and procedures to access protection mechanisms - Perform elementary tasks that reflect an understanding of personal responsibility

Example 2 (Grade 6)

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 6 learners will be able to:	By the end of grade 3 learners will be able to use their understanding of rights and responsibilities to access protections mechanisms:	By the end of grade 3 it is expected that learners:	To achieve the outcome, learners should be able to:	Summative and formative assessment strategies may include:
Express and justify order, rules, codes of conduct and constitutions as sets of regulations aimed at preventing harm and abuse and guiding interaction amongst themselves and with the social and physical environment.	- Order - Rules - Respect - Harm - Protection - Fairness - Rights - Responsibilities - Abuse - Codes of Conduct - Laws - Bill of Rights - Constitution	- Paraphrase rules, codes of conduct and constitutions as regulations that express rights and responsibilities - Discriminate between fair and unfair rules and codes - Identify similarities between rules, codes of conduct, laws and constitutions - Access primary and secondary protection mechanism	- Analyze and reflect on rules with regard to fairness - Understand fair discrimination - Know the purpose of rules, laws and constitutions - Understand that rights and responsibilities are inseparable - Demonstrate the ability to access primary and secondary protection mechanisms	- Debate school, classroom rules and the need for order based on respect for the self and the other - Construct table depicting fair and unfair rules within the school setting - Make presentations on how rules can be more fair - Tests ascertaining understanding of the need for rules, codes of conduct and constitutions - Elicit, through project work, learners understanding on personal responsibility for respect and fairness

Example 3 (Grade 9)

Learning Outcome (Integrated skill, concept and content statement)	Core concepts, skills and content)	Expected Level and Range of Performance	Assessment exemplars	Summative and Formative Assessment
By the end of grade 9 learners will be able to:	By the end of grade 9 learners will be able to use their understanding of civic participation to enact ways in which individuals and communities can take up civic responsibilities:	By the end of grade 9 it is expected that learners:	To achieve the outcome, learners should be able to:	Summative and formative assessment strategies may include:
Demonstrate ways in which individuals and communities can take up civic and environmental responsibilities.	- Constitutions - Conventions - Covenant - Citizenship - Public Participation - Civic Responsibility - Global Responsibility - Democracy	- Know the functioning of constitutional democracy - Analyze civic participation and responsibility - Identify issues and design plans and strategies for taking up civic and environmental responsibilities - Identify global concerns and suggest ways of dealing with it.	- Explain the idea that citizenship confers equal rights and responsibility under the constitution and the law - Understand that citizenship is not dependent on the categories in section 9 of the constitution - Explain the role of civil society in a democracy - Identify issues and design plans and strategies for taking up civic and environmental responsibilities - Explain public participation and suggest ways in which it can be performed	- Interview community leaders, gather and analyze information on community involvement in matters of public and civic life (project, research) - Work in groups to demonstrate taking up civic and environmental responsibilities (simulated situations) - Test to probe learners' understanding of public participation and civic and environmental participation - Debates on issues to identify priorities for public intervention.