



**Experiences of Grade 3 learners on their rights and responsibilities
across diverse settings**

by

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September

2019

**Experiences of Grade 3 learners
on their rights and responsibilities
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**Linda van Aardt
2019**

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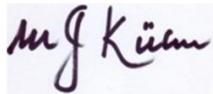
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TO WHOM IT MAY CONCERN

I, the undersigned, hereby declare that the doctoral thesis titled **Experiences of Grade 3 learners on their rights and responsibilities across diverse settings** by **Linda van Aardt** has been edited for grammar errors.

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Prof. Tinus Kühn

Dedication

THIS STUDY IS DEDICATED ...

To my dear children and amazing husband

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My sincere thanks are due to my three supervisors and editors:

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Abstract

Rights and responsibilities are enshrined in the Constitution of the Republic of South Africa. These rights are the basic rights of every human being. This study focuses on the rights and responsibilities of Grade 3 learners across diverse school settings; I identified five significant aims. The main aim of this research was to use the findings gained to assist and guide educators and all adults working with children in all school contexts and in all grade levels to transform education related to rights and responsibilities to empower children. The aim of the study was to understand the experiences of Grade 3 learners regarding their rights and responsibilities across diverse settings. My objectives were firstly to investigate whether children were educated and informed about their rights and responsibilities as child citizens. Secondly, to explore possible gaps in the knowledge of children's experience and understanding of their rights and responsibilities. Thirdly, to give children an opportunity to use their voices through participating in this study. Fourthly, to identify the similarities and differences through comparison of the of Grade 3 learners' experiences of their rights and responsibilities across the three diverse school settings.

The comparison of data sets highlighted challenges and gaps in children's education and their experiences of rights and responsibilities. It enabled me to draw conclusions that assisted me in making recommendations to supplement and improve children's understanding of their rights and responsibilities. I believe that the findings from my study contribute to the growing body of knowledge regarding rights and responsibilities education as a strong focus in the Life Skills programme – locally and globally – and to improving the education of the young child.

Through the comparison of the experiences of the participating children across the three school settings, similarities and differences arose that deepened insight into the main findings. The first finding is that education improves children's understanding and experience of their rights and responsibilities. Secondly, basic needs have a substantial impact on children's experience of their rights and responsibilities. Thirdly, the

participating children understood that people have needs and rights, and that those rights must be acknowledged to ensure a good quality of life. I further found that children can be empowered through using their voices and in gaining positive experiences and understanding, which ultimately contributes to raising strong well-adjusted adults.

This research was qualitative in nature using a multiple case study design. The themes and sub-themes that emerged from the data analysis of three diverse schools were then compared. Data gathering occurred through interviews, observation, documents, field notes and visual artefacts. The artefacts consisted of collages, drawings and writings made by the participating children and formed a large part of the data collection and analysis. Data collection took place in the Grade 3 classrooms and school venues made available by the diverse schools where data was collected. The ninety-six (n = 96) participating children contributed the data for this study and I analysed the data to understand how Grade 3 children understood their rights and responsibilities. Grade 3 learners were from three school settings where the participants had diverse backgrounds regarding language, capability, socio-economic circumstances, race, belief and religion. Children were typically between nine and ten years of age in Grade 3.

An emerging conceptual framework created through combining existing theories was utilised for explaining children's experiences of their rights and responsibilities across the diverse settings. The theories employed were the sociology of childhood, empowerment theory, Maslow's hierarchy of needs and the framework is the arch of human rights.

To empower young children with their rights and responsibilities, adults should listen, educate, communicate, and encourage decision making, accountability and responsibility so that young children will understand their rights and responsibilities as active citizens in their country. This would benefit children to modify and adjust the world they live in.

Keywords

Experiences of Grade 3 learners, children's rights and responsibilities, rights and responsibilities education, voices, diverse settings, comparison, comparative analysis.

Abstrak

Regte en verantwoordelikhede is vasgelê in die Grondwet van die Republiek van Suid-Afrika. Hierdie regte is die basiese regte van elke mens. Dié studie fokus op die regte en verantwoordelikhede van Graad 3-leerders in verskillende skoolomgewings; ek het vyf belangrike doelstellings geïdentifiseer. Die hoofdoel van hierdie navorsing was om die bevindings daarvan te gebruik om opvoeders en alle volwassenes wat met kinders in skoolkontekste werk, te help en te begelei om op alle vlakke onderwys wat verband met regte en verantwoordelikhede hou, te transformeer om kinders te bemagtig. Die doel van die studie was verder om die ervaring van Graad 3-leerders van hul regte en verantwoordelikhede in verskillende omgewings te verstaan. Ek het ook ten doel gehad om te ondersoek of kinders oor hul regte en verantwoordelikhede as kinderburgers onderrig en ingelig is. Ook wou ek moontlike leemtes in kinders se ervaring en begrip van hul regte en verantwoordelikhede ondersoek. Ek het verder gepoog om kinders die geleentheid te bied om hul stemme te gebruik deur aan hierdie studie deel te neem. Ten slotte wou ek die ooreenkomste en verskille deur die vergelyking van die Graad 3-leerders se ervarings van hul regte en verantwoordelikhede in die drie verskillende skoolomgewings bepaal.

Die vergelyking van datastelle het uitdagings en leemtes in die onderwys aangaande kinders en hul ervaring van regte en verantwoordelikhede uitgelig. Dit het my in staat gestel om gevolgtrekkings te maak wat my gehelp het om aanbevelings te maak om die kinders se begrip van hul regte en verantwoordelikhede aan te vul en te verbeter. Ek glo dat die bevindings van my studie tot die groeiende kennis van regte en verantwoordelikhede bydra wat 'n sterk fokuspunt in die Lewensvaardighede-program – plaaslik en wêreldwyd – is en tot die opvoeding van die jong kind.

Deur die vergelyking van die ervaring van die deelnemende kinders in die drie skoolomgewings het ooreenkomste en verskille te voorskyn getree wat insig in die belangrikste bevindings verdiep het. Die eerste bevinding is dat onderwys die begrip en ervaring van kinders se regte en verantwoordelikhede verbeter. Tweedens het basiese behoeftes 'n wesenlike invloed op kinders se ervaring van hul regte en

verantwoordelikhede. Dertens het die deelnemende kinders verstaan dat mense behoeftes en regte het, en dat die regte erken moet word om 'n goeie lewensgehalte te verseker. Ek het verder bevind dat kinders bemagtig kan word deur hul stemme te gebruik en deur positiewe ervaring te beleef en begrip te verwerf wat uiteindelik tot die opvoeding van sterk, goed aangepaste volwassenes bydra.

Hierdie navorsing was kwalitatief van aard met die gebruik van 'n meervoudige gevallestudie-ontwerp. Die temas en sub-temas wat uit die gegewens van drie verskillende skole voortspruit, is daarna vergelyk. Data-insameling het plaasgevind deur onderhoude, waarneming, dokumente, veldnotas en visuele artefakte. Die artefakte het uit collages, tekeninge en geskrifte wat deur die deelnemende kinders gemaak is, bestaan en wat 'n groot deel van die data-insameling en -ontleding vorm. Data-insameling het in die Graad 3-klaskamers en skoollokale wat deur die verskillende skole beskikbaar gestel is, plaasgevind. Die ses-en-negentig (n = 96) deelnemende kinders het tot die data vir hierdie studie bygedra en ek het die gegewens ontleed om te verstaan hoe Graad 3-leerders hul regte en verantwoordelikhede ervaar. Die Graad 3-leerders het uit drie verskillende skole gekom waar die deelnemers uiteenlopende agtergronde t.o.v. taal, bekwaamheid, sosio-ekonomiese omstandighede, ras, geloof en godsdiens gehad het. Kinders was tussen nege en tien jaar oud.

'n Konseptuele raamwerk wat geskep is deur bestaande teorieë te kombineer, is gebruik om kinders se ervaring van hul regte en verantwoordelikhede in verskillende omgewings te verduidelik. Die teorieë en raamwerk wat gebruik is, is die sosiologie van kinderjare, bemagtigingsteorie, Maslow se hiërargie van behoeftes en die raamwerk wat die boog van menseregte is.

Om jong kinders deur hul regte en verantwoordelikhede te bemagtig, moet volwassenes luister, opvoed, kommunikeer, en besluitneming, aanspreeklikheid en verantwoordelikheid aanmoedig sodat jong kinders hul regte en verantwoordelikhede as aktiewe burgers in hul land sal verstaan. Dit sal kinders help om die wêreld waarin hulle leef, te verander en aan te pas.

Sleutelwoorde

Ervaring van Graad 3-leerders, kinders se regte en verantwoordelikhede, opvoeding vir regte en verantwoordelikhede, stemme, uiteenlopende instellings, vergelyking, vergelykende analise.

Acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
AHRC	Australian Human Rights Commission
AQ3H	School A Quintile 3 H
AR	Assistant Researcher
BQ3M	School B Quintile 3 M
CAPS	Curriculum and Assessment Policy Statement
CASA	Children's Act of South Africa
CRC	Convention on the Rights of the Child
CQ5	School C Quintile 5
DBE	Department of Basic Education
DoJCD	Department of Justice and Constitutional Development
ECD	Early Childhood Development
GNF	Good News Factory
HIV	Human Immunodeficiency Virus
HOD	Head of Department
HRE	Human Rights Education
MBO	Management by Objectives
NCS	National Curriculum Statement
P	Participant
PFPD	Private Fundraising and Partnership Division
RCRI	The Realization of Children's Rights Index

TCSA	The Constitution of South Africa
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNGA	United Nations General Assembly

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Chapter 1:

Overview and rationale

Investigations into children's rights and responsibilities

1.1 Introduction

South Africa is a country of many and varied cultures. It can rightly be called a world within one nation. According to Humanium (2019c) there are stark contrasts between sophisticated city areas and enormously deprived rural areas in South Africa. As a country, South Africa faces many challenges regarding the rights of children. When one studies children's rights as encompassed in human rights, one realises how deprived many children are. A society is weakened when its children are ignorant of and uneducated about their rights. In the Civil Rights Announcement of 1963 (Kosher, Ben-Arieh and Hendelsman, 2017:v), John F. Kennedy pointed out, "The rights of every man are diminished when the rights of one man are threatened". Currently one of the most pertinent questions in education is, whether and how children experience their rights and responsibilities. Asking children to voice their thoughts regarding their rights and responsibilities ought to shed light on how they experience these.

Children's welfare is progressive when their basic rights are familiar, known and realised. In addition, children are empowered through familiarity with their rights (Howe and Covell, 2005:183). Children's rights should be enjoyed equally by all children, as proclaimed in The Children's Rights Alliance for England (2016:103), which states,

“Every child has the right to equal treatment, irrespective of the race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status of the child or the child’s parent or guardian. The South African Constitution further states under the Bill of Rights (Government, 1996) specifically states in section 28 that every child has rights that entail the right:

“a. to a name and a nationality from birth; b. to family care or parental care, or to appropriate alternative care when removed from the family environment; c. to basic nutrition, shelter, basic health care services and social services; d. to be protected from maltreatment, neglect, abuse or degradation; e. to be protected from exploitative labor practices; f. not to be required or permitted to perform work or provide services that: i. are inappropriate for a person of that child's age; or ii. place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development; g. not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be; i. kept separately from detained persons over the age of 18 years; and ii. treated in a manner, and kept in conditions that take account of the child's age; h. to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and i. not to be used directly in armed conflict, and to be protected in times of armed conflict.”

Every child is a human being; this means that the child is an individual who has human rights. Children cannot always protect their well-being and rights themselves; therefore, they need assistance and protection, which ought to be provided by adults. Children have to be protected from mental and physical cruelty, injustice, neglect, abuse, sexual exploitation and other atrocities (Oiguskantsler, 2019). “Children’s rights are human rights. Human rights and children’s rights protect the child as a human being. As with

human rights, children's rights are constituted by fundamental guarantees and essential human rights" (Humanium, 2019b). The right to education, being treated fairly, to life and the right to human dignity are important rights that South African children have under The South African Constitution. The defence of children's rights in its entirety is extended through legislature. Some of the South African legislature covering children's rights are the Children's Act, the Schools Act, the Child Justice Act and the Sexual Offences Act, the Convention on the Rights of the Child (UNCRC, 1989), the African Charter on the Rights and Welfare of the Child (ACWRC, 1990), the Constitution of the Republic of South Africa (Government, 1996) and the Bill of Rights (Department of Justice and Constitutional Development, 1997), to mention but a few (Ozah and Skelton, 2018:49). Protecting children against all forms of ignorance ought to be a vital portion of education.

Early childhood education plays a significant role in protecting children against all forms of ignorance; therefore, education should enjoy preference in promoting human rights, and more especially children's rights, globally and nationally. It is important to do as much as possible to achieve a society that is based on social justice, human rights and social-justice (Department of Basic Education, 2018). Regarding human rights as the highest priority would place children's rights in a better position that will hopefully make a better world for our most vulnerable citizens, and thus a better world for all (September, 2014:87-88). Firstly, it is essential to know what children experience; through this knowledge, adults may gain understanding of how children experience their rights and responsibilities. Gaining understanding across diverse settings should in turn increase adults' understanding of children's experiences on their rights and responsibilities.

Any autonomous endeavour that encourages children's rights must assist children to understand that having rights also means accepting the responsibilities that accompany such rights and learning to respect the rights of other individuals. Children gain

understanding of their responsibilities through the teaching and lived examples of adults working with children (Mac Naughton and Williams, 2008:290). Children need to be responsible in as many areas as they possibly can be. However, their sensitivity to not being regarded as competent enough or being ridiculed for blunders may cause them to feel worthless, frustrated and unwilling to attempt to be responsible. Learning in a positive environment where children are supported and not ridiculed for mistakes will empower children, initiating them to want to accept responsibility, and in turn learn the value of having rights accompanied by responsibility (Muldoon, Williams and Lawrence, 2015:213).

The goal of this research was to explore how children experience and understand their rights and responsibilities across three diverse settings. Through this investigation and listening to the children, I wanted to gain knowledge of and insight into what children understand about their rights and responsibilities. This knowledge and insight should assist adults in upholding children's rights. Upholding children's rights can assist adults in creating opportunities for children to participate in being responsible and contribute positively to their peers, school and communities, which would ultimately help to develop a healthy society (Alderson, 2008:167). Through such participation children develop, grow and learn to become responsible as children's participation is a powerful means for social transformation (Driskell, 2017:23).

1.2 Rationale

The research for my master's thesis (Van Aardt, 2016) entailed a survey of young children's perspectives on their rights and responsibilities in a democratic South Africa, and caused me to want to find out whether the findings would be different or similar across other diverse settings. My master's thesis was a qualitative study with 17 Grade 3 participants selected from one class in a private independent school in the east of

Pretoria, situated in the metropole Tshwane, Gauteng Province, South Africa. As this was a case study, I gained understanding of what children believed their rights and responsibilities were by listening to them through various data collection methods, such as artefacts made by them and individual interviews. The findings were that the seventeen young participants did not fully understand their rights and responsibilities; they confused rights with responsibilities, and several participants had misperceptions on their rights and responsibilities while others regarded wishes as rights. The findings proved that there are major gaps in the education of children's rights and responsibilities (Van Aardt, 2016:131). Since the children were attending a single, affluent and independent school, I became interested in studying a larger sample to investigate whether the findings would be similar in other cases. I decided to undertake another qualitative study with 96 participants selected from the Grade 3 classes of three diverse school settings in Tzaneen, Limpopo province and to compare the findings. A recommendation made in the master's study was that research on more cases should be conducted in a similar way to substantiate or contradict the findings of the master's study with a view to broadening understanding.

Although the participating children confused and misperceived their rights and responsibilities and the importance thereof, they recognised that their rights were crucial. An additional conclusion from the findings was that most of the interviewed children did not understand that rights should be supported by and linked to responsibilities (Department of Basic Education, 2010:4). I therefore extended my research focus to a more diverse population as a larger sample could provide a better foundation for improving and transforming the education of children's rights and responsibilities. Improvement occurs through protection of children's rights, improving rights education and providing children with opportunities to interact with their peers, in their schools and communities. A sincere appreciation of democracy can be promoted when children are allowed to act as democratic citizens and participants in their life-

worlds. Such participation helps children advance to become more responsible (Hart, 2013:3).

Comparing how children in diverse school settings in South Africa express their rights and responsibilities and then comparing the findings with the Curriculum and Assessment Policy (CAPS) could inform children's rights education and help to improve it (Lawrent, 2012). Diversities in these settings are, for example, school classification according to the quintile system used by the DBE and the backgrounds, life experiences, race, viewpoints, ethnicity, socio-economic position, exceptionalities, language, gender and religion of the children attending these schools. I believed that comparing larger samples would lead to greater knowledge of the phenomenon. Comparing child participants' views and experiences and examining the findings against CAPS should shed light on the success or gaps in practice. Viewing and analysing the children's experiences and perspectives from three diverse schools could assist in finding ways for poorly performing schools to emulate schools that excel with regard to children's rights education. Creating an environment conducive to rights education where children can experience their rights and responsibilities is a major part of and vital to success in rights education.

All children have a right to education; this is a vital part of children's rights (Sloth-Nielsen, 2016:220). This right to education is included in many legal documents worldwide, for example the Convention on the Rights of the Child (UNCRC, 1989), the African Charter on the Rights and Welfare of the Child (ACWRC, 1990), the Constitution of the Republic of South Africa (Government, 1996) and the Bill of Rights (Department of Justice and Constitutional Development, 1997) and so forth. The sad reality is that not all children in South Africa have equal opportunities and equal access to education, even though the constitution declares the right to equality for all (de Vos, Freedman and Brand, 2014 :426; Sloth-Nielsen, 2016:224). Considering the economic gap between the rich and the underprivileged in South Africa, the assumption is that those most

affected by lack of education, shortage of resources and services happen to live in the rural areas of South Africa. These children are deprived of or have inadequate and inappropriate education services (September, 2014:33).

Bazaz (2016) argues that education is the backbone of a country's progress and success and that education can perform a crucial part in realising human and children's rights. When children are well educated, and more specifically educated about their rights as children, they can make valuable and powerful contributions to their communities and contribute positively as citizens; without equal educational opportunities, only a select few can fulfil this role and realise their full potential.

With these thoughts and concerns in mind, this study sets out to investigate how children experience their rights and responsibilities and whether equality in education is at a satisfying level or not. I intend to play a role as researcher for all children to flourish, to be protected against any form of threat and to be provided for. Furthermore, I would like to see that all children are given opportunities to participate in areas that touch their lives, such as their classrooms, schools and communities. Participation opportunities for children can augment their skills and self-confidence, improve decision-making and safeguard children through the refinement of policies (Powell and Smith, 2009:124). The challenge is that we may not always understand how we can help to achieve these goals. Through this study I hope to discover what children's experiences on their rights and responsibilities are and to uncover problems, gaps and successes in these experiences. Children's experiences could assist adults working with children to improve protection of children's rights, provide opportunities for improving rights education and generate prospects for children to participate (Gorski and Pothini, 2013:8).

1.3 Problem statement

Alderson (2008:19) clearly states that “Rights are about necessities, not luxuries such as clean, safe water, freedom to play and so forth”. Children’s rights belong to each child without discrimination. However, most South African children do not experience their rights and responsibilities adequately (Abrahams and Matthews, 2011:52). There are large issues that impact the experiences of their rights. It is increasingly acknowledged that children in South Africa experience abuse, victimisation, exploitation and maltreatment (Leoschut and Kafaar, 2017:81). Pillay (2016:6) confirms that many children in South Africa are often underprivileged, marginalised and discriminated against. These children’s lives are plagued by the lack of their needs not being met, defencelessness and the nonexistence of prospects practically in all areas of their lives.

The Realization of Children’s Rights Index (RCRI) shows that South Africa’s children’s rights situation reflects “noticeable problems” (Humanium, 2014). Unfortunately, the children’s rights situation in South Africa has not improved but regressed since 2018; Humanium classifies South Africa’s children’s rights as “difficult”. The following figures show how the world’s and more specifically South African children’s rights changed between 2014 and 2018. The colour codes indicate the situation in each area of the world.

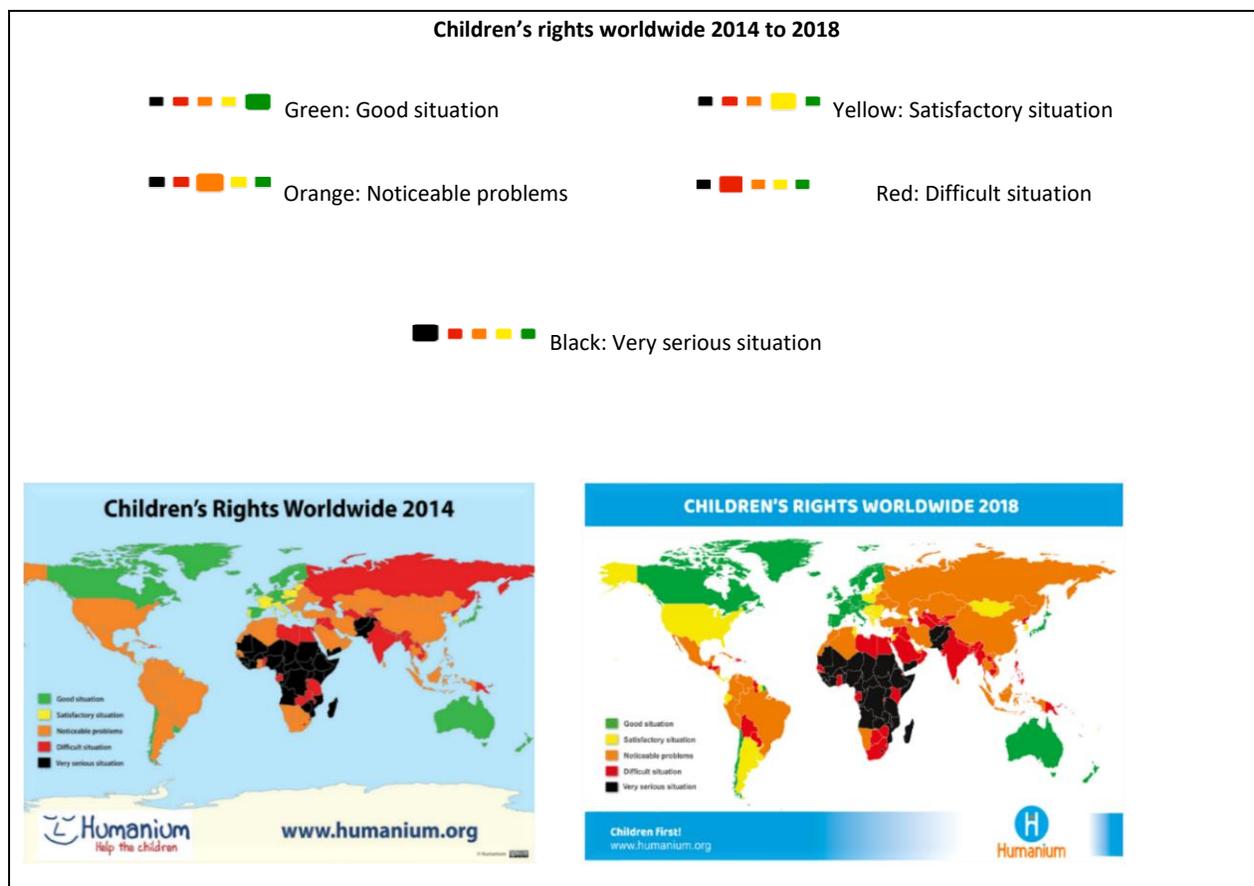


Figure 1.1 Children's rights worldwide 2014 to 2018 (Humanium, 2014)

It is obvious that children's rights to protection, provision and participation are not realised adequately. The current status is that children do not experience their rights optimally. If children's rights continue to decrease, they will become ever more vulnerable and abused, they will not experience a safe and caring environment and will not be able to participate in their societies meaningfully. This study explores children's experiences on their rights and responsibilities and sheds light on the problem areas regarding education of children's rights that need to be addressed. The insight gained has resulted in designing strategies to assist children to be protected, provided for and to participate in their environments.

1.4 Research questions

The study is guided by the research questions that follow.

1.4.1 Main research question

How do Grade 3 learners experience their rights and responsibilities across diverse settings?

1.4.2 Secondary research questions

1.4.2.1 How does Grade 3 learners' understanding relate to the experiences of their rights and responsibilities across diverse settings?

1.4.2.2 How do learners' experiences of their rights and responsibilities compare across diverse settings?

1.4.2.3 How do learners' understanding and experiences inform instruction and learning practices, development and implementation?

1.5 Aim and objectives

The main aim of this research was to use the findings gained to assist and guide educators and all adults working with children in all school contexts and in all grade levels to transform education related to rights and responsibilities to empower children. The aim of the study was to understand the experiences of Grade 3 learners regarding their rights and responsibilities across diverse settings. My objectives were firstly to investigate whether children were educated and informed about their rights and responsibilities as child citizens. Secondly, to explore possible gaps in the knowledge of children's experience and understanding of their rights and responsibilities. Thirdly, to give children an opportunity to use their voices through participating in this study.

Fourthly, to identify the similarities and differences through comparison of the of Grade 3 learners' experiences of their rights and responsibilities across the three diverse school settings.

1.6 Clarification of core concepts

This section explains the main concepts utilised in the study. I explain the concepts of diverse settings, Grade 3 learners, children's rights and responsibility and children's rights education.

1.6.1 Diverse settings

Diversity implies differences. These differences can manifest in societal clusters of people, such as their nationality, gender, class, sexuality, ability, religion and ethnic heritage. Diversity should be acknowledged and appreciated. There are diverse cultural practices, historical experiences, languages and traditions. Diverse groups with their histories, experiences, ways of making meaning and values are to be viewed as important (Adams and Bell, 2016:3). Setting refers to the time, place and circumstances in which something transpires or advances; setting suggests viewing actual circumstances. It is the milieu that applies particularly to the physical and social environments of an individual or group of individuals (Merriam-Webster, 2019). Diverse settings in this study refer to varied collections of pupils and educators finding themselves in wide-ranging educational settings (Peacock and Cleghorn, 2004:xviii). In this study, three schools are reviewed to cover diverse settings.

1.6.2 Grade 3 learners

Grade 3 learners in South Africa are typically between nine and ten years of age. In the Foundation Phase, learners (in the South African context school-going children are referred to as learners) begin to apply logic and understanding to experiences. Henceforth the concept *children* is used in favour of *learners*. The Grade 3 class is the final level of the Foundation Phase (Mudzielwana, 2012:18), the first phase of general education and training in South Africa; it comprises the reception year (Grade R) and Grades 1, 2 and 3; the learners are aged from five to around ten years (Cronje, 2017:6; Department of Basic Education, 2018). The average age of the Grade 3 learners participating in this study was eight to ten years. In England and Wales, children aged eight to nine years would be in Grade 4 and in the third grade in the USA; children nine to ten years of age would be in Grade 5 in England and Wales and in the fourth grade in the USA (Pearson, 2019).

1.6.3 Children's rights and responsibilities

Children do not have rights only, but responsibilities too. The only liberties that one has are one's rights; the responsibilities one has are the expectations one has to fulfil. Rights and responsibilities are therefore in harmony and in relation to one other; rights cannot be exercised without accepting responsibilities. For example: children have a right to be respected for their culture, but they should bear the responsibility to respect the culture of others as well (Colgan, 2009:9).

1.6.4 Children's rights education

One of the keys to achieving and raising good citizens is through education. Much was invested during earlier decades to enhance citizenship education in schools (Biesta,

2011:1). Education for democratic citizenship involves human rights education, which emphasises the rights of children (Joubert, 2010:47). Children’s rights education can be referred to as citizenship education that is contextualised in the UNCRC. It bonds with the areas of prevailing methods for citizenship education, areas that are centred on encouraging knowledge capabilities and ideals to inspire and empower social accord and democratic participation (Howe and Covell, 2005:113). Children’s rights education is the unambiguous purposeful teaching of the rights defined by the United Nations Convention on the Rights of the Child (UNCRC, 1989) in a milieu that represents and complements those rights themselves (Howe and Covell, 2005:13). The instruction of and learning about the supplies and values of the Convention on the Rights of the Child (CRC) and the child rights approach is what empowers adults and children to take action to promote and apply children’s rights at the household, school, civic, nationwide and international levels (UNICEF Private Fundraising and Partnership Division (UNICEF PPF, 2014:20).

1.6.5 Children’s voices

Exploring Grade 3 children’s voices is the chief aim of this study. The attention children receive through being listened to implies that one must be sharply focused on all manners of expression and communication the child might use to “speak” or voice his or her thoughts. Oral language, written language, body language and even silence must be carefully considered when truly listening to and hearing children’s voices (Wild and Street, 2013:35). If children experience that their opinions are considered and taken to heart, they are more inclined to share their voices regarding matters affecting them (Richard, 2008:199). When the assistant researcher and I worked with the participant children, it was important for us to listen to them by paying attention to their thoughts and voices. When a child’s eagerness to express his or her thoughts is channelled through a variety of means, for example through writing and drawing, such a child feels

empowered to make a personal statement and speak his or her mind (Jalongo, 1995:14-15).

1.7 Literature review: Historical overview of children's rights and responsibilities and education in diverse settings

It is crucial to note that children's rights are a special section of human rights. Human rights relate to children as well as to adults, but children have distinct protection rights because they are defenceless against exploitation and abuse (Abrahams and Matthews, 2011:24). The historical progress of children's position and rights has been very important in the safeguarding and well-being of children, and reviewing these rights improves understanding the problem under study.

1.7.1 Historical overview of childhood

Childhood can differ significantly among societies or from one period in time to another. The list of main differences and fluctuations in elementary childhood structures is a long one. However, over the centuries all societies and most families have dealt extensively with children and childhood. There are numerous structures that are common; irrespective of place and time, all children must be provided with training to get them ready for adulthood (Stearns, 2016:2-3). The historical progress of childhood could be placed in context by investigating three of its phases: the pre-industrial phase, the industrial phase and the phase from the mid-20th century to the present. During each phase, humanity adopted different attitudes regarding children and childhood (Kosher et al., 2017).

The pre-industrial phase refers to the era before the 16th century. During this period, childhood was not an exceptional and separate period in life. Children were unkempt, maltreated and sold as slaves and were ignored within their societies (Kosher et al.,

2017:9-10). The industrial revolution caused mammoth changes in Western society. Industrialisation and urbanisation impacted the family structure: the age-old dependence on household gardens and farms was replaced by dependence on factories, paid labour and the monetary market. Families had to move to cities to survive and make their living there. Poor sanitation and diseases were some of the problems that arose from city living. Social problems were not excluded in this new period (Humphries, 2013:395). Problems such as child labour, urban epidemics, child abuse, battering and mistreatment, prostitution and lawbreaking emerged (Kosher et al., 2017:3-4; Joubert, 2008:110).

During the first quarter of the 19th century children were viewed as personal property and extensions of their parents with few or no legal rights, and fathers were given unlimited power over their children (Archard, 2014:10). The movement against child labour in favour of schooling brought about substantial change for children and the formulation of children's rights resulted in their right to be provided for and then to be protected (Vandenhoe, Desmet, Reynaert and Lembrechts, 2015:321). In the aftermath of the First World War (1914 - 1918), the protection and formulation of children's rights expanded into the international arena (Kosher et al., 2017:11-16). Children were acknowledged to be independent persons and were now expected to participate in matters concerning themselves. Participation promotes children's understanding of democracy (Hart, 2013:3) and implies that they are regarded as contributing social actors (Kosher et al., 2017:16-24). The Convention on the Rights of the Child (CRC) is an agreement between the child and adults, an anticipated ideal where children are kept safe, provided for and permitted to take part in what affects them. The agreement is based upon the three hard P's: Provision, protection and participation. These fundamentals ought to be met by the state policy and in all communications and dealings between adults and children (CYC-Net, 2000).

1.7.2 Historical overview of children's rights and responsibilities

In the 1920s, a variety of activists and groups working towards reform began deliberating the guarding and protection of children's rights and outlining these rights. This was not a new notion, as early legal codes described parents as having a duty to care for their children. Later, duties and obligations were included to afford children the opportunity to receive education; school requirements and regulations on child labour followed. Thomas Spence even went as far as suggesting "Rights of Infants" (Spence, 1797). Save the Children International formalised rights, stating that children must be protected and aided in times of suffering such as warfare, protected against mistreatment and given an education. The United Nations (UN) embraced the Universal Declaration of Human Rights in 1945. After World War II the International Children's Emergency Fund was drafted in 1947 (Charnow, 1947:1-7). The Declaration of the Rights of the Child came into being and was accepted by the United Nations General Assembly in 1959 to ensure that the special needs of children were taken care of. Korczak (1967) went further, contending that children should be respected and allowed to voice their thoughts relating to matters that affect them. The Convention on the Rights of the Child (CRC) was established in 1989, and by 2010 almost all countries had signed this convention, the United States of America being a notable exception (Stearns, 2016:156). The reasons why America has not ratified the CRC according to Gradia (2015) is that the CRC challenges American sovereignty and that it would necessitate a fundamental change in United States law.

Returning to the African context, one needs to be cognisant of the serious underdevelopment of children's basic rights. Even though considerable progress has been made, there are a myriad accounts of Africa's gloom and anguish that constantly feature in the media and in research regarding children's rights (Sloth-Nielsen, 2016:3-4). Africa, according to Milne (2013:50), has a very wide range of histories regarding children, childhood and children's rights. These histories impact the current state of children's rights and wellbeing. It is important to bear in mind the different settings

brought about by history to grasp what the status quo is and how to fortify children's rights and wellbeing.

The African Charter on the Rights and the Welfare of the Child (ACRWC) is an African treaty that intends to afford African children supplementary fortification in the light of their specific susceptibility and does not differ much from the essence of the CRC. The ACWRC provides for children to participate and points out the position of the African child in society and children's responsibility to their societies and their continent (Sloth-Nielsen, 2016:113).

1.7.3 Historical experiences of children of their rights

Regarding children as individuals and appreciating diversity is vital in allowing them to have the highest level of independence suitable to their age and ability (Bell, 2011:79). Unfortunately, children are extra vulnerable and have a greater chance of being sufferers of human rights abuses than grown-ups, and more so children in African rather than developed countries (Viljoen, 2000:214). According to Viljoen (2012:391) children in Africa are exploited as labourers, soldiers and sex-workers, and further have to endure human trafficking, being neglected as orphans – many times due to AIDS, having an existence as street children, early weddings and other traditional and cultural practices.

It is vital to afford children the prospect to express the perceptions of the experiences regarding their rights. Children know their environment well and experience it subjectively and should therefore be allowed to show what they understand and feel. They have an exceptional mode of discovering and experiencing their world. This mode relates to the interaction children have with their life-world. Such interaction can be predictable and/or unusual. Their interaction with their environment becomes experiences that in turn are central to their knowing and learning (Christidou, Tsevreni, Epitropou and Kittas, 2013:59). Paying attention to children's opinions is imperative, as

it brings about exceptional understanding of their present knowledge of matters involving them and what they would like to possess or to develop in future (Grigg and Lewis, 2016:65). Children's experiences of their life-worlds are vital, as their view of their life-world differs from the adult view. At times, children experience things more deeply and intensely than adults (Richard, 2008:199). This experience is often overlooked and not always truly known or understood (Stearns, 2016:2). It is imperative to listen to children's experiences about matters affecting them to identify problems they may experience and to assist adults in creating a better, safer environment for children to live in and to become all they wish to be.

1.7.4 Historical education of children

Hart (2001:136) states that children's right to be educated is not only decided by legislature but even more so by practice. The practice of respecting children's particular agency is very important while educating children. Adults' views of children's rights and responsibilities have a tremendous impact on children's rights and the education of their rights. As time progresses, rights education and the curriculum at schools need to be reviewed and adapted and improved for teachers to educate children more effectively about their rights and responsibilities. It will be useful to review global, African and local perspectives of these issues as a child's life-world is affected by the society, culture, politics and financial environment they find themselves in (Ansell, 2016:7). This will be dealt with in further detail in Chapter 2.

1.8 Conceptual and theoretical framework

The theoretical framework is a tool that was used to explain children's experiences on their rights and responsibilities across diverse settings. The theories employed are the sociology of childhood, Maslow's hierarchy of needs, empowerment theory and the arch of human rights. The following is a short introduction to the framework. These theories

were employed to build the emerging conceptual framework, which I will expand on in Chapter 2.

1.8.1 Sociology of childhood

The sociology of childhood and children is the way in which children adapt to and internalise society through understanding and experiencing the world they live in. In the childhood sociology sphere, the constructivist model influenced by Piaget (1979:1-9) and Vygotsky (1978:86) involves viewing the child as an active agent who constructs his¹ place in the social world and could have an impact on social transformation. Piaget and Vygotsky's work speaks of the individualistic doctrine that children participate solely and privately, that they are adaptive and internalise adult knowledge and from there move on to appropriation, reinvention and reproduction. It is important that the child share, create and negotiate culture with adults and other children. The notion of interpretive reproduction is innovative and entails the creative aspects of children's participation in their life-world. This participation occurs when children use information from the adult world to respond to their own concerns and issues. Children then go further by producing culture and change as they participate in their societies (Corsaro, 2017:16-18).

1.8.2 Maslow's hierarchy of needs

Maslow's hierarchy of needs explains what determines human behaviour. Maslow points out that deficiency needs are the most basic needs, and he labels these as physiological, security, social and esteem needs. These needs arise from deficit. Meeting these bottom-tier needs causes a sense of well-being and happiness. Maslow

¹ For the sake of fluency only the male pronoun will be used henceforth.

termed the top tier of the pyramid growth *needs*. Growth needs originate from a wish to grow as a human being. Adapting Maslow's needs hierarchy into a hierarchy of rights, Sims (2015) describes the tiers as follows: Tier 1 comprises the right to food, shelter, warmth, clothing etc.; tier 2 the right to physical protection, security and safety; tier 3 the right to love, care, closeness and affection; tier 4 the right to be valued and worthy, to be accepted and have status; tier 5 the right to realise one's potential. She maintains that the language of needs is intensely rooted in children's rights. Concentrating on needs is an approach that emphasises rights. A rights-based approach emphasises and is assumed to advance happiness and help solve problems, which leads to enhanced consequences for children in various educational settings (Sims, 2015:122-125).

1.8.3 Empowerment theory

Empowerment theory has been conceived as the instrument by which people gain greater control over their affairs. It provides a promising framework for understanding the processes and outcomes of the actions of young people in the civic or socio-political domain. Empowerment has often been defined as a mechanism by which people, groups and communities gain control over their affairs (Christens and Peterson, 2012:623,630). I will elaborate on the theory of empowerment in Chapter 2.

1.8.4 The arch of human rights

The arch of human rights applies equally to children and to adults. Regarding children's rights, the rights bearers are children, while the duty performer is viewed as the state, specialists such as educators, caregivers, community members and others. The *arch* relationship points to a jointly supportive affiliation that necessitates emergent measurements on both sides: of duty performers to meet their responsibilities to defend, guard and fulfil children's rights (UNCRC Article 4) (UNCRC, 1989), and of rights

bearers to claim their rights and further, becoming responsible. Figure 1.2 illustrates this arch of human rights framework, which is the bond flanked by those performing duties and those bearing rights. The arch of human rights is adapted from the UNICEF Private Fundraising and Partnership Division (2014:24).

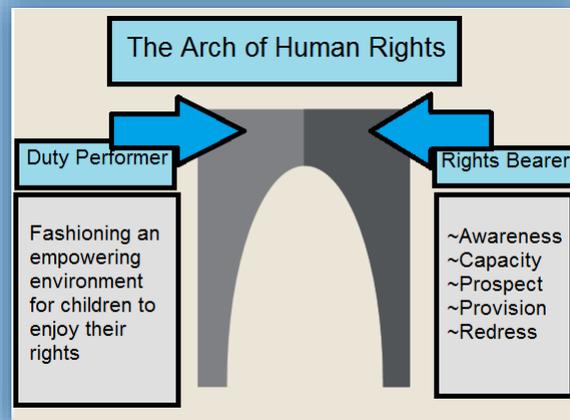


Figure 1.2 The arch of human rights

The following questions have to be answered when viewing this study against this conceptual framework on the duty performer and the rights bearer:

- “Who are the duty performers and who are the rights bearers?”
- What are their individual roles?
- Are the rights bearers aware of their rights, and what prevents the rights bearers from claiming their rights?
- Are the duty performers aware of their responsibilities and are the rights bearers aware of their responsibilities?
- What prevents the duty performers from fulfilling their responsibilities and what prevents the rights bearers from fulfilling their responsibilities?

- How does this initiative build their capacity to fulfil their obligations?” (UNICEF Private Fundraising and Partnership Division, 2014:24)

This framework assists in viewing and understanding the obligation that the duty performer has in creating a milieu that strengthens children in enjoying their rights and supporting them towards becoming and being responsible. It further assists children as rights bearers in leaning against the duty bearer for support, which ought to give strength to the child’s awareness of his rights, capacity, prospects and being provided for and gaining redress.

1.9 Research methodology

A research design relates to paradigmatic approaches and research methods. The opinions justifying the paradigm through which this study was undertaken concerned the nature of reality, what is known of reality and how knowledge of reality can be obtained. An ontological approach to reality makes use of an interpretivist paradigm. This reality is a product of social, historical, political and/or economic influence and interaction. These influences and interactions constantly cause change in the phenomenon. The epistemological approach whereby reality is known considers the underlying interactions in certain social contexts. Reality is therefore constructed through magnifying and interpreting subjective views (Joubert, Hartell and Lombard 2016:9; Maree, 2007:31-32).

1.9.1 Qualitative research approach

A qualitative paradigm focuses on the perceptions of people and the experiences of their living environment and how they interpret it and give meaning to it. The results are described in narrative format. The use of qualitative research assists in focusing on the

depth of the problem. This is a philosophical paradigm with a focus on people regarding their experiences of their life-worlds and how they interpret their life-worlds (Joubert et al., 2016:37). Qualitative research does not typically take place in a mock or unnatural setting; it takes place in a natural setting and the researcher enters the milieu of the participants. In this study the researcher met the participants face to face and interacted with them in their daily, natural setting. These natural settings were the participant children's schools and classrooms (Maree, Fraser, Pillay and Scherman, 2012:96). Qualitative design is more intricate than many other forms of research. Bearing in mind the complexities of this design, I attempted to adhere to appropriate planning, and considered and respected the participants at all costs (Athanasou, Di Fabio, Elias, Ferreira, Gitchel, Jansen and Mpofu, 2012:96).

The subjectivist qualitative philosophical approach embraces endless value and gives profounder understanding through subjectivity (Maree et al., 2012:25). The approach suited my research, as the children's views were construed and perceived in their natural setting. Children are exceptional and have exceptional qualities, social worlds and opinions; therefore, this design allowed scope for the individual child's view to be realised and heard plainly through working subjectively.

1.9.2 Interpretivist research paradigm

The interpretivist approach assisted in understanding and describing the phenomenon in a meaningful manner, especially as this was a qualitative research design. In this approach, reality is viewed through a subjective and constructed lens. The style is dialogical and searches for the deepest possible understanding of phenomena (Samuel and Bipath, 2017). The interpretive approach is characterised by paying attention to the individual. The theories in this strategy are inclined towards anti-positivism. The interpretive paradigm concentrates on working towards understanding the subjective world of human experience, making efforts to understand the participants. As an

interpretive researcher, I began with the individuals to understand their interpretation of the world around them and then compared the different outcomes of the analysed data across diverse settings (Cohen, Manion and Morrison, 2011:17-18). Interpretivism is research of “a softer, more subjective, spiritual or even a transcendental kind”, leading to a more personal, participating role instead of applying the standard methods of natural science (Maree, 2007:32). The interpretivist paradigm was the lens through which I investigated children’s authenticities, worlds and construal of their rights and responsibilities. This was done by using qualitative methods and by being open to the reality of the children. I wanted to find and understand their exact sentiments and opinions so that their views would be preserved and brought to the fore (Sefotho, 2015:29).

1.9.3 Case study design

Comparative studies intensify overall knowledge, offer a thought-provoking context for limited local studies and the opportunity to advance innovative topics. Fruitful collaboration could also generate networks and sustain exchange of information (Øyen, 2004:277, 288-289). I employed a multiple case study and compared the cases for this study.

The objectives were to listen carefully to what each learner said and knew their rights and responsibilities to be. This objective lead me in attempting to achieve the aims of this study. The aim of this study was to compare multiple cases with one another within the qualitative design to find and show the experiences of learners across diverse settings. This design is interactive, genuine, individual, interpretive and communicative (Maree, 2007:61). The comparative case study design fitted perfectly, as it suited the research questions and was the ideal design to pursue for this study (Rule and John, 2011:8). By using a comparative case study design, the phenomenon under study was viewed and unpacked with greater ease.

Case studies provide occasions to give a voice to children, which is frequently left immobilised and unrepresented otherwise (Maree, 2007:75). Some of the goals of these case studies are to contribute to intervention and then to denote reality, and to determine the intricacy of behaviour (Cohen, Manion and Morrison 2011:129). The strength of case study design is that one can consider and apply a variety of sources and techniques to the data-gathering process (Maree et al., 2012:76). The techniques and sources planned for this study were wide-ranging and could provide richness and depth. The characteristic of comparative education that distinguishes it is unambiguous practice of the comparative design (Manzon, 2011:167). The following illustration represents the comparative design in educational studies. I chose three schools in diverse settings to conduct the research. Each school's data sets were compared with those of the other schools, conclusions were drawn from the analysed data and the results presented.



Figure 1.3 Comparative design in educational qualitative studies

Comparative case studies are suitable mostly for understanding and explaining how context affects success and how to achieve better results (Goodrick, 2014:1). When attempting to understand the success or failure and equality of children's rights education, context is important. Therefore, case studies, which take context into account, are an appropriate design for gaining understanding of the phenomenon under study in the latter part of the academic school year of Grade 3 participant children.

The most appropriate strategy for this study was comparative case study research with a thematic structure. The aim of this design was to present the emerged key themes, then discuss the cases in relation to the themes and to compare the cases to discover similarities and differences. The differences (socio-economic status, culture and so forth) between the schools and their backgrounds could have a significant impact on the knowledge and understanding of the various cases and needed to be taken into consideration. The secret was to find the balance between simplicity and complexity. I attempted to overcome challenges as best I could during the study and in the final analysis by being cognisant of them and planning the research well.

1.9.3.1 Unit of analysis

Case study research, as described by Maree (Maree, 2007:75), has multiple uses meanings. It can be used to explain the unit of analysis and/or the design. Rule and John (2011:4) describe a case study as a planned, all-inclusive investigation of a specific occurrence in its milieu to produce knowledge. By undertaking case studies and comparing the results, I expected to gain insight into the phenomenon under investigation and find answers to the research questions.

The best combination of schools was found in Limpopo. Different schools with diverse contexts – for example different languages spoken, diverse socio-economic backgrounds, races and religions – were selected to bring depth and richness to the

research. The schools presented in Table 1.1 below are described in more detail in Chapter 3.

Table 1.1 The three school settings

Quintile	School Description
Quintile Three (initially believed to be quintile one, see chapter 3:14)	School A: Impoverished 
Quintile Three	School B: Less impoverished 
Quintile Five	School C: Relatively affluent 

These schools were selected on the basis of diversity. This would supply the evidence and data needed to answer the research questions (Rule and John, 2011:64) and would be more representative of the diverse settings in South Africa.

1.9.3.2 Research methods

Case studies are typically characterised by a variety of data collection methods that support and enrich the quality of the texts when a case is represented (Rule and John, 2011:73). Participants created visual media such as artefacts through drawings, collages and writings. Artefact creation involves pathways to the brain and senses – seeing, hearing, touching and smelling (Dryden and Vos, 2005:4). These pathways enabled the participating children to produce artefacts more easily, in accordance with their abilities and strengths. The artefacts were used as data that was then analysed. Interviews, observations, documents, field notes and a research journal were also used. I employed a research assistant to assist in collecting the data. The assistant researcher had 40 years' experience in education, lived remotely, understood the languages of the participating children (English and Xitsonga) and was very comfortable working with children. More detail is provided about the assistant in Chapter 6. Figure 1.4 illustrates the elements of data collection pertaining to this study.

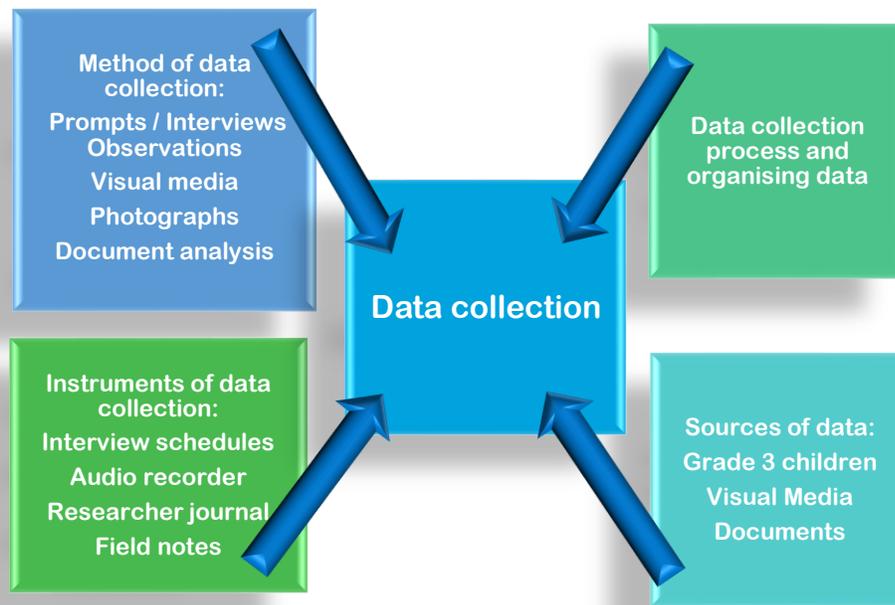


Figure 1.4 Elements of data collection (adapted from Rule and John, 2011:59)

(i) Visual media

Educational researchers may use visual media (also referred to as artefacts) for a large variety of research possibilities. Anything we see, watch or look at can qualify as visual media. Examples are photographs, objects of fine art, drawings, illustrations, sketches and cartoons (Cohen et al., 2011:528). Prosser and Clark (2011:2) lists four main types of visual data, namely found data, researcher-created data, respondent-created data and representations. This research study used participant-generated data in the form of drawings, collages, photographs and written stories. Visual media opened a wide vista of the participating children's views. Prosser and Clark (2011:11) adds that participant-generated visual data are useful as an icebreaker and that people are pleased to share their knowledge and delighted when one takes an interest in what they have created.

The participating children felt more at ease about sharing their views when using visual data.

Cohen et al. (2011:289) state that sources of data in case studies provide an exclusive and specific specimen of real life and people, preparing listeners to take hold of thoughts more easily than by merely giving them intellectual theories and principles. The means used to gather data were documents, semi-structured open-ended interviews, participant observation, photographs and physical artefacts.

Artefacts were used to reveal the participants' interpretations of their rights and responsibilities. It is important for the researcher to provide alternative interpretations for the artefacts used (Cohen et al., 2011:533). Artefacts can "tell" in part, but not in full, and can suggest what a group is doing but not why. They do not paint the total picture. Utilising artefacts with other data sources as well as applying other data-gathering methods, for example data obtained by means of interviews assisted me in overcoming this limitation (Cohen et al., 2011:532).

In the contact sessions, data was collected in the form of artefacts the participants created as visual media. Social sciences use various kinds of technique for answering research questions, not merely examining images but also by making them (Joubert et al. 2016:10). The visual media gathered were in the form of artefacts such as drawings and collages. The participants' efforts to produce the artefacts made them personal, real and true. The total research process was carried out individually, in the field, by incorporating data generation, transcription of voice recordings, the photography of images and the analysis of textual evidence. This benefited the study, as I was familiar with the material collected (Mohangi, 2008:93).

The researcher can use artefacts to perform a multi-sensory analysis. The artefacts were also used to stimulate discussion, as they had the potential to bring back the memories or ideas that were useful to the participant (Cohen et al., 2011:532). Cohen et al. (2011:533) mention that artefacts created by participating children can be used to

encourage the participants to speak about and reflect on their experiences, thus displacing the sensitivity to a personal threat and embarrassment they might otherwise feel. Instruments of data collection were interview schedules, an observation checklist, an audio recorder, a research journal and field notes. Data was collected and organised according to the design described below.

(ii) Documents

Analysing public documents produces a bigger understanding of the phenomenon (Creswell, 2013:190). The following public documents were read to gain an understanding of children's rights and responsibilities: The United Nations Convention on the Rights of the Child (UNCRC), African Charter on the Rights and Welfare of the Child (ACRWC) or the Children's Charter, the Curriculum and Assessment Policy Statement (CAPS), the South African Constitution and the South African Bill of Rights.

(iii) Interviews

Interviews are collaborative discussions; the aim of these qualitative prompts was to grasp the world through the eyes of the child participants in terms of their notions, sentiments, principles and behaviours (Maree, 2007:87). Qualitative interviews tend to be open-ended and semi-structured (Ingleby, 2012:145), which provides the researcher the flexibility needed during interviews to encourage the participating children to describe their feelings (Cohen et al., 2011:236; Maree, 2007:87). This open-ended nature of the interviews was the hallmark of all data collection strategies for this study. After the prompts had been given and participants created their artefacts, each child was interviewed separately and individually on the artefact.

(iv) Observation

Observational research is a qualitative design that sheds light on the non-verbal behaviours, motions, doings and social groupings of the phenomenon being studied (Hammersley, 2001). Participant observation is a qualitative sharing in interaction (Ingleby, 2012:147). Through direct observation of children, practitioners can determine children's aims, plans, philosophies and reasoning (Forman and Hall, 2005). Participant observation by method of case studies is not as sensitive as and far less reactive than other methods of collecting data (Cohen et al., 2011:298). The participants were observed while they made their artefacts, which added to meaning making in the analysis of the data.

1.9.4 Data analysis

The goal of working with qualitative data were to interpret and make sense of it, not to measure it. I began the process by accumulating data and making meaning of it. As I reflected on the data collected, I gained deeper insight into the phenomenon. The data analysis process involves four vital actions: looking or watching, noticing, collecting and reflecting. These actions are interwoven and recurrent. During reflection, gaps might become evident, necessitating additional data (Maree, 2007:100).

Thematic analysis, known as coding, is conducted when the data collection is complete. The focus is on repeated words or phrases constituting themes for the study (Grbich, 2013:61-62). Formulating categories in advance is a deductive approach that may obscure or hide important themes, which may have an impact on the trustworthiness of the research (Maree, 2007:99); therefore a deductive approach was not followed in this study. The data was recorded on a voice recorder, transcribed and coded. The data analysis process is discussed more fully in Chapter 4.

1.9.5 Quality criteria

A variety of methods can be employed to ensure the quality of research. This is a crucial goal, which the researcher attempted to achieve by making rich descriptions, using interviews with the participating children to authenticate their accounts, generating an audit trail and using checking by critical peers. Triangulation can produce high-quality, rigorous research. This means that multiple cases, sources and methods are used to support the positions and findings that can strengthen the trustworthiness of the study. Figure 1.5 below portrays triangulation in case study research.

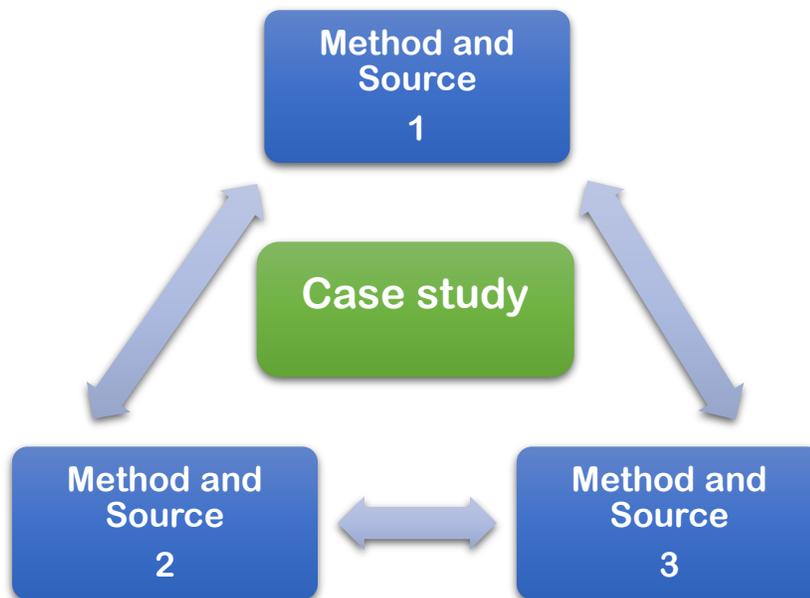


Figure 1.5 Triangulation in case study research (Rule and John, 2011:109)

1.9.6 Strengths and challenges of this research design

One of the chief strengths of a qualitative approach is the fullness and complexity of the investigations and accounts it produces (Maree, 2007:60). Another strength is that an

assortment of sources and designs can be used to collect data (Maree et al., 2012:76). It is difficult to get children to express their inner thoughts about their lives clearly; it comprises not only writing, but as many other approaches as possible (Kendrick and McKay, 2004:124). Artefacts that the participating children made, deepened and provided a further indication of their opinions. I believe that these methods, such as drawing, making collages and writing allowed the participating children to voice their thoughts while being interviewed.

1.9.7 Role of the researcher

Managing relations is an important part of the qualitative researcher's role (Cohen et al., 2011:233). The roles of a researcher that Flick (2009:60) points out are the outsider and insider roles. Outsider roles could be as a guest or a sightseer. The insider role could be to act as an initiator. The insider or initiator roles can present challenges when dealing with the complex and delicate issues. Rule and John (2011:36) point out that researchers must constantly guard against adding the undue weight of their own feelings in research studies. It is, however, true that a measure of the researcher's feelings might have a helpful impact on the research. The following figure illustrates the role of the researcher.

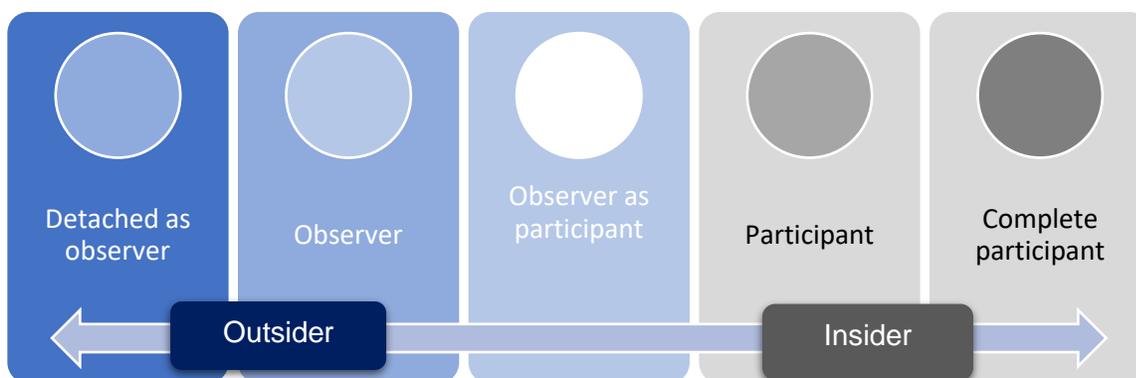


Figure 1.6 Researcher roles (adapted from Cohen et al., 2011:233)

It is important for researchers to maintain a neutral role in the protection of participating children (Cohen et al., 2011:233). The most suitable spot for me as an interpretive researcher was to attempt to be in the middle or move to the right, towards the insider area as portrayed in the figure above.

Moran (2013:37,38) points out that we should turn our attention to the children's views and bring them to the foreground decisively and deliberately and give them the weight they merit. My role as the researcher was to pay attention to the opinions of the children without imposing my views on them. The UNICEF (1989) states in Article 12 of the UNCRC, "... shall assure to the child who is capable of forming his own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child". Children's views are important, and as a researcher I was bound to be cautious not to impose my point of view on the participating children.

1.9.8 Trustworthiness

The means through which to enhance trustworthiness according to Rule and John (2011:105-108) is by utilizing measures such as transferability, credibility, dependability and confirmability. During this study these measures were endeavoured toward in order to build trustworthiness. I provided rich descriptions of the cases and their contexts and settings to assist and allow the reader to determine transferability. I prepared the study to be as credible as possible as I journeyed on to investigate and find out what Grade 3 learners' experiences of their rights and responsibilities were. Dependability was created through working strictly and thoroughly with the methods chosen to investigate the cases and produce my findings. My role as researcher is addressed above and illustrates my stance on attempting to be as neutral and as open as possible in order to achieve the highest level of confirmability.

1.9.9 Ethical considerations

The ethical framework for children's participation offers a guide to guarantee that children's participation is steered in an ethical and dependable way, and enables esteem for children as dynamic suppliers to their growth and their world (Viviers and Lombard, 2013:13). Children are a special kind of participant as they are vulnerable but capable of acting as research participants. Therefore the researcher has to ensure that ethical research actions are in place from the commencement of the study and throughout the study. I elaborate on the framework in Chapter 3.

Children should be viewed as people and as worthy of acknowledgement and esteem and able to voice their thoughts in research. When including children in research, one must partner with helpful, skilled adults such as parents, guardians and teachers who need to deliver appropriate backing and supervision. The research must focus on understanding and improving children's lives and conditions in all settings and comply with well-established ethical principles of esteem, advantage and impartiality. The approach must be flexible and accommodating, as multifaceted ethical matters can occur in research regarding and including children (ERIC, 2016).

The above-mentioned guidelines were applied strictly in this study. The approval of the University of Pretoria's Ethics Committee was obtained before I embarked on data collection. The participants' parents and the school principals were involved in giving informed consent and permission to access the schools respectively. The participants, being in Grade 3 and aged between eight and ten years, could not give formal consent themselves, but provided their informal assent for me to proceed with them as participants in this study.

The Ethics Committee of the Faculty of Education at the University of Pretoria states the following in its policy guidelines of 2007 on the inclusion of minor children in research

investigations: “The five principles on which the Faculty of Education ethics committee’s functioning rests are voluntary participation, informed consent, safety in participation, privacy and trust” and adds, with reference to informed consent, that “[u]ntil a child reaches the age of maturity [18 years] they have to be assisted by a parent/guardian/caregiver when approached for participation in a research project” (Human-Vogel, 2007:3-5). These guidelines were strictly adhered to as described in Chapter 3.

1.10 Outline and organisation of the enquiry

This study was set to investigate the experiences of Grade 3 learners in three Limpopo schools regarding their rights and responsibilities and to compare these experiences across diverse settings. A comparative multiple case study was employed to answer the research questions through an interpretive philosophical paradigm. This paradigm was chosen because reality is a product of social and historical interaction and is constantly changing (Joubert et al., 2016:9). Table 1.2 gives an outline of the chapters of the study.

Table 1.2 An outline of the chapters planned for this study

Chapter	Outline
Chapter 1	An overview of children’s rights; the relevance and significance of listening to children’s voices; children as partners in their education on rights; clarification of core concepts and contextualisation.
Chapter 2	A review of the existing literature in the field of children’s rights and responsibilities and discussion of the relevant theories. Construction of a conceptual and theoretical framework suited to children’s rights and responsibility education to comprehend the phenomenon under investigation.

Chapter 3	Reasons for selecting a qualitative research design and summary of the design approaches; data collection designs and instruments as well as the measures taken to augment the transferability and soundness of the research.
Chapter 4	The data analysis process and presentation of the data generated by the participating children. Interpretive comments to enhance understanding of what the participating Grade 3 learners expressed about their rights through artefacts.
Chapter 5	Comparison of the data sets from the diverse schools to find similarities and differences in experiences and understanding of the participating children in the three schools.
Chapter 6	Relevant literature to support the proposed answers to my research questions. Summary of the findings that emerged from data analysis and a review of the literature. Final thoughts and suggestions.

In Chapter 2 I present a literature review. Additionally, I offer an emerging conceptual and theoretical framework that I compiled from existing theories and concepts.



**Chapter 2:
Literature review**

Children's rights and responsibilities
and the education thereof globally and
locally in South Africa

2.1 Introduction

Chapter 1 gave an overview of the study regarding experiences of Grade 3 learners on their rights and responsibilities across diverse settings. The basic concepts were explained, a preliminary literature review was discussed, and the research design outlined. This chapter presents a detailed literature review of current and past research in this field. It further contains the emerging conceptual and theoretical framework. Figure 2.1 provides an outline of Chapter 2.

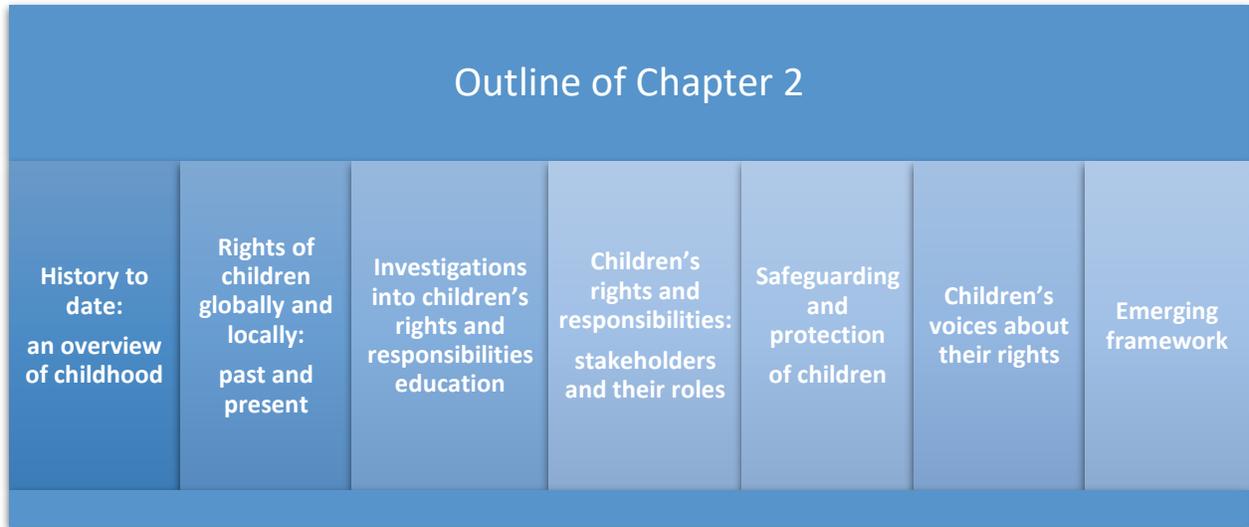


Figure 2.1 Outline of Chapter 2

2.2 History to date: an overview of childhood

An overview of the historical period of childhood helps one to better understand what childhood is today. The social relations of agency and construction compel children to labour with and against structures whose character is ingrained in events, interactions and current and past beliefs, such as ideas about education, parent-child relationships and childhood (Mayall, 2000:252).

It is crucial to introduce the notion of children's rights from birth to pre-adulthood as a special section of human rights. In this regard, DeMause (1974:503) states the following: "The history of childhood is a nightmare from which we have recently begun to awaken. The further one goes back in history, the lower the level of childcare, and the more likely children are to be killed, abandoned, beaten, terrorized and sexually abused".

The historical progress of children's position and rights can be placed in context by investigating three discernible phases children lived through in history: The pre-industrial phase, the industrial phase and the phase from the mid-20th century to the present. During each phase, humanity expressed different attitudes regarding children's rights and childhood (Kosher et al., 2017).

Since the early 20th century, children have increasingly been viewed as independent individuals who need protection and must be allowed to participate. Participation promotes children's understanding of democracy (Hart, 2013:3) and implies that they are seen as contributing social actors (Kosher et al., 2017:16-24). The perspective of childhood and societies' view of children are ever changing and evolving (Quennerstedt and Quennerstedt, 2014:118). Children were significant and persuasive actors in past societies and ought to be more so today through adult assistance and support (Corsaro, 2017:86). Childhood today is not what it used to be. For example, many young children now spend much of their time in institutional settings and follow educational curricula, since parents have occupations and need to work, sometimes long hours and outside home, as only few have opportunities to work from home. Parents working long hours and children being in institutions for long time periods, have an impact on children and their childhood. Working mothers were not a common occurrence in earlier years (Corsaro, 2017:4). Childhood mirrors the society that surrounds it, and helps produce a society through the adults that emerge from children's socialisation. Childhood in this sense is a unique key to the larger human experience, from historical past to global present (Stearns, 2016:15).

Today, we find ourselves in a phase that brings about computer-generated product design and three dimensional (3D) printing (Xu, David and Kim, 2018:91). As a result, new subjects such as coding and robotics are now introduced to learners starting from Grade R in South Africa. This brings about new and unfamiliar demands on children, their families and their societies. Considering the new phase we find ourselves in, one

needs to plan for and equip children for future job opportunities through education (Department of Basic Education, 2019).

2.3 Rights of children globally, in Africa and locally: past and present

Children have rights in both international and domestic law. A British teacher, Eglantine Jebb was strongly motivated by the misery of children after World War I and started the Save the Children Fund in 1919 (Milne, 2008:46). She drafted the Declaration on the Rights of the Child, which was based on the work of Dr Janusz Korczak in Poland (Milne, 2008:48). It was named the Declaration of Geneva and advocated children's rights by putting pressure on post-war administrations to implement the declaration (Doek, 2014:188). The League of Nations accepted this declaration in 1924. Further international regulation of human rights was introduced because of the deaths and inhumanities suffered by children in World War II. The United Nations (UN) embraced the Universal Declaration of Human Rights in 1945. The rights of children were indirectly included in the declaration. However, a distinct document was needed to accommodate the unique wants and needs of children. The Declaration of the Rights of the Child in its extended form was adopted by the United Nations General Assembly (UNGA) in 1959 to meet the special needs of children.

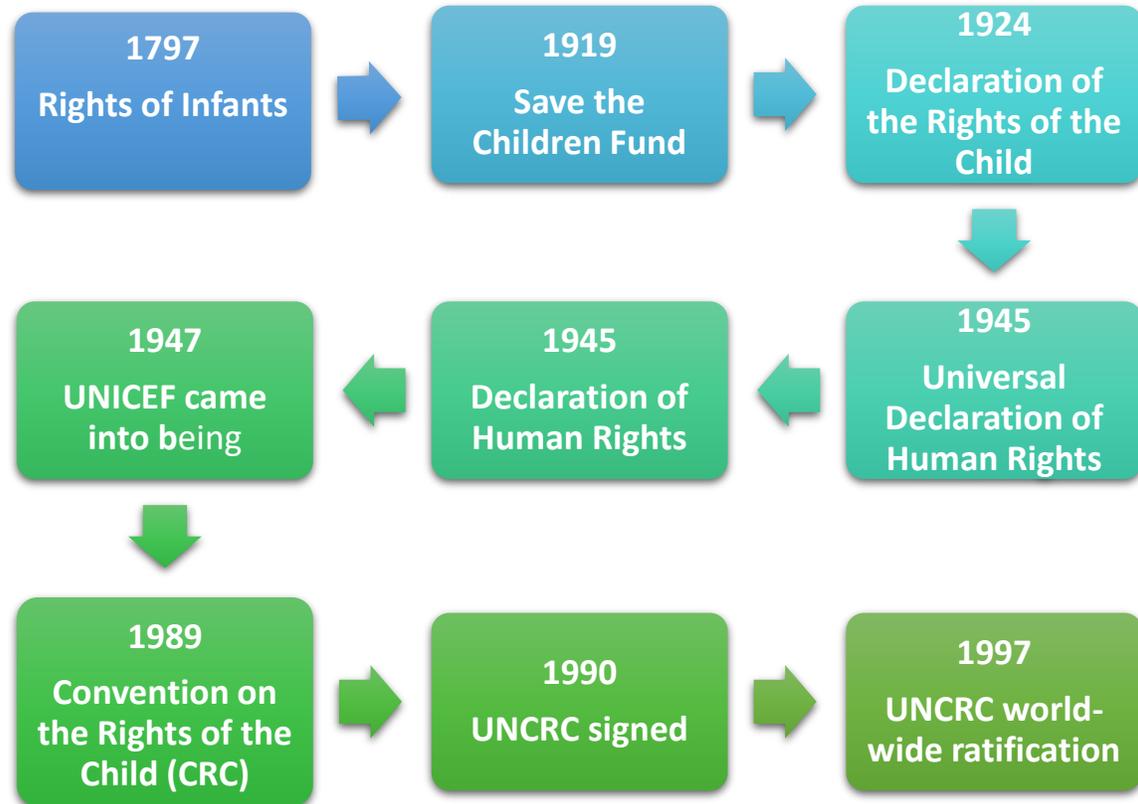


Figure 2.2 Timeline of documented children’s rights (adapted from Humanium 2019a)

The timeline of children’s rights is discussed for to the international and South African context.

2.3.1 The international context

The notion of human rights as it is articulated at present is a relatively novel development. Human rights origins lie in the eighteenth century. The declarations were introduced at the time of the American independence (1776). The French Revolution (1789) formulated some of the concepts, and these were included directly in the classification of the United Nations Charter (1945) and the Universal Declaration of Human Rights (1948) (Osler and Starkey, 2017:2).

The UN (United Nations Human Rights office of the High Commissioner, 2017) lists nine core international human rights instruments. A committee of experts has been established for each of these instruments. The committees' obligation was to monitor compliance with the treaty requirements by its state parties. Some of the treaties were augmented and accompanied by voluntary procedures dealing with detailed concerns. Table 2.1 summarises the guiding documents.

Table 2.1 The core instruments of International Human Rights

Instrument Abbreviation	Instrument	Date
<u>ICERD</u>	<u>International Convention on the Elimination of All Forms of Racial Discrimination</u>	21 Dec 1965
<u>ICCPR</u>	<u>International Covenant on Civil and Political Rights</u>	16 Dec 1966
<u>ICESCR</u>	<u>International Covenant on Economic, Social and Cultural Rights</u>	16 Dec 1966
<u>CEDAW</u>	<u>Convention on the Elimination of All Forms of Discrimination against Women</u>	18 Dec 1979
<u>CAT</u>	<u>Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment</u>	10 Dec 1984
<u>CRC</u>	<u>Convention on the Rights of the Child</u>	20 Nov 1989
<u>ICMW</u>	<u>International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families</u>	18 Dec 1990
<u>CPED</u>	<u>International Convention for the Protection of All Persons from Enforced Disappearance</u>	20 Dec 2006
<u>CRPD</u>	<u>Convention on the Rights of Persons with Disabilities</u>	13 Dec 2006
<u>ICESCR - OP</u>	<u>Optional Protocol to the Covenant on Economic, Social and Cultural Rights</u>	10 Dec 2008

<u>ICCPR-OP1</u>	<u>Optional Protocol to the International Covenant on Civil and Political Rights</u>	16 Dec 1966
<u>ICCPR-OP2</u>	<u>Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty</u>	15 Dec 1989
<u>OP-CEDAW</u>	<u>Optional Protocol to the Convention on the Elimination of Discrimination against Women</u>	10 Dec 1999
<u>OP-CRC-AC</u>	<u>Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict</u>	25 May 2000
<u>OP-CRC-SC</u>	<u>Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography</u>	25 May 2000
<u>OP-CRC-IC</u>	<u>Optional Protocol to the Convention on the Rights of the Child on a communications procedure</u>	14 Apr 2014
<u>OP-CAT</u>	<u>Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment</u>	18 Dec 2002
<u>OP-CRPD</u>	<u>Optional Protocol to the Convention on the Rights of Persons with Disabilities</u>	12 Dec 2006

These treaties imply and involve children directly and/or indirectly. The United Nations Convention on the Rights of the Child (UNCRC) is the basis of all of United Nations International Children’s Emergency Fund (UNICEF) work. It is the most comprehensive declaration of children’s rights ever created and is the most extensively ratified international human rights treaty of all time (UNICEF, 1989b).

The organisations and policies that are discussed below in support of the rights and responsibilities of children are the United Nations International Children’s Emergency Fund (UNICEF), the United Nations Convention on the Rights of the Child (UNCRC), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the African Charter on the Rights and Welfare of the Child (ACRWC), the South African Constitution, the Bill of Rights and The South African Children’s Act.

The United Nations International Children's Emergency Fund (UNICEF) came into being after World War II. The United Nations Fund for Urgency for the Children was drafted in 1947 and became known as the United Nations International Children's Emergency Fund (UNICEF). UNICEF focuses on providing children and mothers with philanthropical and progressive support and relief (Charnow, 1947:1-7). Korczak (1967) contends that children should be respected and allowed to voice their thoughts relating to matters that affect them.

The United Nations Convention on the Rights of the Child (UNCRC) is pertinent and applicable to all children. The Convention on the Rights of the Child (CRC) was delivered in 1989, and by 2010 almost all countries had signed this convention, the United States of America being the only non-signatory (Stearns, 2016:156). Although drafting began in 1979, the convention was not completed until ten years later, in 1989. On 20 November 1989 the UN General Assembly accepted the CRC. The CRC was approved universally, and a great number of nations ratified the CRC. This proved that they would protect the rights of the child (Hart and Pavlović, 1991). The CRC delineates the rights of children as civilians, economically, socially and politically (Ruck and Horn, 2008:686). The CRC is the supreme treaty, covering a full series of rights for children (Kosher et al., 2016:16). The UNCRC is unique in several respects. Firstly, it had been signed by the greatest number of participants by 1990. Furthermore, the Convention was signed by the greatest number of signatories ever to sign a human rights convention. Secondly, the convention came into power sooner than all other human treaties. Thirdly, it had been ratified globally by 1997, causing it to be the most ratified of all human rights treaties. Lastly, it is the only human rights treaty to group so many rights, such as civil/political, economic, social, cultural and humanitarian rights together into one tool. In the main it protected children from maltreatment and exploitation and the right to childhood, and to mature into independent adults and to be able to voice thoughts in matters relating to them (Kosher et al., 2016:15).

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It aims to shape and promote peace through global collaboration in education, the sciences and culture. UNESCO was established as an answer to a global world war that was marked by racism and anti-Semitic viciousness and violence. Today, UNESCO's directive is as pertinent and appropriate as ever. Cultural multiplicity is under attack, and new waves of prejudice, rebuff of scientific truths and threats to liberty of expression are testing peace and human rights. UNESCO's duty in all of this remains to confirm the humanist undertakings of education, science and culture repeatedly. UNESCO advances educational tools to aid humans to live in peace and tolerance; it strives for a world in which all children and citizens have access to excellent schooling. UNESCO encourages cultural traditions and dignity of every culture (UNESCO).

2.3.2 The African context

In the African context one needs to be cognisant of the serious underdevelopment of children's basic rights in Africa. The African Charter on the Rights and the Welfare of the Child (ACRWC) is an African treaty that aims to give the African child support in the light of his specific susceptibility, and it does not vary much from the essence of the CRC. The ACWRC provides for children to participate and points out the position of the African child in society and children's responsibility to their society and their continent (Sloth-Nielsen, 2016:113). In this regard, Viviers and Lombard (2013:18) argue that:

“Despite the fact that children's right to participation is safeguarded in international treaties, inequity prevails in the realisation of this right, and many children either do not have the opportunity to claim their right or are exposed to unethical practices when they do have the opportunity to have their voices heard. Thus, even if children have the opportunity to participate, the way this is done

should reflect respect for their rights. If children's participation is not conducted in an ethical manner, their rights are violated".

The African Charter on the Rights and Welfare of the Child (ACRWC) (not mentioned in the above table because it was not drafted by the United Nations) was drafted in 1990 and is based on an understanding of childhood and the role of the child that is specifically relevant to Africa (Montgomery, 2013:29). The ACRWC points out children's rights but adds an element that is not explicitly mentioned in the UNCRC, namely children's responsibilities and duties. When children are not allowed to exercise age-appropriate responsibility, it makes them reliant, segregated from mature society, and excludes them from participation in shaping their own destiny (James and Prout, 2015:69).

A major problem Africa faces in promoting children's rights is the search for influential leaders from African countries and determining who the duty bearers for the concerns of children are. Most African countries have signed the Children's Charter, but the alarming reality is that many of these countries do not adhere to the activities they signed for (Pillay, 2014:226). Adults' practice of regulating children has continued to govern their destiny, particularly children in Africa. It is difficult to make children aware of their rights in African cultures. Adults protest that such awareness will create an absence of respect in the African culture and that it is a direct challenge to traditional generational authority construction (Ekundayo, 2015:145). Consequently, in areas where children's rights are not acknowledged or do not enjoy due attention, they remain in or revert to their primitive vulnerable state of being abused and maltreated. Currently children's rights have progressed and are being advocated by many, and one should not stop making every effort to place children's rights on the highest platform (Ekundayo, 2015:143).

The United Nations consists of 193 members of states, and South Africa was one of the founding member states on 7 November 1945. During the past two decades, South Africa has grown through significant political and social transformation. Democracy was embraced after apartheid, and recognition of the importance and worth of vital rights is growing, being rooted in both the Constitution and international codes (Robinson, 2003:79). The South African Constitution establishes the supremacy of the Constitution [section 1(c)], which contains the enforceable Bill of Rights. The latter provides far-reaching protection against the infringement of human rights. The Constitution recognises and embraces different concepts of democracy, while upholding democracy as a central organising principle. The Constitution embodies an ethos of human rights and a comprehensive range of democratic standards, non-racialism, multi-culturalism and multi-lingualism (De Vos et al., 2014:95). The Constitution recognises the discrimination that characterised the apartheid years and portrays South Africa today as an open and democratic society grounded in human dignity, equality and liberty (Robinson, 2003:22). “This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. The state must respect, protect, promote and fulfil the rights in the Bill of Rights” (Department of Justice and Constitutional Development, 1997).

2.3.3 The South African context

The South African constitution (Government, 1996) contains a section in its Bill of Rights specifically for children. The Children’s Act states the following:

“Every child has the right to a name and a nationality from birth; to family care or parental care, or to appropriate alternative care when removed from the family environment; to basic nutrition, shelter, basic health care services and social services; to be protected from maltreatment, neglect, abuse or degradation; to be

protected from exploitative labour practices; not to be required or permitted to perform work or provide services that are inappropriate for a person of that child's age; or place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development; not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be kept separately from detained persons over the age of 18 years; and treated in a manner, and kept in conditions, that take account of the child's age; to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and not to be used directly in armed conflict, and to be protected in times of armed conflict. A child's best interests are of paramount importance in every matter concerning the child. In this section "child" means a person under the age of 18 years." (Department of Justice and Constitutional Development, 1997)

2.4 Investigation of children's rights and responsibilities education

Rights, and more specifically human rights, go much further than mere notions and surpass the boundaries of law. These rights can make dreams come true or cause frustration and unsatisfied realities. Citizenship and our relation to others are made up of the ideas of rights, whether negative or positive (McCorquodale, 2017:xi). Therefore, it is imperative that everyone should be familiar with and educated regarding human rights, and especially children's rights.

Human rights education (HRE) largely refers to education aiming to serve the construction of a worldwide philosophy of human rights through education of human rights and vital liberties (Struthers, 2016:131). Education allows the child to grow as a

bearer of human rights. The growth prospects of education make it a great environment to offer the child the opportunity to be schooled in human rights and to be knowledgeable about children's rights in particular (Quennerstedt and Quennerstedt, 2014:130).

Hart (2001:136) states that children's rights are not determined by legislature only; the practice of respecting children's particular agency is just as important. Adults' views of children's rights and responsibilities have a tremendous impact on children's rights and on rights education.

“Teachers are personally influenced by human rights misconceptions or sensationalism in the media, and tend to view human rights as too controversial, too far removed from the immediate experiences of their learners, or too difficult to teach in a neutral manner that does not unduly influence the learners in their classroom. They furthermore view the topic as particularly likely to antagonise parents. With recognition of these factors, it becomes apparent that even if teachers were inclined to provide HRE, such complexities of practice would likely prevent them from doing so to any meaningful extent within their classroom teaching.” (Struthers, 2016:197)

Having said this, Struthers (Struthers, 2016:159-161) argues that improved policies and teacher training programmes about human rights education ought to transform misconceptions and negative outlooks into the empowering tools that human rights provide. Therefore, studies of diverse settings ought to shed light on children's rights and responsibilities. Education regarding the rights of children is an urgent and significant matter. Many children still seriously misunderstand rights, which weakens the capacity of rights to protect them. Acquaintance with and the capability to reason about rights progresses with age. Effective educational approaches to propagate rights familiarity and understanding are crucial and in short supply. Such familiarity with rights

would help children protect themselves better, and is viewed as vital to the esteem of others' rights, inspiring citizenship, growing social responsibility and creating the support for social justice (Peterson-Badali and Ruck, 2011:9).

In many respects children are more likely to be victims of human rights violation than adults, and African children more so than children on other continents (Viljoen, 2000:214). This is what makes human rights education vital. Introducing learners to the relevant values and concepts of human rights through education at an early age is thought to be the most effective way to inspire and rectify common misconceptions and damaging attitudes regarding human rights. While considering children's education, one must bear in mind that when discrimination and inequality are involved, the right to be educated is affected (Struthers, 2016:131).

South African government policy is clear on the right of children to have access to education. It also supports mother-tongue instruction where this is feasible (Education Training Unit). There are eleven official languages in South Africa. They all have equal status, but English is the dominant language used in government documents. Table 2.2 lists the different languages and their percentage of mother tongue speakers. It is worth taking note whether the children taking part in this study received their education in their mother tongue. Language could have an impact on children's experience of their rights and could be worth exploring in this study (Benson and Kosonen, 2013:2). The assistant researcher (AR) who facilitated the data gathering, was familiar with Xitsonga and English. She interviewed the participating children in Xitsonga if they did not understand or did not feel confident to speak English. The AR translated the interview questions for the participating children as well as their answers. I employed a transcription agency to translate and transcribe the interviews and explicate this further in Chapter 3 and Chapter 6.

Table 2.2 The percentage of mother tongue speakers of the 11 different official South African languages (Heyns and Viljoen, 2002:541)

Language	Percentage of mother tongue speakers
English	8,6%
Afrikaans	14,4%
Ndebele	1,5%
Sesotho	7,7%
Sesotho sa Leboa	9,2
Swati	2,5%
Xitsonga	4,4%
Setswana	8,2%
Tshivenda	2,2%
IsiXhosa	17,9%
Zulu	22,9%

South Africa has 11 different official languages. The languages spoken in the percentages are Zulu followed by IsiXhosa and Afrikaans while Ndebele, Swati, Tshivenda and Xitsonga has the lowest percentage of speakers.

According to Ladson-Billings (2006) a review of the gaps in academic achievement of children should take not only race or ethnicity, socio-economic status and language into account, but also educational debt. She concludes that historical debt, economic debt, socio-political debt and moral debt have a substantial role to play in the academic achievement of learners and bring about inequalities in education.

South Africa remains one of the world's countries with the greatest gap between the rich and the underprivileged. Those most affected live in the rural areas of South Africa, with meagre access to basic services, and specifically basic education. Children are often

involuntarily pushed into labour to help support their families (September, 2014:33). This is the absolute opposite of what the various children's charters aim for. According to the Constitution of South Africa, children are specifically entitled to the rights contained in section 28 and all other rights in the Bill of Rights relating to them. With this in mind, the right to equality, education and personal autonomy – created from the rights to privacy, freedom of religion, expression and connotation – are of the utmost significance (Robinson, 2003:33). No South African child should be subjected to being without education and equality.

2.5 Children's rights and responsibilities: stakeholders and their roles

John Locke (1632-1704) is one of the most significant and authoritative philosophers in the history of English philosophy (Archard, 2014:1). Today his philosophy of childhood and children's rights still stands strong in contemporary deliberations, which demonstrates just how coherent and discerning a philosopher of childhood he was (Archard, 2014:15).

John Locke did not agree that children lacked all rights, and while he reasoned that some degree of parental influence is necessary, he did not believe that parents have total dominion over their children (Archard, 2014:9). This was quite an advanced thought, as children were often regarded as the property of their parents with no rights during their childhood. Children's rights are not a novel notion, as early law codes described parents as having a duty to care for their children except if there was a valid and lawful reason to oust them. Later, duties and obligations to provide children with education were included, and school requirements and laws on child labour followed.

The argument that children are not yet adults is often used as a justification by parents, teachers and many grown-ups, specifically in Africa, for following their own construal of what the best interest of the child is (Ekundayo, 2015:144). There is also the concern

that children will undermine the role of parents if they are given rights, and that this will have a negative consequence on family. This concern is unsubstantiated, as the international agreements of the CRC and the ACRWC cherish and recognise the family and household as the ultimate and essential unit of society. The two documents recognise the importance of parents and the family and the family setting as a haven of well-being, affirmation and understanding for the developing child. Children's rights go hand in hand with family. The family unit is of utmost importance while considering children's rights (Ekundayo, 2015:145).

Children should be taught by practice. They may not be able to act rationally by instinct, as they may not yet understand what is rational. Nevertheless, they can gain insight through what adult educators, their caregivers and parents do. Children follow by example. Thus, the examples that responsible adults display, ground children in their actions and understanding in the direction of responsibility. Adults can then support children in becoming more and more responsible. The duty is upon educators and adult caregivers to demonstrate with their own conduct the rationality that is characteristic of their adulthood (Archard, 2014:7). Children's rights are not merely about adults satisfying a list of duties and responsibilities but more about how adults view and relate to children in innovative ways. Adults ought to view and adapt to each situation as needed to promote children's rights (Rajani, 2000:43). According to John Locke, it is adults and governments' responsibility to teach and protect children's rights (Archard, 2014:9).

The chief obligation is on the state to deliver the backing, amenities and services for the realisation of children's rights (Robinson, 2003:34). According to Jamieson, Richter and Cavoukian (2017), the UNCRC places a pre-existing duty on governments to fulfil children's rights. Children's rights are united and interdependent and must be considered and applied as a whole. The UNCRC was signed by the South African government and ratified without any reservation and with it the international legal

obligations that it imposes (Van Aardt, 2004:iii-iv) . The UNCRC requires governments to deliver the vital fundamentals required to support parents to take care of their children and to encourage safe and positive environments. The right to safekeeping and to be safe from violence is crucial for human rights to be fulfilled (Jamieson et al., 2017:41). The state should fulfil, respect, promote and protect all the rights contained in the Bill of Rights (Department of Justice and Constitutional Development, 1997).

Briney (2018) states that “The principles of the UN are to save future generations from war, reaffirm human rights, and establish equal rights for all persons. In addition, it also aims to promote justice, freedom, and social progress for the peoples of all of its member states”. These principles are crucial to children and their life-worlds and enable them to live happy lives. Children are entitled to claim their rights and participate in society to become increasingly responsible in their life-worlds. Children are no longer mere beneficiaries of services or recipients of safety provided by adults. Children are rights bearers and also participants in matters touching their lives, and they consequently ought to be respected in their uniqueness (Ekundayo, 2015:145). Children should respect responsible adults and appreciate the good example these adults set and the care and safety they provide (Archard, 2014:7). Figure 2.3 illustrates stakeholders in children’s rights and responsibilities.

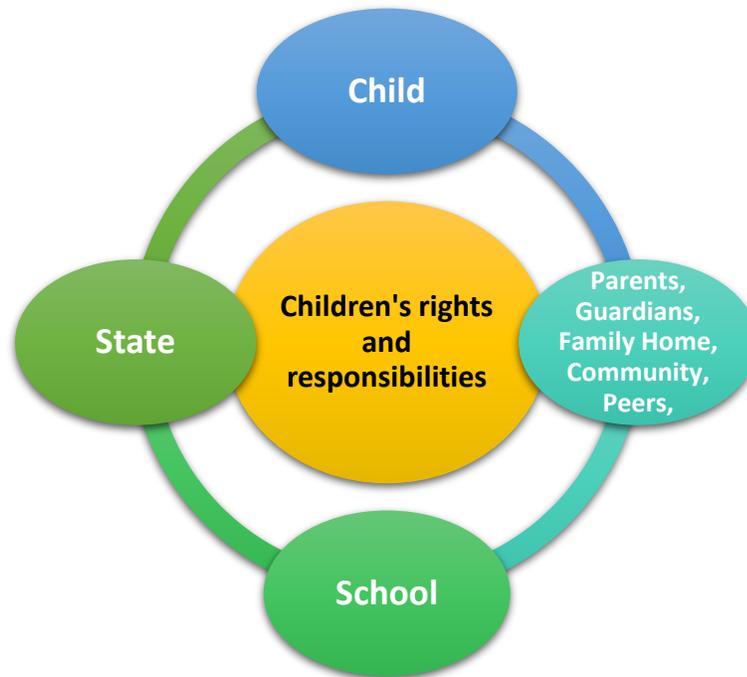


Figure 2.3 Stakeholders involved in children's rights and responsibilities

The stakeholders in children's rights and responsibilities are illustrated above. Each of these stakeholders play vital roles in the achievement of children knowing and experiencing their rights and being responsible.

2.6 Safeguarding and protection of children

While children's rights have been and remain vital to secure satisfactory protection for children, it is imperative to move beyond merely safeguarding children's well-being to empowering them to become guardians of their own lives.

Children should be placed in the centre and focused on when their rights are interpreted. The realisation of children's rights should be understood on the basis of the worldwide safety, social justice, protection and development of the whole child.

Children's rights influence each facet of a child's life, and children should be actively supported to flourish and achieve their full potential (Bhardwaj et al., 2017:22). Every child ought to live life and flourish, acquire education, be protected from cruelty and abuse, live in a safe and hygienic milieu and be given an impartial chance in life (UNICEF, 2018). This is a high-priority, human-rights-based approach that pursues a vision of realising the rights of every child, especially the most disadvantaged. Children's rights need to respond to the call of "leave no child behind", so that the rights of all children would be fulfilled (UNICEF, 2016).

For all African children to enjoy their rights, it is crucial that state parties guarantee that these rights enjoy adequate cultural backing in the societies in which the children live. The instruments of the CRC and ACRWC regarding children's rights are understanding of cultures, values and heritage. This deflates the view that children's rights are non-African (Ekundayo, 2015:157). Sloth-Nielsen and Mezmur (2008:178,189) argue that the ACRWC view children's responsibilities as corresponding essentials to strengthen and support the rights of the African child. Furthermore, it empowers the child to participate in the harmony and growth of their communities, their country and the African continent.

Children's experiences may share likenesses and parallels with other children in research findings, but their views of rights reflect the influence of the specific setting they find themselves in (Peterson-Badali and Ruck, 2011:3). The state of South Africa's health system is low. The most prominent example is malnutrition, and this is a long-standing problem, specifically among rural children. Infant mortality rates are high among rural families. The number of South Africans infected with HIV and AIDS escalated markedly during the 1990s. South Africa was placed close to the top in United Nations evaluations of proportions of national populations affected by HIV in the early 21st century. A highly sophisticated public health system exists in the cities and large

towns, but in the rural areas public health facilities tend to be overcrowded and offer limited medication and care (Mabin, 2019).

In Africa, and more specifically South Africa, there are many child-headed households. This is often due to HIV and AIDS. Here children are in charge and look after the younger children in their homes. The generational power structures have collapsed in such conditions. A child who heads a household should be a rights bearer, without exclusions. Culture has often been used as a justification by many countries in Africa for not implementing human rights and children's rights, which causes children to have poor experiences of their rights (Ekundayo, 2015:145).

In South Africa, every child between the ages of seven to 16 years must by law attend a public or private school. Such education starts in one of the 11 official languages. As soon as they reach Grade 3, children begin learning an additional language. The right to a basic education is fixed and guaranteed in the constitution of South Africa. Although literacy rates in South Africa are generally high by African standards (Mabin, 2019), "in the Western Cape, 11% of learners were illiterate and 27% could not read for meaning. In Limpopo 50% were illiterate and 83% could not read for meaning at the end of Grade 4" (Spaull, 2016). When considering children's rights to quality education, poor school performance in South Africa reflects social disparity and leads to a condition where children inherit the social situation of their parents, regardless of their enthusiasm or capability. Low-quality education becomes a deficiency snare from which it is almost impossible to escape (Spaull, 2015:37).

Education is important and schools ought to enhance their education through creating a safe place where children are educated and cared for (Sampson, 2016:29). Bullying is a growing problem in school settings. Bullying happens when a learner or group of learners repetitively harm another learner through activities or verbal comments. 60% of bullies go on to have arrest records. Bullying ought to be addressed early on, before it

becomes more dangerous. On the other hand, bully-sufferers could grow hopelessness, low or no school attendance, and weak self-appreciation. It is essential to help create a school environment where all children feel safe and can learn to grow to their highest potential (Sampson,2016:1-62).

The Realization of Children’s Rights Index (RCRI) published by Humanium (2014) shows that in 2014 South Africa’s children’s rights situation was in a state of “noticeable problems”. Unfortunately, the children’s rights situation in South Africa has not improved, but deteriorated. Humanium (2018) classified South Africa’s children’s rights as worsening and being in a “difficult situation” in 2018. The following figure, Figure 2.4 shows how the world and more specifically South Africa’s children’s rights changed from 2014 to 2018.



Figure 2.4 Children's rights worldwide from 2014 to 2018 (Humanium, 2014)

It is plain to see that children's rights to protection, provision and participation are not realised adequately. The current status is that children do not experience their rights as prescribed by the United Nations Convention on the Rights of the Child (UNCRC), the African Charter on the Welfare and Rights of the Child (ACWRC) and the South African Constitution. Continuing down this road of inadequate rights experiences of children will create a further downward spiral where children become more vulnerable and abused, not provided for or protected and unable to participate in their society. Exploring children's experiences on their rights and responsibilities could shed light on the areas

where children must be educated better about their rights, which would lead to their being better protected, provided for and able to participate in their environments.

Even though considerable progress has been made, there are a myriad accounts of Africa's gloom and anguish that constantly feature in the media and in research on children's rights (Sloth-Nielsen, 2016:3-4). Africa, according to Milne (2013:50), has a very wide range of histories regarding children, childhood and their rights. These histories impact the current state of children's rights and wellbeing. It is important to bear in mind the diverse contexts brought about by history in order to grasp what the status quo is and how to progress in strengthening children's rights and wellbeing. The South African Constitution (Government, 1996) clearly states in section 12 1 (c) that the state is responsible to secure the right to be free from violence. Notwithstanding the constitutional assurance, the most defenceless still suffer great abuse of their rights in South Africa (Van Aardt, 2004:iii-iv). The Constitution recognises that children are particularly vulnerable to violations of their rights and that they have specific and unique interests (Robinson, 2003:11). The unfortunate truth is that South Africa has vulnerable and defenceless children that do not receive the protection and education they have a right to (Ebersöhn and Eloff, 2006:485).

2.7 Children's voices regarding their rights

The United Nations Convention on the Rights of the Child (1989, Article 27) identifies children's right to a level of living that is acceptable for their physical, mental, spiritual, moral and social growth (Bartlett, Hart, Satterthwaite, de la Barra and Missair, 2016:7). When the above-mentioned rights are respected and catered for, children ought to grow and develop into more successful individuals playing a positive part in their community, no matter where they live (Driskell, 2017:iv). UNICEF Executive Director, Anthony Lake points out that "[b]y excluding children living in slums, not only does it rob them of the chance to reach their full potential; it robs their societies of the economic benefits of

having a well-educated, healthy urban population” (UNICEF, 2012b). UNICEF reports that more than half of the children in South Africa live in urban areas and warns that cities are failing their children; UNICEF (2012b) further argues that many children in cities and towns are excluded from crucial services as a result of urbanisation. UNICEF propagates that governments put children at the centre of planning as well as spread and improve services for all, leaving no one behind. Substantial and truthful data is required to detect inequalities among children and how to overcome them. The present data is inadequate and points to the neglect of these matters (UNICEF, 2012b). Children in fact face numerous forms of exploitation, regardless of where they live (Ekundayo, 2015:143).

The acknowledgement of children's rights is intended to protect children from maltreatment and encourage their growth and well-being. Therefore it is vital to study how children experience and reason about their rights (Peterson-Badali and Ruck, 2011:749). Listening to and gaining the insights and performance of children is key, as children are the present and future citizens and most probably a foundation of social inspiration amid their community, parents and peers (Hartley, Thompson and Pahl, 2015:209). The consideration of children's thoughts regarding how they experience their rights and allowing them to express their views in matters concerning them are important components of citizenship. It is of paramount importance that children from diverse settings are given the opportunity to express the perceptions of the experiences they have regarding their rights, as this is imperative for advancing rights education in schools. Research that inspects how members of both minority and majority groups understand their rights can be applied to advance curricula and help reduce bias and encourage positive intergroup relations (Peterson-Badali and Ruck, 2011:8).

Regarding children as individuals and appreciating diversity are vital in allowing them to have full autonomy (Bell, 2011:79). It is vital to afford children the opportunity to voice their thoughts and perceptions. Children know their environment well and experience it subjectively; they should therefore be allowed to show what they understand and feel.

They further have an exceptional mode of discovering and perceiving their world. Children's perceptions of their world are vital, as their view of the world differs from the adult view. At times children experience things more deeply and intensely than adults (Richard, 2008:199)

Human beings, and more specifically children, form part of a community and at the same time function as individuals. Humans relate to others in different ways, but also stand alone in the world. This dual state – living in association with others and privately – starts at birth and continues through life. Children continue to develop socially while at the same time develop as unique individuals. This state contributes to their growth and social adaptation in adulthood (Handel, 2017:3). Life and the understanding thereof is an endless process of advancement and development from childhood to maturity and adulthood (Quennerstedt and Quennerstedt, 2014:125).

It is imperative that children are given the chance to communicate their opinions and sentiments without restrictions and that thoughtful attention is paid to their understanding and opinions. Furthermore, respect for children's views and their ability to present their views on matters affecting them and their lives is important to promote understanding of children's experiences. To achieve the most complete knowledge and insight into children's experiences, one needs to practise non-discrimination and respect for diversity and inclusion of minorities according to Viviers and Lombard (2013:6). Children are unusually observant, insightful and discerning regarding what occurs around them. As such, they are able to offer an exceptional view and explanation of their experiences (Claasen and Spies, 2017:77).

Human rights touch children's everyday lives and performance. As children portray and communicate human rights verbally and non-verbally, their perspectives can be found in their portrayal and communication of their rights (Quennerstedt, 2016:5). When children are provided with an opportunity to be heard and are encouraged to speak freely about themselves and their experiences, they experience a strong sense of empowerment (Joubert, 2012:454). It is crucial to recognise children as subjects rather than objects or

pawns of research; this is essential for children to report on experiences in their personal and particular truth (Alderson, 2000:243).

In exploring children's understanding and experiences, one can identify gaps, misunderstandings, breaches and positive understandings and experiences that can impact education and the development thereof. Going further in comparing child participants' views and experiences and examining the findings against CAPS, ought to shed light on the success or gaps in practice and assist in uncovering problems and successes in these experiences children have. Teachers need to be confident in teaching children about their rights and responsibilities as this could add to the successful realisation of children's rights.

2.8 Emerging conceptual and theoretical framework

The following lenses were employed while creating the emerging conceptual and theoretical framework: the sociology of childhood, Maslow's hierarchy of needs, empowerment theory and the arch of human rights. I have merged the components of the theories that brought about this framework that enabled me to compare children's experiences on their rights and responsibilities across diverse settings. This framework led me to answers to the research questions. In Chapter 6 I address the framework again to help me comprehend the findings and delineate a theory of my own.

2.8.1 The sociology of childhood

The sociology of childhood and children is the way in which children adapt to and internalise society. Within the childhood sociology sphere, the constructivist model influenced by Piaget and Vygotsky involves viewing children as active agents who construct their place in their social world. Piaget and Vygotsky's work speaks of the individualistic doctrine that children solely and privately participate, that they are

adaptive and internalise adult knowledge and from there move on to appropriation, reinvention and reproduction. It is important for the child to share, create and negotiate culture with adults and other children. The notion of interpretive reproduction is innovative and entails the creative aspects of children's participation in society, which the theories of Piaget and Vygotsky do not address. This participation occurs when children use information from the adult world to answer to their own questions and issues. Children then go on to practise culture and change as they participate in their societies (Corsaro, 2017:16-18; Christensen and James, 2008:1).

Even if children have preconceived ideas and social sensitivities regarding others, they also have a reasonable capability for breaking down their preconceived ideas by having meaningful experiences with others (Hyun, 2001:11). Children are social representatives. They make sense of and create meaning from their social experiences. Engaging with children about their experiences of the life-worlds they inhabit provides insight and knowledge for adults working with children. This knowledge and understanding could positively impact adult perceptions of childhood and children's abilities. Without listening to children's experiences and views, assumptions and generalisations about childhood and children's experiences and their abilities negatively cloud policy and practice and affect children's potential to become responsible, participate and make helpful contributions to society (Frankel, 2007:21).

Children offer to the researcher an exceptional and very specific set of ideas on the social directive, which aids in appreciating how it functions and could provide indicators towards ways of improving childhood (Mayall, 2000:255). The sociology of childhood highlights matters that have to do with respecting children's rights in general and their participation rights in particular. Adults need to listen to and provide children the opportunity to speak about their rights and responsibilities. Children are not only individuals but also affiliates of a social group; the researcher ought to take the opportunity to listen and reflect on these children's rights and their right to participate in

constructing the social order, social policies and practices (Mayall, 2000:256). The disregard of children in sociology is associated with old-fashioned views of socialisation that relegate children to a primarily passive role (Christensen and James, 2008:125). The sociology of childhood is starting to help adults to understand what it means to be a child. The nature of childhood fluctuates across societies and across time, and the sociology of childhood leads to greater esteem for childhood and children and a fuller understanding of the wrongs children have suffered (Mayall, 2000:248).

Piaget's cognitive developmental theory and Vygotsky's sociocultural theory come closest to revealing the part child development and subsequent participation in the grown-up world plays. These theories mostly address children's development, but not the complexity of their social construction and children's joint or united actions (Corsaro, 2017:27; Christensen and James, 2008:29). Interpretive reproduction mirrors children's developing association in their culture. This association in their culture commences in the family and uncoils to the outer parts of society. The uncoiling causes children to create a sequence of implanted peer cultures constructed on the official structures of grown-up principles. Interpretive reproduction requests sociology to pay attention to children earnestly and to value children's input and influence to social justice and change (Corsaro, 2017:44; Mayall, 2000:256). According to interpretive reproduction, children attempt to understand their culture and contribute to it. Children come together to construct their peer worlds, beliefs, values and cultures jointly (Corsaro, 2017:23). They have valuable understandings and perspectives to offer on countless parts of their lives (Prout, 2002:75). They can therefore instinctively participate as energetic affiliates of both childhood and adult cultures (Corsaro, 2017:27; Mayall, 2000:257). Children create and participate in their peer cultures by productively seizing information from the grown-up world to work out their peer challenges, worries and fears. Interpretive reproduction pays attention to children personally, especially to the intervention in their joint activities with grown-ups and other children. Children contribute to their own sense

of well-being as early as their first years of living and create vastly multifaceted peer cultures throughout the early childhood education years (Corsaro, 2014:709); they are exposed to other humans who have rights just like they themselves do.

To look at children's rights through the lens of interpretive reproduction, one needs to consider the two terms. Corsaro (2017:19-23) reasons that the term *interpretive* covers an imaginative and pioneering way in which children participate responsibly within their rights. He goes on to say that they participate by utilising the adult cultures they see around them and then apply them to their peer cultures in an attempt to make sense of and resolve their particular peer problems while keeping in mind, knowing and understanding their rights and the rights of others. Children have the right to participate as responsibly as is age appropriate. Corsaro states that the term *reproduction* means that children not only internalise culture and society, but also participate and contribute to their change. The degree of the contribution children are allowed to make, is impacted by how society and culture respond to the child's contribution (Corsaro, 2017:372). Children have the right to share and contribute as long as their contribution is not harmful or offensive to other people (UNICEF, 2006). Looking at children's experiences of their rights through the lens of interpretive reproduction should enable one to detect the influence culture and society have on children and how the children interpret and participate their social and cultural worlds through their rights.

2.8.2 Maslow's hierarchy of needs

Maslow's hierarchy of needs is a theory created by Abraham Maslow (Maslow, 1943:370-396) following years of observation and research. Maslow's hierarchy is used in this research as a framework along with the sociology of childhood, empowerment theory and the arch of human rights.

Maslow's hierarchy of needs provides insight into what motivates human behaviour. He points out that deficiency needs are the most basic needs, and he labels these needs as physiological, security, social and esteem needs layered in tiers. These needs increase and become stronger if they are not met. When these needs are met, they become less of a driving force. Sustaining these layers of needs expressed in tiers brings about a sense of well-being and the experience of happiness (McLeod, 2007:2). Physical needs are felt by everyone; they include breathing, eating, sleeping and having water, which must be met to stay alive. The next tier addresses safety. Safety is vital too; without it, a society would have many social problems that would cause society's downfall. The need to belong relates to fitting into a group and feeling loved. Esteem needs refer to self-confidence, support and achieving goals that give meaning to the individual's life. Self-actualisation refers to the need for greater problem-solving ability and theoretical and critical, rational thinking (Nassif, 2013). "Self-actualizing people enjoy life in general and practically all its aspects, while most other people enjoy only stray moments of triumph ..." (Maslow, 2013:37). Lastly, Maslow termed the top tiers of the pyramid *growth needs*. Growth needs originate from a wish to grow as a human being. "Growth takes place when the next step forward is subjectively more delightful, more joyous, more intrinsically satisfying than the previous gratification with which we have become familiar and even bored" (Maslow, 2013:53).

Adapting Maslow's needs hierarchy to a hierarchy of rights, Sims (2015) describes tier 1 as the right to food, shelter, warmth, clothing etc.; tier 2 as the right to physical protection, security and safety; tier 3 as the right to love, care, closeness and affection; tier 4 as the right to be valued and worthy, accepted and have status; tier 5 as the right to realise one's potential. She argues that the language of needs is intensely rooted in children's rights. Concentrating on needs is an approach that emphasises rights too. A rights-based approach emphasises assets. An asset-based approach is assumed to

advance happiness and help improve problems children may face, such as hunger, for children in various educational settings (Sims, 2015:122-125).

2.8.3 Empowerment theory

Empowerment has been comprehended as the tool by which individuals develop towards improved control over matters that concern them and their lives. Empowerment theory provides an outline for comprehending the methods and results of the actions of children in the community, or socio-political sphere. It has often been defined as an instrument by which individuals, groups and societies gain control over their affairs (Christens and Peterson, 2012:623,630). To empower people means to give them capability, which goes together with giving authority. In this instance, one empowers children by giving them capability, aiding them and giving them authority (Collins Dictionary.com, 2007).

The chief aim of choosing empowerment theory for this study is to justify offering rights education to learners in schools which will empower learners through knowing and understanding their rights and responsibilities in society. The theory of empowerment is used in this study to comprehend and reinforce methods and settings for children's understanding of their rights and responsibilities (Zimmerman, Israel, Schulz and Checkoway, 1992:725). Empowerment theory links intellectual well-being to shared aid, support and the effort to create a receptive community (Perkins and Zimmerman, 1995:569). Empowerment suggests a distinct method for developing involvement and creating social modification. Empowerment is a solution for many social difficulties that occur because of the unequal distribution of and access to resources. Children are best served by mutual help or aid, helping others, or working for rights of all (Zimmerman, 2000:44). The empowerment that occurs through knowledge of rights and responsibility and the positive experiences thereof brings about the valuing and respecting of others

and oneself. This aids children in learning to act responsibly. Empowerment of children is achieved when they are presented with the opportunity to learn what their rights and responsibilities are and by being assisted and given the capability and authority to use these rights. Children's rights and responsibility education are thus a tool that has empowerment as outcome. Children are empowered further when they are allowed to participate and when opportunities are created for them to participate as valued human beings and members of society and of their class, school and community. Rights and responsibility education uplift and empower children to participate in socio-political quests. Rights belong to all children, without exception, and should be used to empower all children (Stinson, 2004:15-16).

Empowerment includes giving or passing on power from adults to children. When power is passed on to others, it creates social justice and impartiality among adults and children. Children gain greater ability to participate through the power that is given to them. Children who are given power feel good about themselves; it builds their participation capacity, cultivates constructive relationships, promotes problem solving skills, builds critical thinking and teaches them to fend for themselves and others when treated unjustly (Mac Naughton and Williams, 2008:311-315). Societies benefit from empowered children as they gain the ability through their empowerment to impact social justice in their communities positively. The empowerment of children through rights education can bring about broadmindedness and positive social change in communities. Teaching children skills such as sharing and caring assists them in living with others in a peaceful and fair manner. This human rights approach creates a milieu wherein everyone is treated with esteem and gets to experience a sense of worth, while working towards fairness and being responsible (Mac Naughton and Williams, 2008:319). To empower them with children's rights education helps children to create a universal culture of respect for human rights. Children's rights education helps each child to develop into a critically knowledgeable, rights-respecting citizen who joins forces with

other children and adults to defend human rights, query the origins of social injustice and pursue peace and social justice (Friedmann and Covell, 2012).

Paulo Freire (2018:80-130) is well known for his critical curriculum and empowerment. He speaks of empowering children through the continuous process of praxis. Praxis occurs when information is gained and analysed through reflection and put into action by directing the action at the structures or circumstances one wants to transform. It forms a sequence one applies over and over until the desired outcome is achieved. It can be applied to rights and responsibilities education, which could achieve ever improving life experiences for children in various settings. Through praxis, children can gain a critical consciousness of their own state with educators working alongside them. This working together may create greater autonomy, participation, responsibility and social justice for these children (Freire, 2018:80-130). Familiarity with rights directs the child to recognise a reason worth promoting and working towards. Principles of esteem direct the child when evaluating a cause and setting a goal worth promoting and working towards. Responsible actions direct the child when acting as a representative of transformation in chasing the active consciousness of children's rights (Friedmann and Covell, 2012).

Freire distinguishes two very diverse methods of education: the problem-solving educational approach vs. the banking educational approach. The latter is when the teacher teaches through being the depositor and the children merely receive, repeat and store the deposits. This type of teaching causes children to lose creativity, transformation and responsibility. The depositor or educator in this type of education sees himself as superior and knowledgeable and considers those being taught as knowing nothing. Freire (2018:73-84) argues that the best approach to teaching is problem-solving education. This approach empowers the recipient. Problem-solving skills equip children and adults with the ability to think critically about how they live in their world and to act on circumstances they want to transform. This educational

approach is based on creativity, which stimulates meditation and asks how one could and should react to reality. This in turn causes creative transformation and social justice to occur. Empowerment transpires when children are educated about their rights and responsibilities. Further empowerment follows when children are given the opportunity to participate in problem solving through their knowledge and understanding gained from the education of their rights and responsibilities (Mac Naughton and Williams, 2008:312). Participation in problem solving then provides children the opportunity to cause transformation and change toward positive peer cultures and life-worlds (Mac Naughton and Williams, 2008:344).

2.8.4 Children's rights in the arch of human rights

Children's rights are placed under the umbrella of human rights. The child rights approach and education about children's rights apply specifically to the provision and principles of children's rights in a supplementary and organised way. This approach and the education of human and child rights advance the recognition of children's rights as declared by international human rights instruments; they use children's rights values and ideologies from international human rights instruments to direct policies, programmes, behaviours and actions of caregivers, parents and community members. This is in line with the child's developing competence and shapes the competence of children as rights holders, their competence to claim their rights, to assume responsibility and take a stand for others and for duty bearers to fulfil their obligations towards children. Children's rights education builds dimensions and depth in empowerment of children as rights bearers and adults as duty performers (UNICEF[PFP], 2014:20).

As children's capabilities and maturity grow and progress throughout childhood, adults working with children play an important role to safeguard children's happiness and

provide suitable rearing. Adults can perceive children as incapable of exercising their voice or taking part in decision-making. Such an attitude must be transformed. Children are human beings and are therefore rights bearers at every age and stage of life. The attitude of adults to children ought to be that children must be treated with esteem and respect; without discrimination; with attention paid to their safety and security; with prospects to achieve their full potential; with support from all adults in their life-worlds and with their views vigorously sought and taken to heart. This attitude to children is the centre of children's rights, and children's rights are the centre of children's rights education (UNICEF[PFP], 2014:23). The strong point of a rights-based approach lies in the relationship between the adult who is the duty performer and the child who is the rights bearer. It can be achieved through shifting the notion of children being regarded as pawns as used to be the case to children regarded as being human and nothing less (UNICEF[PFP], 2014:22).

The arch of human rights applies to both children and adults. Placing children in the framework of the arch of human rights and investigating the phenomenon through the sociology of childhood and the theory of empowerment ought to lead to insight and understanding. The *arch* relationship is a jointly supportive affiliation that necessitates measurements on both sides – of the degree to which duty performers fulfil their responsibilities to defend, guard and fulfil rights (Article 4) and of the degree to which rights bearers claim their rights and act as responsibly as their maturity level allows (UNICEF[PFP], 2014:24).

2.8.5 Emerging conceptual and theoretical framework for children's experiences regarding their rights and responsibilities

The emerging conceptual and theoretical framework is a tool that is used to explain children's experiences on their rights and responsibilities across diverse settings and compare the outcome. It makes use of the sociology of childhood, Maslow's hierarchy of needs, the empowerment theory and the arch of human rights to unpack the experiences of children and point out what is lacking with regard to children's rights and the education of children's rights.

Maslow's hierarchy of needs exposes the rights experiences and understanding of the children being researched. Through the sociology of childhood, children are escorted from being objects of adult work to being competent, contributing social actors while they become more and more familiar with their rights and these rights play a more pertinent role. This knowledge is of crucial importance to the quality of childhood and the empowerment of the children regarding their rights and responsibilities (Mayall, 2000:248). Children feel empowered when adults listen and take to heart what they express and understand about their rights and responsibilities. Furthermore, if they are given the opportunity to solve their own problems without adult intervention, the child is empowered, and this promotes responsibility in children for themselves and others (Corsaro, 2017:201). This is accomplished within the arch of human rights, which is supported by the duty bearer, who creates an environment of education and empowerment for children throughout childhood.

Adults need to listen to what children experience regarding their rights and responsibilities as considered important in the sociology of childhood. Maslow's hierarchy of needs will assist adults to gain a deeper understanding of the challenges children voice regarding their life-worlds; especially children from challenging households and environments. Attentive listening and understanding will help the adult

to empower the child to participate. Children participating in social matters will then assist society and ultimately contribute to social justice. This is possible in the framework of the arch of human rights and responsibilities. These theories and concepts are relevant to an emerging conceptual and theoretical framework (Bray et al., 2016). The following figure illustrates the emerging conceptual and theoretical framework for children's experiences regarding their rights and responsibilities.



Figure 2.5 Emerging conceptual and theoretical framework for comprehending children's rights and responsibility experiences

Different theories were made use of in this study which terminated to the above framework. Influential theories from the past were incorporated. The framework served as an epistemological guide and evaluation tool to assist in interpreting the data presented in this study.

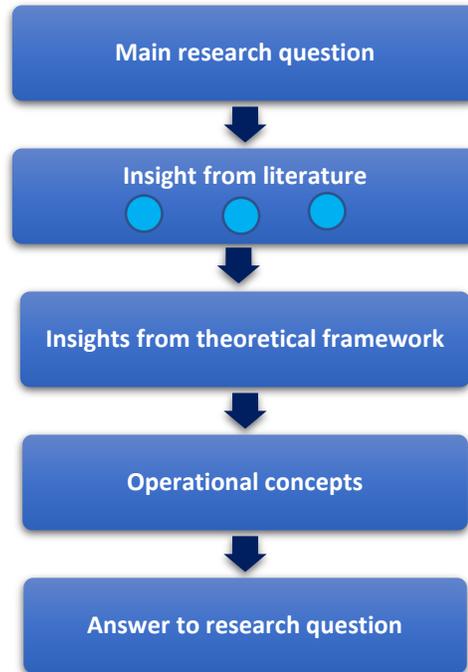


Figure 2.6 Graphic representation of the contextualisation and conceptualisation of the study

2.9 Chapter summary

This chapter outlines prominent aspects of the rights and responsibilities of children. Firstly, I presented an overview of the global evolution of views of childhood and children's rights, the importance of rights and responsibility education and the role of the stakeholders involved in children rights. Then I discussed the safeguarding and protection of children and the importance of their thoughts and voices. The emerging conceptual and theoretical framework was then described.

There is a gap in knowledge regarding the experiences that Grade 3 children have on their rights and responsibilities across diverse settings. I aimed to find out whether the children were educated and informed about and experienced their rights and

responsibilities as child citizens. Furthermore, I explored possible breaches in children's experiences and understanding of their rights and responsibilities. Then I compared three diverse school settings that assisted in discovering differences and similarities in the participating children's experiences and understanding across the three settings. The comparison of data sets helped me to identify problems and gaps in children's education and experiences of their rights and responsibilities. The comparison enabled me to draw conclusions that assisted me in making recommendations to supplement and improve children's understanding of their rights and responsibilities. Finally, children can contribute hugely to gaining knowledge and I therefore gave children an opportunity to use their voices through participating in this study; this empowered children through using their voices. The next chapter outlines the research design and methods followed to determine Grade 3 learners' experiences on their rights and responsibilities across diverse settings.



Chapter 3:

Research methodology

Data collection of Grade 3 learners' experiences of their rights and responsibilities across diverse settings

3.1 Introduction

The goal of this chapter is to describe the steps taken to answer the research questions and to create an understanding of the design followed for the study (Rudestam and Newton, 2007:87). I discuss the paradigm and the research design; corroborate the research choices I made and explain the reason for choosing this design. I also discuss the sampling procedure, data collection and analysis. Lastly, I present the design limitations of this research project and address trustworthiness (Steyn, 2015:58). The following figure provides a framework of Chapter 3.

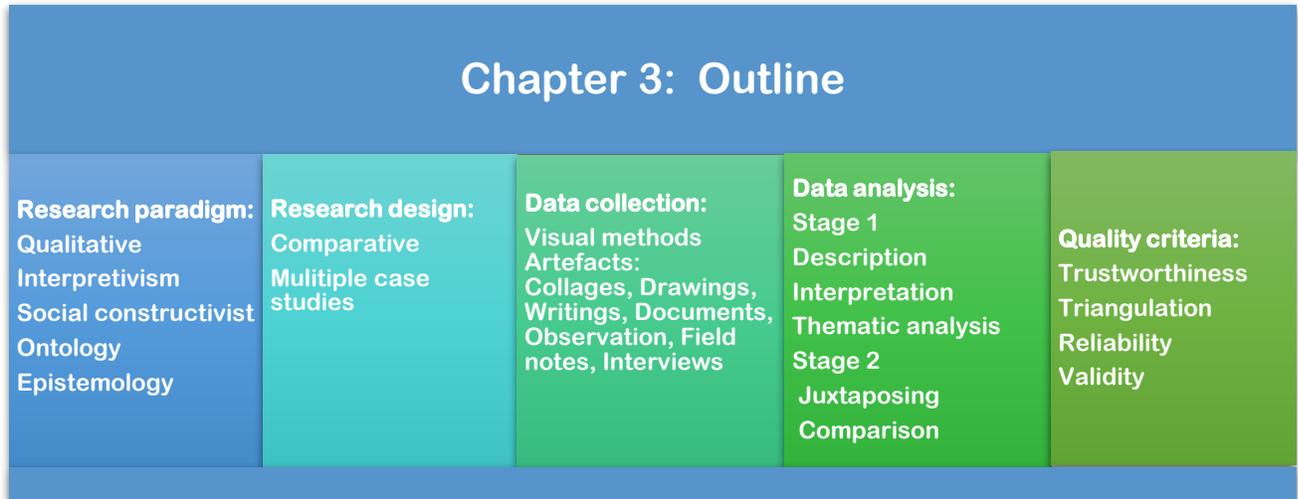


Figure 3.1 Framework for Chapter 3 (Adapted from Van Aardt, 2016:43)

I set out to answer the following research questions in this study:

3.1.1 Main research question:

How do Grade 3 learners experience their rights and responsibilities across diverse settings?

3.1.2 Secondary research questions:

3.1.2.1 How does Grade 3 learners' understanding relate to the experiences of their rights and responsibilities across diverse settings?

3.1.2.2 How do learners experiences of their rights and responsibilities compare across diverse settings?

3.1.2.3 How do learners' understanding and experiences inform instruction and learning practices, development and implementation?

3.2 Research paradigm

The strategic decisions were made before the research and as the study progressed; the tactical decisions were made during the research. The research was guided by the decisions regarding the implications of the purpose, aim, focus and methods of the study. Therefore, this chapter was very important for planning my project, as a well-planned study should result in a well-formulated and successful study (Cohen et al., 2011:126).

The paradigmatic approach to the research is defined by the dimensions of reality. The nature of what is known about reality and how knowledge of reality can be obtained is what justifies the paradigm. The nature of the enquiry was influenced by the various elements that shed light on the possible answers to the research questions. This enquiry aimed to gain an understanding of children's experiences of their rights and responsibilities, and therefore the choices I made were qualitative, ontological, epistemological and interpretivist.

3.2.1 Qualitative research

Qualitative research is an umbrella term covering a range of interpretive methods to define, decipher, explain and otherwise promote understanding and making sense of the phenomena naturally occurring in the social world. Essentially, qualitative researchers are concerned with understanding the associations people have built and made; that is, by what means people construct logic of their lives and the experiences they have of their world (Merriam and Tisdell, 2015:15).

Qualitative research is a philosophical paradigm whereby the life-world is investigated (Joubert et al., 2016 :37). The qualitative paradigm suits this study well, as it focuses on the perceptions and experiences individuals have of their living environment and how

they interpret and assign meaning to them. The results of the findings are described in a narrative in the final chapter of this study.

Qualitative research typically takes place in a natural setting, and the researcher enters the milieu of the participants and meets them face to face. In this case, the natural settings were the participating learners' schools and classrooms (Maree et al., 2012:96). Qualitative design is more elaborate and intricate than many other forms of research. Bearing in mind the complexities of this design, I attempted to adhere to appropriate planning, also considering and respecting the participants in every way possible (Athanasou et al., 2012 :96).

The subjectivity found in a subjectivist qualitative philosophical approach embraces boundless worth and gives profounder understanding (Maree et al., 2012:25). The qualitative philosophical approach was important during data gathering because the children's views were construed and perceived in their natural setting. Children have specific qualities, social worlds and opinions, and this design permitted a scope that allowed the individual children's views to be realised and heard plainly. The notion that children should be studied "in their own right" is advocated by Hammersley (2017:123), who states that a social constructivist approach needs to be implemented while studying youth. Likewise, he says that it is essential that children should be viewed as representatives rather than mere passive responders who only respond to inner or peripheral influences, and that participatory methods of investigation and analysis ought to be the standard.

The general research background of this qualitative study is of interest for the topic and questions as described by Hancock and Algozzine (2016:10). Information was then collected from an assortment of sources. I searched, investigated and discovered answers that emerged from the information that became available during this study. The research process was planned to mirror as much of the natural setting as was allowed

by the cases being studied. The artefacts were produced by the participants and collected for analysis. Information was collected until adequate answers emerged. The outcomes of the process are presented in a narrative (Hancock and Algozzine, 2016:10).

3.2.2 Ontological approach

The ontological approach to reality employs an interpretivist or social constructivist paradigm. This reality is a product of social, historical, political and economic influence and interaction, as argued by (Joubert et al. 2016:9). These influences and interactions constantly cause changes in the perspectives of the phenomenon being researched. The belief is that our insights about the world are inseparably attached to our ongoing experiences. Our life-worlds have subjective characteristics that mirror our insights about the sense we make of our world. Our worlds have objective characteristics that mirror our repetitive negotiation to make sense of our interactions with others by reflecting on our intersubjective reality (Weber, 2004:v). The epistemological approach is built on the ontological approach.

3.2.3 Epistemological approach

The epistemological approach whereby reality is known studies the underlying interactions in the social setting. When magnifying and interpreting subjective views, reality is constructed and made meaning of (Joubert et al. 2016:9). This approach is the design used to research and enquire into the nature of things and the nature of reality. The methodological considerations are built on the epistemological approach. The matters of instrumentation and data gathering are built on the methodological considerations (Cohen et al., 2011:3). In Figure 3.2 I present the nature of enquiry as mentioned above where the ontological approach is the point of departure; the

epistemological approach then follows where after the methodology is considered. The instrumentation is then applied where after then data is gathering, and data analysis occur. This process causes the findings to become evident after which the findings are published.

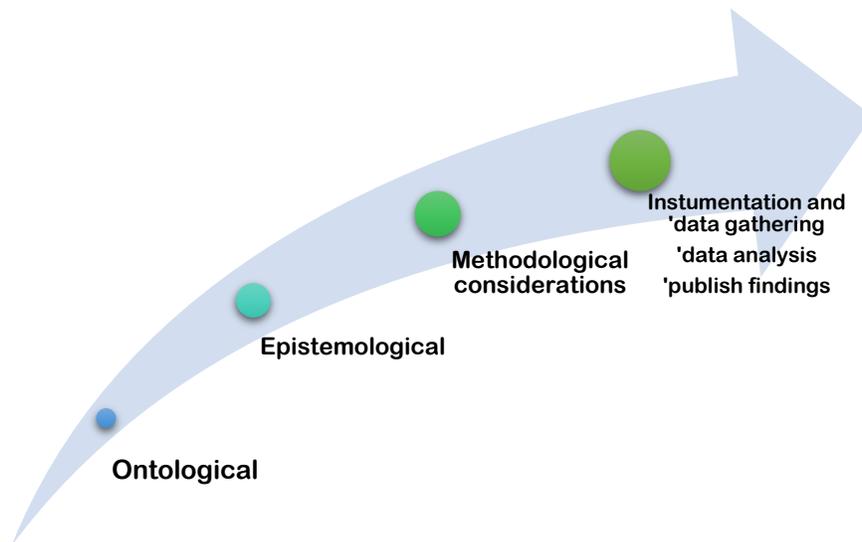


Figure 3.2 The nature of enquiry

The above figure illustrates how the epistemological approach, whereby reality is known, is built on the ontological approach to reality. The methodological considerations are built on the epistemological approach and the matters of instrumentation and data gathering are built on the methodological considerations.

3.2.4 Interpretivist paradigm

There is a close link between the interpretivist paradigm and qualitative design, as one is a design approach and the other is a means of collecting data. I used the interpretivist paradigm and qualitative methods, which allowed me to find experiences,

understanding and insights of the participating children by investigating the data that revealed reality (Thanh and Thanh, 2015:26).

In the interpretivist paradigm, the knowledge acquired from the research mirrors culture, experience and history. I purposefully gathered data to gain knowledge while keeping in mind what the research goal was to gain understanding of the children's experiences of their rights and responsibilities. Sense-making occurred in the framework of the life-worlds explored in the case studies under review and the particular area of the research. Through social construction, realities about the participants life-worlds and experiences emerged (Weber, 2004:vi).

The interpretivist paradigm promotes understanding and defines the phenomenon in a meaningful way. This paradigm causes reality to be viewed through a subjective and constructed lens and is dialogical while searching for the deepest understanding possible of the phenomenon (Samuel and Bipath, 2017). The interpretivist paradigm is characterised by attention paid to the individual. The theories in this strategy incline to anti-positivism. The interpretive paradigm concentrates on getting to know the subjective world of human experience, to understand the participants from within. I began with the individuals and set out to understand their interpretation of the world around them and progressed towards comparing the different outcomes of the analysed data. This approach is true to the interpretive paradigm (Cohen, Manion and Morrison, 2011:17-18).

Interpretivism is "a softer, more subjective, spiritual or even a transcendental" kind of research and called for personal involvement from me, abandoning the usual approaches of natural science (Maree, 2007:32). This paradigm is the lens through which I investigated children's realities, life-worlds and their explanation of the experiences of their rights and responsibilities. I wanted to determine what their detailed opinions and feelings were in order to preserve their views (Sefotho, 2015:29).

The main purpose of interpretive research is to provide a perception and viewpoint of the status quo and then to advance to analysing the phenomenon being studied with the intent to create understanding of the manner in which a certain group of people make sense of this phenomenon. Interpretive research consists of a reality that is complex, socially constructed and has diverse and multiple truths. It further uses methods that are rational, true to life, personal, interpretive and descriptive. Interpretive research produces understanding from within that is rich and compounded. The interpretivist approach interprets, construes and constructs meaning of the phenomena (Maree, 2007:61).

The mode of reasoning employed during this research project is inductive, as one moves from the specific to the general. It is almost like climbing a hill, moving from observation to broader generalisations, to theories. The inductive approach is a "bottom up" approach and suits this study well, as it should contribute to the emergence of new theories, testing of theories and generalisations (Burney, 2008:1-7). The reason for choosing this inductive approach was to identify areas in the research that could be used to generate assumptions and conclusions regarding the cases being studied. Generalisability then developed from the specific cases under study.

Interpretive qualitative research displays several important characteristics, one of which is seeking to understand the meaning people construct regarding their worlds and their experience. By analysis I attempted not to predict the future, but to achieve the deepest understanding of how the participants made sense of their experiences (Merriam, 2002:4,5).

Data was gathered to create a conceptual and theoretical framework. This could lead to theory generation, theory testing and construction (Dudovskiy, 2018).

3.3 Research design

There are many qualitative research designs to consider when doing research. The following design was selected after considering the design options available (Creswell, 2015:259). The design in which the research was conducted is explained below (Hancock and Algozzine, 2016:4).

3.3.1 Comparative case study design

A comparative case study is based on case study design that focuses on a problematic issue or a specific topic (Creswell, 2015:278). A case study design and qualitative paradigm go hand in hand and complement each other.

The case study design is built entirely around whom or what we want to study. The choice of cases was of utmost importance (Hancock and Algozzine, 2016:4). An appropriate unit was selected to represent the research topic and answer the research questions through careful analysis of multiple sources of information. Systemic phases were planned to provide the best analysis possible. The information and data collection lasted as long as was necessary to express and outline the cases sufficiently. The time spent on data collection and analysis in this study was determined by whether and when saturation was achieved. The outcomes of the case study design were largely descriptive and narrative in nature, comprising episodes of descriptive accounts of vital facets of the cases (Hancock and Algozzine, 2016:4-10). I focused on specific, small-scale settings. This provided a holistic picture of meanings, experiences and understandings (Creswell, 2015:88).

Case studies provide a voice to children who are frequently otherwise left powerless and voiceless (Maree, 2007:75). The strength of the case study method is that one can consider and apply a variety of sources and techniques to the data gathering process (Maree et al., 2012:76). The techniques and sources planned for the study provided

richness and depth. Cohen et al. (2011:129) assert that by using case studies one can find out what knowledge can be gathered from a certain case or cases. Much could be discovered and learnt about what children believe to be their truth. A case study investigates a case or small number of cases in significant depth. The fewer cases studied, the more thoroughly information can be gathered. In this study, individual participants were investigated. I attempted to collect large amounts of information from each participant across the three schools in Quintiles 1, 3 and 5. Each child that participated and each school was viewed as an individual case (Lewis-Beck, Bryman and Liao, 2003:92).

A case study is a “case of something”. It assisted me in building general categories from the start. However, in the course of the study these general categories could change or be adapted as new insights and knowledge were gained. The comparative case study method assisted in developing and refining categories. If multiple cases are investigated instead of only one case, a more convincing end result is probable (Yin, 2017:181).

The research design for this enquiry was to compare multiple case studies with one another in the qualitative design. This method is interactive, genuine, individual, interpretive and communicative (Maree, 2007:61). The comparative case study design suited the research questions and was the ideal design to gain knowledge (Rule and John, 2011:8). By using a comparative case study design, the phenomenon under study was viewed and unpacked with greater ease.

Comparative case studies comprise the analysis and synthesis of the parallels, variances and patterns of two or more cases that share an emphasis or goal. The topography of each case is defined in depth at the commencement of the study. The description of these cases lays the foundation for a strong study. The choice of these cases is justified by the research questions. Furthermore, by understanding each case as deeply as possible, the groundwork for the analytic framework is done for the cross-

case comparison. Comparative case studies are useful for understanding and explaining how setting might influence the success of rights education and how better to tailor rights education to the specific setting (Goodrick, 2014:1-3).

A comparative study is a design commonly used in the initial steps of the development of a division of knowledge. It can support the researcher to go up from the original level of investigative case studies to a further progressive and innovative level of wide-ranging theoretical models, invariances such as connection or progression and growth (Answers.com, 2018). The comparative case study design gave me the tools to study the intricate phenomenon within its settings. When this design is used appropriately, it develops into a respected design for research that can develop theory, assess curricula and advance interventions (Baxter and Jack, 2008:543).

The relativist application of the comparative case study approach was well suited for use here as it revolves around the perspectives of different participants in their multiple realities. The relativist application further accommodates the constructivist theory of knowing (Cohen et al., 2011:87-88). I compared the interpretations and themes of the case studies that ought to produce knowledge and understanding of the phenomenon under study (Yin, 2017:230).

With this study, just as with comparative studies, I concentrated on likenesses and differences between groups of units of analysis (Mouton, 2001:153). Comparative case studies are suitable for understanding and explaining how settings impact success and how to achieve better results (Goodrick, 2014:1). By considering the settings or schools, I attempted to understand the success or failure and equality of children's rights education in such settings.

I was aware of challenges, socio-economic status, culture and so forth that could occur when undertaking comparative studies. The secret was to find the balance between simplicity and complexity.

There are considerable advantages in performing comparative studies. Comparative studies intensify overall knowledge, offer a thought-provoking context for limited local studies and the prospect to advance innovative topics. Fruitful collaboration could also generate networks and sustain exchange of information (Øyen, 2004:288-289). The strategy followed was to use a range of cases that could be compared (Rule and John, 2011:21). By studying diverse schools and their respective Grade 3 learners' experiences and comparing the similarities and differences, conclusions could be drawn to answer the research questions.

Attributes and characteristics of schools that help some children do better than others, for example school proportions, school environment, grouping practices and curriculum application, need to be studied to understand possible inequality and/or diverse rights experiences (Entwisle, 2018:7). A major finding of Entwisle's (2018:15) work was that schools themselves have the capability to alleviate inequality; however, schools are not seen as doing enough in this regard. I therefore looked for similarities and differences in cases to enhance my understanding and to find answers to the research questions.

3.4 Unit of analysis

In case study research, the unit of analysis is the case (Rule and John, 2011:17). For the purpose of this study, the three schools were the units of analysis. The embedded units of analysis were the factors contributing to experiences that the participating children had regarding their rights and responsibilities, the influence the setting had on their experiences and if or how policy and practice improved experiences (Rule and John, 2011:18).

Case study research, as described by Maree (2007:75), has multiple meanings. It can be used to explain the unit of analysis and/or the design. Rule and John (2011:4) describe a case as the unit of analysis of case study. It is a planned, all-inclusive

investigation of a specific occurrence in its milieu in order to produce knowledge. In a comparative case study, these cases and their results are compared.

Embedded facets can contribute to an understanding of the case. Considering the experiences of children regarding their rights and responsibilities, the embedded aspects could play a pivotal role in the understanding of the phenomenon (Rule and John, 2011:18, Ary et al., 2018:393). The units of analysis and the embedded units of analysis (adapted from Rule and John, 2011:18) are shown in Figure 3.3.

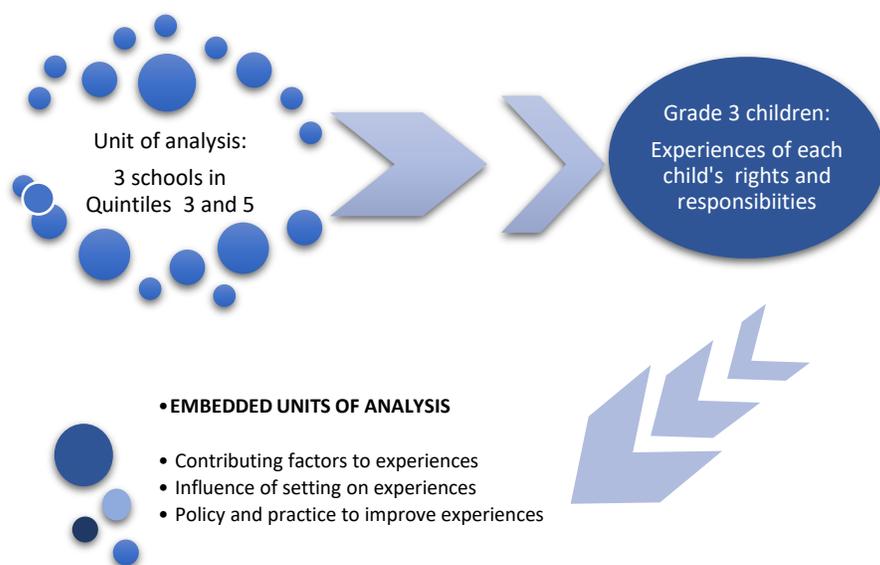


Figure 3.3 Units of analysis and embedded units of analysis (Adapted from Rule and John, 2011:18)

The best possible combination of schools in the Limpopo province was selected from three different quintiles. Three different schools in diverse settings were chosen to add depth and richness to the research. The main intention of comparative research is to find and detect similarities and differences among social units and settings in order to

compare the units of analysis (Lewis-Beck et al., 2003:152). Schools with learners from diverse backgrounds were chosen. These backgrounds are described in Chapter 1.

The quintile system is a system of classification of the Department of Basic Education (DBE) for South African schools. All government schools fall into one of five categories, with Quintile 1 schools designating the poorest institutions (no-fees schools, or exemption from paying fees), while Quintile 5 schools are the most affluent public schools. The quintile to which a school is assigned is based on the rates of income, unemployment and literacy in the school's catchment area (Collingridge, 2013). Government partially subsidises schools in Quintiles 4 and 5 and wholly subsidises schools in Quintiles 1 to 3 (Dass and Rinqest, 2017:146). The quintiles therefore reflect the socio-economic influences predominant in the immediate areas, i.e. lack and poverty of the community surrounding the specific school (Parliamentary Monitoring Group, 2017). The problem with the quintile classification of schools is mentioned in reports of meetings of the Committee on Education and Recreation in March 2016 and September 2017, which state that in some provinces schools had been classified incorrectly. This causes many problems in that schools and their learners are not given the correct and sufficient financial and other types of assistance from the department, which diminishes the achievements in education (Parliamentary Monitoring Group, 2016; 2017).

With the above context as backdrop, I identified one Quintile 1 school suggested by my assistant fieldworker, who referred to the circuit when applying for research in the area where we wanted to research. The circuit suggested a school (A) we could use. When gathering the data, the principal confirmed that school A was classified as a Quintile 1 school. The school was in a very poor state, having only two outdoor bucket toilets, one classroom per grade and no running water, and the school planted vegetables for most of the learners to have a meal. Most learners were cared for by their grandmothers. When we had completed our data collection and the school year came to an end, we

realised that this school was in fact not a Quintile 1 school, but a Quintile 3 school. This change bears out Creswell and Creswell (2017:182) who rightly describe the research process as being an emergent one. Emergent design means that the original plan may not unfold perfectly as foreseen; some of the phases or the design may evolve and change after the research field has been entered and data has been gathered.

The second school, school B, was classified as a Quintile 3 school and was in a better economic position than school A. The third school, school C, was a fee-paying school with many resources and was classified as a Quintile 5 school.

The schools studied are referred to by means of a code of the type AQ3H. The letter A serves to differentiate the school, Q3 indicates the quintile (which in this case is Quintile 3) and H is the first letter of the name of this school (which is used to avoid confusion with the two Quintile 3 schools). School B is referred to as BQ3M and School C as CQ5. The schools are described in Table 3.1.

Table 3.1 Summary of units of analysis

Quintile	School Description
Quintile Three (initially believed to be Quintile 1)	School AQ3H: Impoverished 
Quintile Three	School BQ3M: Less impoverished 

Quintile	School CQ5:
Five	Relatively affluent 

I employed the aid of a research assistant/fieldworker as discussed in Chapter 1 and 6. The assistant researcher received research training to enable her to adhere to the research requirements for this project. After she had received training, we were in constant communication during the data gathering process and thereafter to ensure that research ethics and research goals were borne in mind.

Languages spoken in the Limpopo Province are Afrikaans (41.5%), Northern Sotho (18.1%), Xitsonga (13.5%), English (13.3%), other (13.5%). The assistant researcher was selected because she lived in Limpopo and she knew and understood Xitsonga and English. Xitsonga and English were the languages the participating learners wrote in, during artefact creation and they communicated in Xitsonga and or English during the interviews with the assistant researcher.

3.4.1 Participant selection

Participant selection was done based on convenience sampling, which means that sampling is practical and expedient for the data collection purposes of the project (Baskarada, 2014:7). In convenience sampling, the researcher chooses the sample to which the researcher has easy access (Cohen et al., 2011:156). The Grade 3 learners from each school whose parents gave consent (Addendum C) for their child to take part in the study were selected to participate. The number of participants who gained consent were 96.

According to Spaul (2013:4,37) the functional literacy numbers differ considerably across South Africa's nine provinces. In the Western Cape five per cent (one in every twenty learners) are functionally illiterate, while 49 per cent (half of all Grade 6 learners) in Limpopo are considered to be functionally illiterate. With this as the setting in the Limpopo province, I was curious about the experiences of children in Grade 3 living and being schooled in this province regarding their rights. The right to education, and by implication becoming functionally literate, is an important starting point to research children's rights experiences in Limpopo.

3.5 Phases of data collection

The data were collected with the goal of acquiring the richest and greatest amount of relevant information and consequently gaining the best possible answers (Hancock and Algozzine, 2016:4). Case studies are characterised by a variety of data collection methods, which support and enrich the quality and texture when a case is represented (Rule and John, 2011:73). Data were collected in the following ways:

3.5.1 Visual media

Participants were requested to create artefacts. Artefact creation involves pathways to the brain used for sensory inputs, namely seeing, hearing, touching and smelling (Dryden and Vos, 2005:4). These pathways assisted the participant children to exhibit their experiences by producing artefacts according to their abilities and strengths. These artefacts were used for data analysis. Interviews, observations, documents, field notes and a researcher journal were also used. Figure 3.4 illustrates the elements of data collection in this study.

Case study research can use multiple methods of data collection (Rule and John, 2011:73). Regardless of which methods are used to collect data, all the methods and

attention are aimed at the case and/or phenomenon, and the attempt is to gain as much evidence as possible in order to construe and comprehend what is studied (Ary et al., 2018:393). The following methods, instruments and data sources were used: Prompts and interviews, observations, visual data, photographs and document analysis. Data collection instruments used were interview schedules, an audio recorder, a researcher journal and field notes. The data sources were Grade 3 learners, visual media and documents. The following figure shows instruments of data collection pertaining to the study.

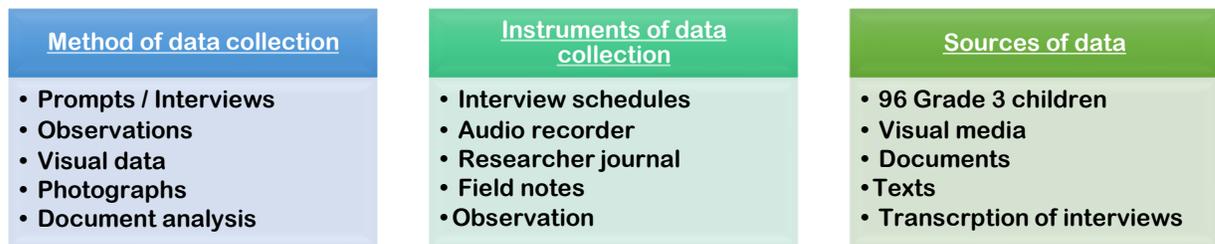
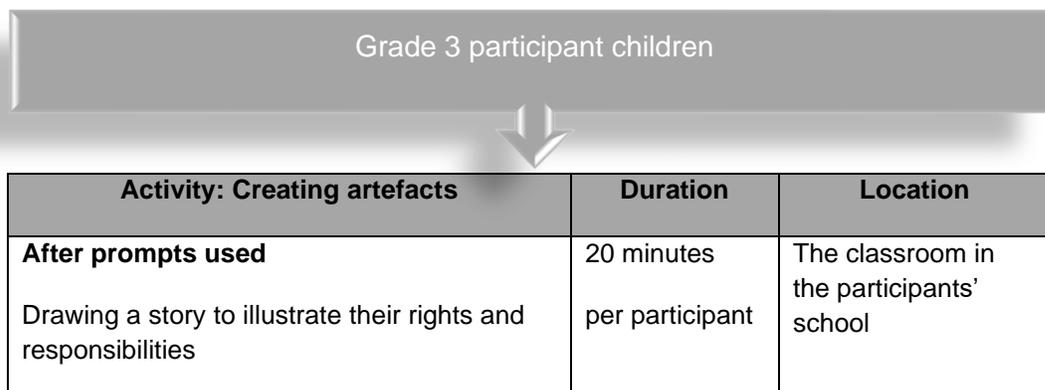


Figure 3.4 Instruments of data collection pertaining to the study

The artefacts that were planned for the participant children are listed in Table 3.2.

Table 3.2 Planned sessions and activities for participant children



Making a collage of their rights and responsibilities	20 minutes per participant	The classroom in the participants' school
Compiling a list of children's rights and responsibilities. Then writing down one decision that the participant would make if he were the president	20 minutes per participant	The classroom in the participants' school
Talking about their artefacts and experiencing their rights during an individual interview	5 - 10 minutes per participant	The classroom in the participants' school

96 participating learners created the above-mentioned artefacts about their experiences on their rights and responsibilities by drawing, making a collage, writing a list of their thoughts regarding children's experiences of rights and responsibilities. The following step was to ask the participants to talk about their artefacts and the experience of their rights in an individual interview.

Educational researchers may use visual media for a large variety of research possibilities. Anything we see, watch or look at can qualify as visual media. Examples are photographs, objects of fine art, drawings, illustrations, sketches and cartoons (Cohen et al., 2011:528). Prosser and Clark (2011:2) lists four main types of visual data, namely found data, researcher-created data, respondent-created data and representations. This research study used respondent-generated data in the form of drawings, collages, photographs and written stories where the researcher's input was in

the form of prompts; for example, “Make a drawing of your experiences of your rights and responsibilities”. Visual media opens up a wide vista of the participant children’s views. Prosser and Clark (2011:11) adds that respondent-generated visual data is useful as an icebreaker and that participants are pleased to share their knowledge and delighted when one takes an interest in what they have created. The participant children felt more at ease about sharing their views when using visual data.

Discussing sources of data in case studies, Cohen et al. (2011:289) state that a case study provides an exclusive and specific specimen of real life and people, preparing listeners to take hold of thoughts more plainly than purely by expressing them. The instruments that were used for data gathering in these case studies were documents, semi-structured open-ended interviews, observation and artefacts. The participant children made the artefacts that were used as data. The artefacts included visual media such as collages, drawings and verbal narratives.

3.5.2 Documents

The documents used during the research were legislative documents regarding children’s rights and responsibilities. Examining and investigating such official documents provided a deeper understanding of the phenomenon (Creswell, 2013:190). The following public documents were read: The United Nations Convention of the Rights of the Child (UNCRC, 1989), the African Charter on the Rights and Welfare of the Child (ACRWC, 1990), the Children’s Charter (GovernmentGazette, 2006), the South African Constitution (Department of Justice and Constitutional Development, 1997) and the South African Bill of Rights (Government, 1996). These documents contained ample information regarding children’s rights and the duties of adults and government, but much less information on children’s responsibilities. I searched academic literature and relevant websites to obtain information on children’s responsibilities.

3.5.3 Interviews

Interviews are one of the most frequently used methods of obtaining data from participants on their experiences and perceptions. Interviews supply large amounts of in-depth data rapidly (Ary et al., 2018:426). Interviews are collaborative discussions. The aim of these qualitative interviews was to grasp the participants' own notions, sentiments, principles and conduct regarding the experiences on their rights and responsibilities (Maree, 2007:87). These qualitative interviews tend to be open-ended and semi-structured.

Qualitative semi-structured interviews give the interviewee the greatest freedom to speak his mind and share sentiments while allowing the interviewer to steer the interview. The task of the researcher is to ensure that the agenda of the research is followed and that the phenomenon is understood, while minimising the influence of the researcher on interviewees' responses (Hartas, 2015:226,231). Children, even young children, can provide explicit accounts and have an outstanding ability to remember experiences they have had (Docherty and Sandelowski, 1999:177).

The interpretive perspective is likely to be of an inductive, open-ended nature (Lewis-Beck et al., 2003:92; Ingleby, 2012:145). Each child was interviewed separately and individually to hear the thoughts and voice of the participant regarding his experiences of children rights and responsibilities truly. The interviews were conducted to correlate verbally what the Grade 3 children participants wanted to convey through their artefacts.

3.5.4 Observation

Observational research is a qualitative design that sheds light on the non-verbal behaviours, motions, doings and social groupings of the phenomenon being studied (Hammersley, 2001). Observation of participants is the least disturbing and invasive

method of data collection, as the researcher acts as an endearing affiliate of the group while having impartiality and fairness (Simpson and Tuson, 2003:14).

Researchers can learn children's aims, plans and philosophies through direct observation of children. Observation can support the researcher in gaining understanding and awareness of children's reasoning (Forman and Hall, 2005). Observation as a method in case studies is not as sensitive as and far less reactive than other methods of collecting data (Cohen et al., 2011:298) and is a qualitative meeting in communication (Ingleby, 2012:147). Observation during the data collection period included the period during which the participants made their artefacts and the interviews were conducted. These observations were written down by the assistant researcher and served as part of the data collected. This added to meaning making and understanding while gathering data, which assisted me when I analysed the data.

3.5.5 Field notes

Participant observation and field notes complement one another and ensure that the best information is obtained. Field notes represent raw data obtained by observing participants. Everything that occurs in the field is potentially an important data source. All field notes are very important as raw data. One never knows which notes will clarify or complement other forms of data that would otherwise be less understandable or would assist in making sense (Taylor, Bogdan and Devault, 2015:78-79). During field work the assistant researcher made countless notes and comments to clarify and gain deeper meaning of the data gathered.

3.5.6 Journaling

Journaling is the writing down of a researcher's thoughts and insights during the research process. I wrote down thoughts, happenings and anything I came across that

related to my study. Through journaling I had the opportunity to reflect, rethink and reconsider what I saw and lived through during the research process. Reading a wide and detailed journal gives the researcher greater insight into the meanings of participants' stories. Journaling deepened my reflection and produced greater richness in the data. Through reflective journaling I could check and recheck my interpretations and conclusions (Saldaña, 2015:4,38,44,157). Creswell (2012) stresses the importance of writing memoranda and remarks along with meditations in a journal. Journaling is as indispensable as observing participants and conducting interviews. When I did not have my journal at hand, I would use scraps of paper and added those to my book, and I also recorded voice notes on my cellular phone and made entries on its notes application. Journaling was used extensively in this study to strengthen other data sources and to stand as a source in its own right.

3.6 Data analysis process

Below I describe the best techniques chosen to analyse the data collected, with the goal of acquiring the richest information and of obtaining the best possible answers from the data. How best to analyse or interpret the information that we acquire is what is important when searching for answers (Hancock and Algozzine, 2016:4). I used the following techniques to make meaning of all of the information and data collected through interviews, observations, notes, journals and artefacts (Lowe, 2006:24). The goal of working with qualitative data is to interpret and make sense of the data, not to measure it. I began the process by accumulating data and then searching for and making meaning of the data. As I reflected on the data collected, I gained deeper insight into the phenomenon. The data analysis process involved three vital sections: Noticing, collecting and reflecting (Maree, 2007:100). These techniques helped me to determine what fitted together and how similar or different the participating children's experiences were from those of their peers in other schools.

Thematic analysis was also conducted. Thematic analysis is done when a data set is complete. With the themes identified, the focus was on repeated words or phrases that emerged and added weight to the themes initially identified as the data spoke for itself (Grbich, 2013:61-62). The data was recorded on a voice recorder, then transcribed and coded. This is discussed fully in Chapter 4.

Furthermore, certain pieces of data were noticed. This refers to discovering, giving attention to and capturing things or pieces in the data while viewing artefacts, reading transcripts, documents field and journal notes, listening to audio recordings of interviews. During and after such noticing moments, the researcher makes notes, marks segments and attaches introductory or pilot codes. These codes are the consequence of working inductively as codes emerge from the data (Friese, 2014:13; Maree, 2007:107).

While collecting pieces of information by viewing, listening and reading further, one notices more things than have been noticed before. Some may be classified under codes already identified. If there are data pieces that do not fit perfectly under an introductory code, one can adapt and refine the code name or description to accommodate this new discovery. As one collects more related data pieces, one can come up with better fitting code names (Friese, 2014:14). The codes and code names were added to, adjusted and adapted as I reflected, collected and noticed things and pieces during the analysis.

These activities were interwoven and recurrent. While reflecting on the data gathered, gaps in the data might become evident that would necessitate additional data, requiring a search for more data (Maree, 2007:100). Reflection by way of journaling complements the reflection course, revealing gaps that must be closed.

3.7 Comparison of results

Each school and its data were analysed individually according to the codes and themes identified. I used the Bereday (1964:28) model for the comparative section of this study. This model has four stages: Description, interpretation, juxtaposition and comparison (Bereday, 1964:28).

The description and interpretation stages create the environment for the juxtaposition and comparison stages. The juxtaposing and comparative stages show the comparative outcomes of the respective schools.

During the description phase the participant schools and learners were presented and defined. Basic knowledge was conveyed in order to create a milieu, setting and framework to support understanding for further analysis. Interpretation is the stage in research when thick descriptions are built and created, themes are identified, explanations are offered and theory assembled (Rule and John, 2011:75).

Juxtaposition, according Bereday (1967:171), may be explained as the introductory matching of data of various entities, units or areas to formulate them for comparison. For matching, the data must already be coded or themed, so that it may be grouped under identical or comparable categories for each unit under study. Comparison is the final step in Bereday's model and should lead to an insightful conclusion.

3.8 Role of the researcher

Managing relations is a serious part of the qualitative researcher's role (Cohen et al., 2011:233). The four roles of a researcher that Flick (2009:60) points out are those of a guest and sightseer that plays the outsider role, and of insider that plays the insider role. The insider roles can present challenges when dealing with complex and delicate issues. Rule and John (2011:36) point out that the researcher must constantly guard

against adding undue weight to the feelings of the researcher. It is, however, true that a measure of the researcher's feelings might have a helpful impact on the research.

There are four types of qualitative observation and perspective: The complete participant, the participant as observer, the observer as participant and the complete observer. The intention in this study was to be a complete observer as far as possible and observer as participant type, as we merely used prompts to direct the participant children in the artefact creation process. The reason for adopting the outsider perspective was to find what the participants' views were without the researcher influencing the participants unnecessarily regarding their thoughts and views (Maree, 2007:91; Mays and Pope, 1995:182). The intention of this study was to hear the voices of the participant children as clearly as possible

The role of researcher is to gain the confidence of the participating children as far as possible, to preserve neutrality and not to take sides, and to cultivate a sense of assurance and protection (Cohen et al., 2011:233). The most suitable spot for an interpretive researcher is the middle or left, in the direction of the outsider area.

Moran (2013:37,38) points out that we should turn our attention to the children's views, bring them to the foreground decisively and deliberately and give them their due weight. The role of researcher is to pay attention to the opinions of the children without imposing views on the participants. The UNCRC states: "... shall assure to the child who is capable of forming his own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child". Children's views are important, and as researcher I was bound not to impose my point of view on the participant children.

The emic perspective of the participants sheds light on how the participants or insiders feel and experience their rights and responsibilities. The researcher or the outsider has an etic perspective. After the emic perspectives of the participants, I present my etic perspective as the researcher at the point in this study when providing my interpretation

of the data (Holt, Green, Tsay-Vogel, Davidson and Brown, 2017:5; Ary et al., 2018:393).

3.9 Ethical considerations

Children should be viewed as people and as worthy of acknowledgement; they should voice their thoughts in research. While following the case study design, there are no complete guidelines. Ethical considerations arise from the very nature of the specific research being followed; circumstances regulate conduct (Yin, 2017:230). The Limpopo Department of Education (Addendum A), the three school circuits, the three school principals and the parents (Addendum C) of the Grade 3 learners provided their consent for this research project to take place. Further, the participating children (Addendum B) provided their assent before I commenced on data gathering. The University of Pretoria's guidelines contain five principles for research, namely voluntary partaking, knowledgeable permission, secure and safe participation, confidentiality and trust. These principles were blended with the framework of ethical research with children by Viviers and Lombard (2013).

The above-mentioned blended framework and principles were carefully worked towards during this study as the AR and I planned painstakingly and worked closely together to ensure that quality and strong ethical values were upheld during interaction with the participant children. Children have a right to participation. Children's voices and thoughts regarding the experiences on their rights and responsibilities were respected and they were allowed the right to participate willingly; they had to assent (Addendum B) to participate, they were made aware of the fact that they could pull out or limit their participation whenever they wanted to and say when they were not comfortable (Viviers and Lombard, 2013:15). They were encouraged to partake, based on their personal voices and thoughts. The resource materials we used during data gathering was easy for the children to understand and were explained if the participant children did not

understand the material (Viviers and Lombard, 2013:16). The AR had over 40 years' experience educating and working with children; she had familiarity and expertise in facilitating meaningful and authentic children's participation. The participant children were able to communicate and received communication in the language they felt comfortable in, and they were not discriminated against.

Furthermore, the participant children could participate in safety as the AR and I made sure we had consent from the learners' parents and legal guardians and the assent (Addendum B) of the learners themselves. The AR gathered data at the learners' schools. This was an environment the learners were accustomed to that enabled them to participate in a permitting and helpful environment. The children's participation in this research prompted them to become aware of their rights and responsibilities and they could gain and build their knowledge regarding their rights and responsibilities (Viviers and Lombard, 2013:17). I planned and organised the research process very carefully and ensured that the AR was familiar with all the steps, making sure that we always kept the ethical principles as a beacon. I then reported the participant children's voices and contributions as authentically and truly as possible. The children often mentioned that they enjoyed the artefact creation and were excited to explain what they wanted to say through the artefacts. This was cardinal as it shows that the children's involvement in the research was a positive experience for the participants (Viviers and Lombard, 2013:18).

3.10 Measures for trustworthiness

Trustworthiness in research encourages transparency, ethical conduct and scholarly rigour. I adhered to these pointers so that this qualitative research might gain trust within the research community. Internal dependability, external dependability, consistency and neutrality are what makes a qualitative study trustworthy (Guba, 1981:76). To ensure trustworthiness, I took steps such as keeping copious accounts,

verifying accounts with the participants, building an audit path and ensuring the use of peer checks (Rule and John, 2011:107-108).

A variety of methods can be employed to achieve quality during research. This study made use of trustworthiness to ensure the quality of the research. Ensuring trustworthiness is a crucial goal, which the researcher attempted to achieve by making rich descriptions, using interviews with the participating children to authenticate their accounts, generating an audit trail and using checking by critical peers. Triangulation can produce high-quality, reputable and rigorous research. This means that multiple cases, sources and designs were used to support the positions and findings to ensure the trustworthiness of this study.

Six strategies to enhance internal credibility are triangulation, member checks, long-term observation, peer examination, participatory research and disclosure of researcher bias. Three techniques to ensure trustworthiness are explanation of the investigator's position with regard to the study, triangulation, and the use of an audit trail. Three techniques to enhance external credibility are the use of thick description, typicality or modal categories and multi-site designs (Merriam, 1998:27,178; Yazan, 2015:148-150; Maree 2012:305). These techniques and strategies were followed as closely as possible in this study. Transferability is the notch at which generalisations can be drawn toward the context and setting of the study from the data (Maree 2012:306). I will attempt to transfer the findings made from analysing the data of this study to other contexts and settings as best I can. Through thorough and thick descriptions, I will explain and illustrate how the findings emerged through the data. The reader will then can come to their own conclusion of the level of dependability of the findings (Cohen et. al, 2011:181; Maree, 2012:305). Confirmability is strengthened when the findings of a study are moulded and fashioned by the participants rather than the researcher. Confirmability is strengthened through an audit trail. An audit trail was established during this study through the participants' artefacts and their accounts and explanations thereof during their individual interviews (Lani, 2017).

3.11 Strengths and challenges of this research

One of the main strengths of a qualitative approach is the fullness and complexity of the investigations and accounts it produces (Maree, 2007:60). The advantage of a case study design is that I could apply an assortment of sources and methods for data collection and data processing (Maree et al., 2012:76). The challenge on the other hand, is that it is not easy to get children to express their inner thoughts clearly. However, by assisting children to express their world through not only writing, but as many other approaches as possible assists in diminishing this challenge vastly (Kendrick and McKay, 2004:124). Including artefacts that the participants make provides an additional inclusive indication of the opinions of the participating children. I believe that modes such as drawing, making collages and writing stories enabled the participating children to voice their thoughts while being interviewed.

3.12 Chapter summary

This chapter describes the study approach as being qualitative, employing the interpretive and social constructive view of the world. The data gathered was derived from artefacts made by the participant children, the researcher's field notes, journalling, observing, studying documents and conducting interviews. Codes and thematic analysis were used to interpret and analyse data. The analysis and interpretations were then subjected to a comparative analysis through juxtaposition. Lastly, the role of the researcher and ethical considerations were discussed.

In Chapters 4 and 5 I explain and discuss the results of the data analysis and its interpretation.



Chapter 4:

Data analysis and interpretation

Grade 3 learners' thoughts regarding the experiences on their rights and responsibilities across diverse settings

4.1 Introduction

In Chapter 3, I described the paradigm and the research design and corroborated the research choices I made related to the purpose of this study. I explained the selection procedure, data collection, analysis and methods. Thereafter I discussed the methodological limitations and trustworthiness (Steyn, 2015:58). The research was conducted through a multiple case study to allow for comparison, ensuring depth and scope. Both the depth and the scope of the study provided a sound basis for investigating children's experiences on their rights and responsibilities across diverse settings (John and Rule, 2011:21). My conscious interaction with the information and data took place continuously throughout this study. The multiple case studies yielded a large amount of data and required innovative and creative methods to manage the data (Rule and John, 2011:73) that I describe in detail in this chapter. This chapter describes the data collected and how I systematised it and interpreted the main findings.

Ninety-six (96) Grade 3 learners' experiences of their rights across diverse settings are shown as discussed by Joubert (2008:98). Three schools participated in this study;

school A (40 participant learners), school B (42 participant learners) and school C (14 participant learners). The data was coded systematically for analysis as set out in Table 4.1.

Table 4.1 Keys used for analysis

Description keys used in this chapter	Key
Journal notes: in turquoise The notes I made of my own insight and reflections in the course of this study and while working through the raw data.	
Field notes: in grey The notes the assistant researcher (AR) made during data collection.	
Child participants' voices/responses to their rights experiences	Blue
Child participants' voices/responses to their responsibility experiences	Green
Child participants' voices/responses expressing misperceptions of their rights and responsibilities	Yellow
Participant	P
School A/Quintile 3H [H is the first letter of the name of this school and is used to distinguish between the two schools in Quintile 3]	Q3H
School B/Quintile3M [M is the first letter of the name of this school and used to differentiate between the two schools in Quintile 3]	Q3M
School C/Quintile 5	Q5

In the above table I illustrate how the data was coded systematically for analysis.

4.2 Participants and data gathering

Ninety-six ($n = 96$) Grade 3 learners took part in this study. All the learners were from Limpopo province and attended three different public schools. Two were Quintile 3 schools and one was a Quintile 5 school. Two schools, school A (Q3H) and B (Q3M) were classified as Quintile 3 schools. School B was in a better socio-economic position than school A. The third school, school C (Q5), was a fee-paying school with many resources and was classified as a Quintile 5 school. The quintile classification system is described in Chapter 3 of this study. The following field notes describe the days before and during field work.



Field notes of AR: (School A Q3H). This is a very dry and hot place. There is only one Grade 3 class that has 40 learners. 10 September 2018.



Field notes of AR: (School B Q3M). There are three Grade 3 classrooms. The teachers selected learners from each class to constitute a group. I do not know what criteria they used. No. of participants: 42. 27 August 2018.



Field notes of AR: (School C Q5). The H.O.D. introduced me to the teacher of a class of 36 Grade 3 learners where I was to work. Some learners had lost their permission letters ... some (permission letters) had been torn up by siblings. 03 September 2018.

The table below highlights the data collection process at the schools. The strategy helped me to concentrate on the numerous pieces of data. The generation, collection period and process of gathering data are reflected in Table 4.2. Prompts encouraged the participating children to voice their thoughts regarding the experiences of their rights and responsibilities through their drawings, collages, coins, president strips (a strip of paper the participating children used to write a sentence or sentences with the prompt “If I were president...”) and individual interviews.

Table 4.2 Data generation, collection period and process

August to October 2018
Day 1 Departure The participants were handed a text about children’s rights and responsibilities and requested to read the text. This gave them the opportunity to become familiar or possibly more familiar with their rights and responsibilities.
Day 2 Drawings Each participant was given a blank A4 sheet of paper and a pencil bag with Koki felt-tip pens/markers and colouring pencils. They were asked to draw a picture of their experiences regarding their rights and responsibilities.
Day 3 Collage Each participant was given an A4 coloured poster cardboard. Magazines, scissors and glue were handed out. They could fetch more supplies if needed. The participants were asked to make a collage that reminded them of the experiences of their rights and responsibilities.
Day 4 Coins and president strips The participating children were asked to make a coin from a paper plate, one side representing what they thought their rights were and the other side the corresponding responsibility. They were also asked to complete this sentence on the strip of paper: “If I were president, I would ...”

Day 5

Individual interviews

Each participant was individually interviewed about his artefacts after all artefacts had been completed. Participants were prompted to encourage them to express their thoughts. Examples of the prompts are “Rights are ...”, “Tell me which rights and responsibilities you think are most important” and “Have you been responsible for something lately? Tell me about it please.”

The interviews about their artefacts and their experiences while making them were recorded, transcribed and analysed.

The above table illustrates data generation, collection period and process.

As trustworthiness is very important in a qualitative study, I ensured the words written and articulated by the participants were given verbatim for the perceptions and voices of the participants to be authentic during the analysis process.

4.3 The process of thematic analysis

Qualitative analysis is an interactive method aimed at understanding how participants make sense of the phenomenon. I used thematic analysis as proposed (Maree, 2007:103) to interpret the data. The findings are presented in narrative form. Maree et al., (2012:76) state that the key requirement for a successful study is to gather sufficient data. To adhere to this principle, I collected data through interviews, observations, documents and artefacts. The data was then sorted into 96 envelopes. Each case was augmented by adding the accompanying artefacts, consent and assent letters.

The following step was the analysis of individual participants’ artefacts. These were viewed and inspected individually while I listened to the interviews. As the participants discussed and explained their thoughts regarding the experiences of their rights and responsibilities expressed in their artefacts, I added the participant number, the code and the category, which later became the themes. When a new code emerged, I would add it to the existing codes. Each school’s data was analysed individually and then the

data from the schools was combined. The end result was a set of three maps bearing the codes and categories that helped me to establish themes. The answers to the research questions were derived from the themes (Joubert et al., 2016:119). The following figure is an example of one of the three maps generated.

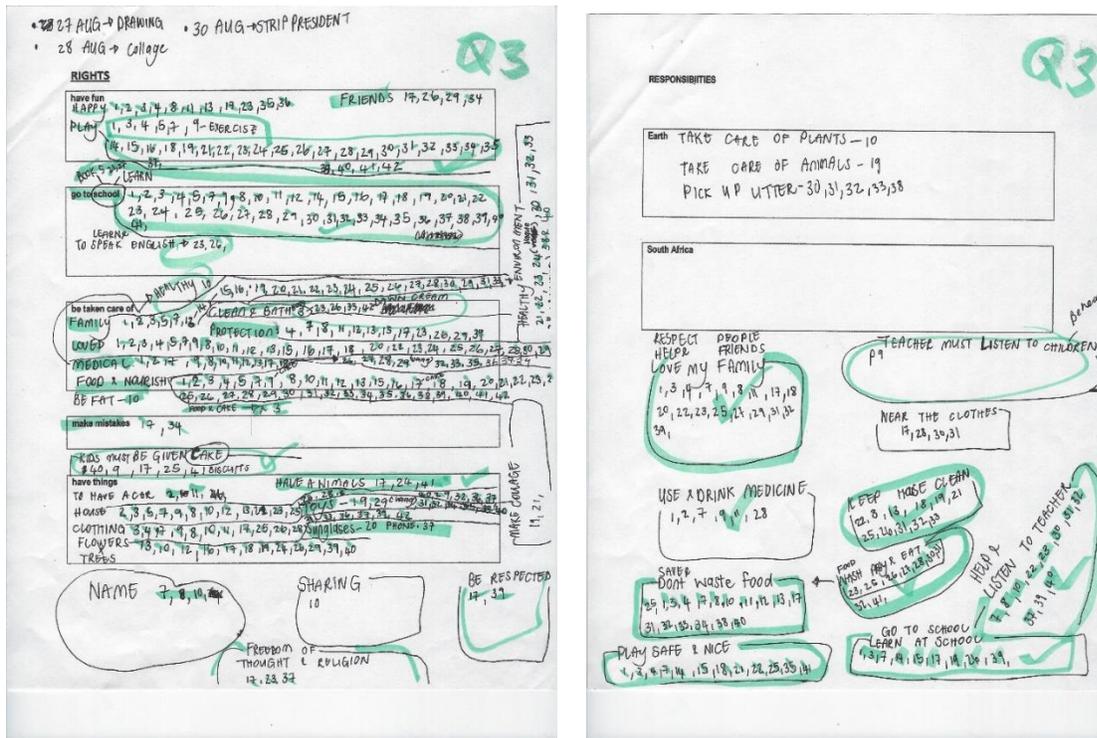


Figure 4.1 A code and category map leading to themes

The figure above is an example of one of the three maps generated.

Verbatim transcriptions were made of the individual participant interviews and pasted into an Excel worksheet. Codes and categories that I describe in Chapter 3 were then checked against these sheets by using the above code and category maps. The outcomes of these steps in the process were then assembled into groups of matching codes and categories. I labelled the groups as I went along organising them. The labels became the themes and sub-themes in which I grouped the evidence. I compiled an

Excel worksheet with the transcribed interviews done by Aproskie Transcription Services. Aproskie Transcription Services transcribed the audio of the interviews with the participating children verbatim. The Excel worksheet is shown in Figure 4.2.

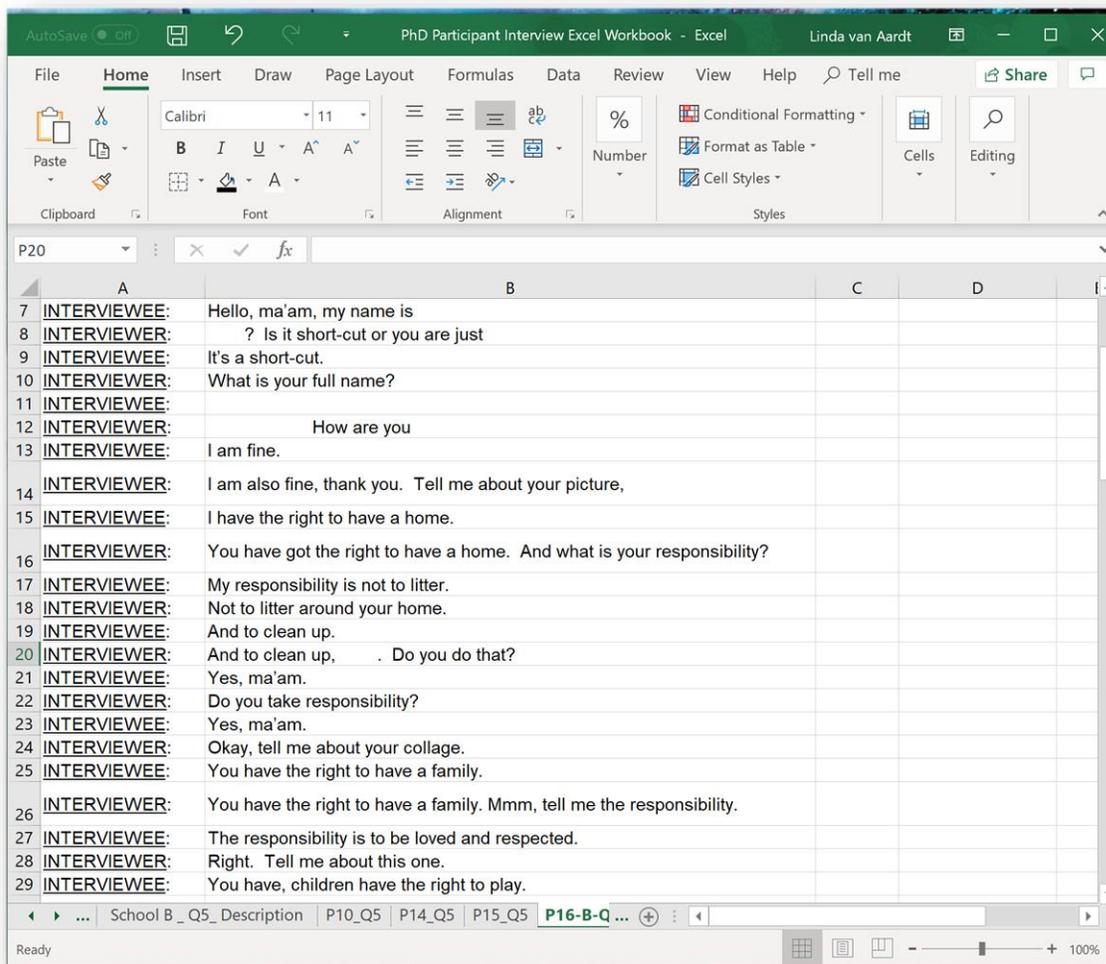


Figure 4.2 Individual interview with a child participant in an Excel worksheet used for data analysis

The above Excel worksheet is an example of a transcribed interview.

The core thoughts of the participating children shaped the themes that emerged from the data. I looked for every prominent experience and understanding the participants articulated and compared them to similar themes other participants voiced. The themes were then grouped to construct a pyramid of the participants' recurring and prominent emerged themes. The participants' first-hand accounts were reviewed and organised into an arranged structure, and this was checked against the original data (Flick, 2009:326). As the analysis process advanced while I read and reread the raw data, I gained greater and deeper insight into and understanding of the data.

4.4 Results of the thematic analysis

The individual interviews conducted with the participating children on the artefacts that they had created fulfilled the purpose of hearing their voices and understanding their life-worlds, and this in turn enriched the data. The participating children enabled interpretation of their artefacts after the prompts had been given, thus answering the research questions (Cohen et al., 2011:411-414).

After analysing the data, I was able to identify themes and sub-themes that reflected the thinking of the participants. Their voices were clearly articulated through the most prominent thoughts the participants voiced regarding the experiences of their rights and responsibilities.

Children have the right to be heard and to voice their opinion and experiences, as stated in article 12 and 13 of the UNCRC (UNCRC, 1989). Their opinions and their voices are essential for an understanding of the experiences of their rights and responsibilities. While listening to children's voices, I was able to identify with and comprehend their wishes and what was important to them. This provided information that could empower adults to respond positively to children's welfare requirements. Children's welfare can be improved when their opinions are considered, and inform research. Children's views inform the findings of the research that ought to inform policymaking (Murray, 2019:1-5).

I coded the responses by reading the raw transcribed data to identify meaningful units (Maree, 2007:105,106). Figure 4.3 below shows how themes and sub-themes developed from a thinking map of raw data.

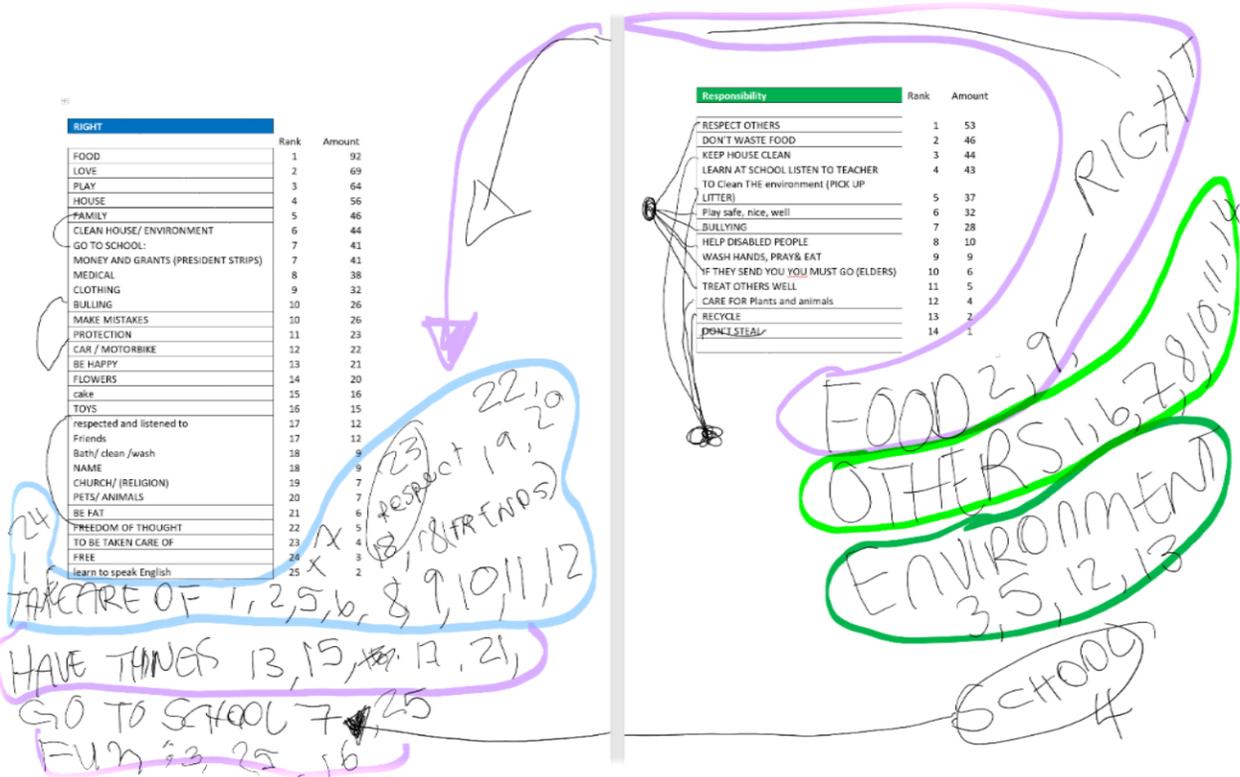


Figure 4.3 Thinking map of raw data grouped into themes and sub-themes

I identified the codes that materialised into themes and sub-themes as I individually unpacked each participant's artefacts, listened to the interview recording and read through the transcribed interviews, as shown in Figure 4.2 above. I studied the participating children's data and I sorted the codes in levels or ranks of importance according to the frequency the participating children voiced such codes as shown in Table 4.3.

Table 4.3 Table of the sub-themes

Rights	Importance rank	Number of participants who used
FOOD	1	92
LOVE	2	69
PLAY	3	64
HOUSE	4	56
FAMILY	5	46
CLEAN HOUSE/ENVIRONMENT	6	44
GOING TO SCHOOL	7	41
MONEY AND GRANTS (PRESIDENT STRIPS)	8	41
MEDICAL CARE	9	38
CLOTHING	10	32
BULLYING	11	26
MAKING MISTAKES	11	26
PROTECTION	12	23
CAR/MOTORBIKE	13	22
BEING HAPPY	14	21
FLOWERS	15	20
CAKE	16	16
TOYS	17	15
BEING RESPECTED AND LISTENED TO	18	12
FRIENDS	18	12

BATH/CLEAN /WASH	19	9
NAME	19	9
CHURCH/RELIGION	20	7
PETS/ANIMALS	21	7
TO BE FAT	22	6
FREEDOM OF THOUGHT	23	5
TO BE TAKEN CARE OF	24	4
FREEDOM	25	3
LEARNING TO SPEAK ENGLISH	26	2

Responsibility	Importance rank	Number of participants
RESPECTING OTHERS	1	53
NOT WASTING FOOD	2	46
KEEPING THE HOUSE CLEAN	3	44
LEARNING AT SCHOOL/LISTENING TO THE TEACHER	4	43
KEEPING THE ENVIRONMENT CLEAN (PICKING UP LITTER)	5	37
PLAY SAFE, NICE, WELL	6	32
NOT TO BULLY	7	28
HELPING DISABLED PEOPLE	8	10
WASHING HANDS, PRAYING AND EATING	9	9
IF THEY (ELDERS) SEND YOU, YOU MUST GO	10	6
TREATING OTHERS WELL	11	5

CARING FOR PLANTS AND ANIMALS	12	4
RECYCLING	13	2
NOT STEALING	14	1

In Figure 4.4 and Figure 4.5 I present two graphs showing the codes that formed the order, as part of the analysis process – themes and sub-themes. The first shows children’s rights and the second their responsibilities. The figures indicate the percentage of participants that voiced the sub-themes.

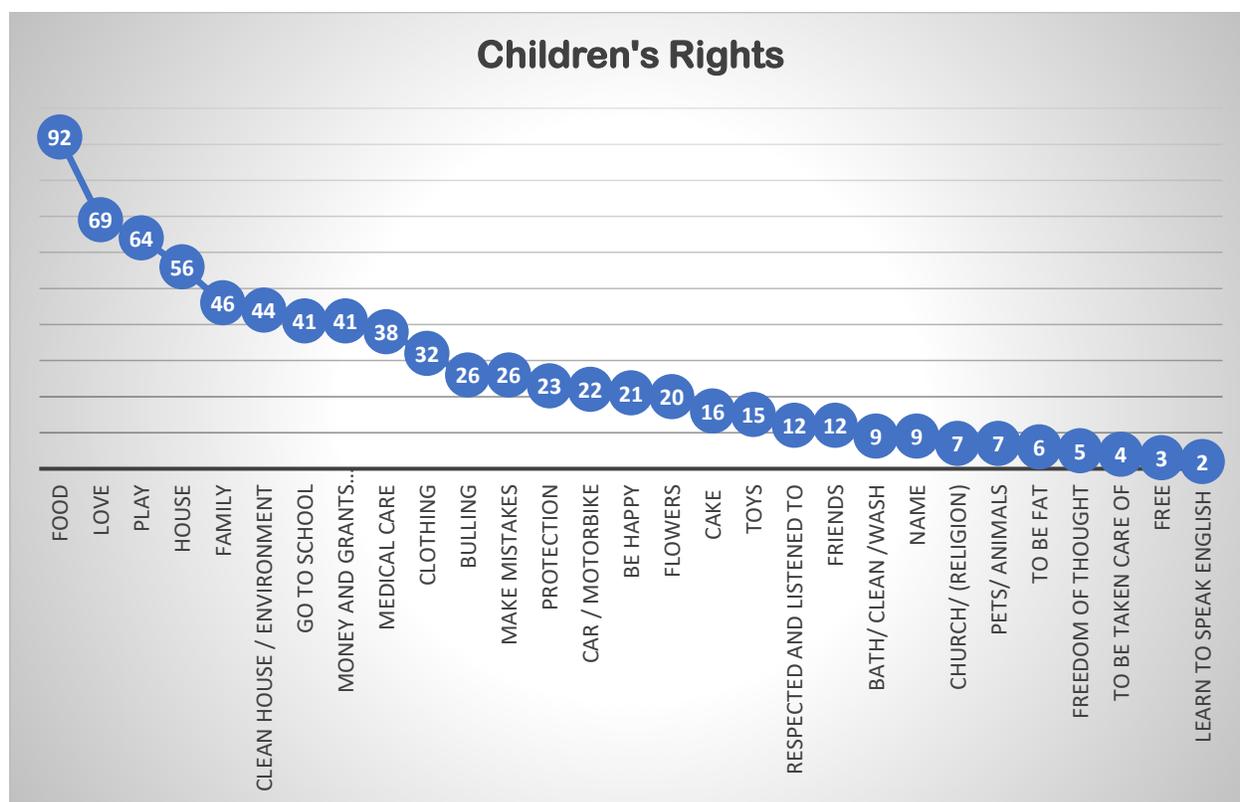


Figure 4.4 Sub-themes of children’s rights voiced by the participants

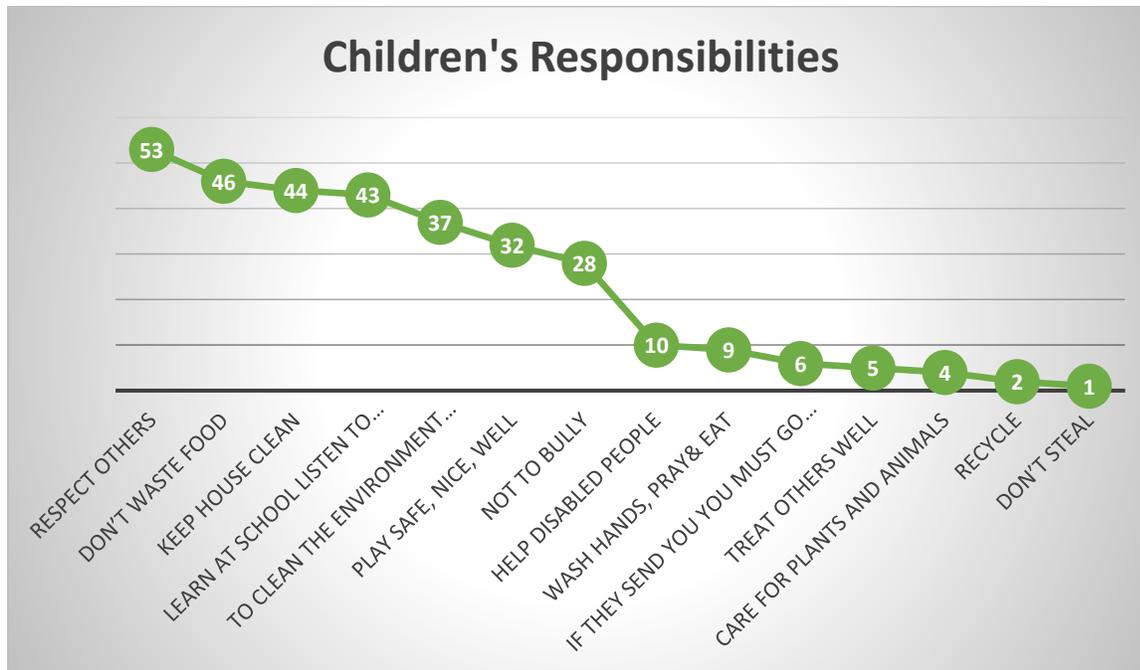


Figure 4.5 Sub-themes of children’s responsibilities voiced by the participants

4.5 Themes and sub-themes

I identified the themes and sub-themes as I pondered on the expressed experiences that emerged from analysing the raw data. The sub-themes were deliberated and defined in more detail under the two core thematic headings: “My life is my right” and “My responsibility to take care of ...” (Van Aardt, 2016).

“My life is my right...” was the first theme and mirrors the participating children’s experiences of their rights. “My responsibility to take care...” was the second theme and mirrors the participants’ considerations of their responsibilities. The two core themes that I identified are shown in Table 4.4.

Table 4.4 Summary of themes and sub-themes

Themes	Sub-themes
Theme 1	Sub-themes
1. My life is my right ...	1.1. I have the right to be taken care of.
	1.2. I have the right to have fun.
	1.3. I have the right to be educated.
	1.4. I have the right to make mistakes.
	1.5. I have the right to have things.
Theme 2	Subtheme
2. My responsibility to take care ...	2.1. I have the responsibility to take care of others.
	2.2. I have the responsibility to take care of the Earth.

The following journal notes relate to my thoughts while analysing the raw data.



Journal notes: I am surprised that so many of my prior themes of rights realised in this study too. The responsibilities regarding South Africa emerged strongly in my master's study but not in this study. South Africa featured very slightly in the data. 07 February 2019.



Journal notes: The participants made remarkable artefacts. I have evidence in the artefacts, interviews of the participant children and informative field notes from my assistant researcher to justify the themes I identified. 10 February 2019.

4.5.1 Theme 1: My life is my right

Theme 1 and its five sub-themes, with supporting evidence from the different sets of data for each theme, are presented below. Questions were put to participant P18Q5, who made the following comments about rights; these are presented in transcription format².

During the interview with P18Q5, the assistant researcher (AR) asked: “Do you think South African children have rights?”

P18Q5 answered: “Yes. Their rights are to eat good food. Play and go to school and eat good food.

The AR asked: “Do you think people should respect each other’s rights?”

P18Q5 answered: “Yes. Some people will find they get all of the rights and some people don’t remember their rights.”

P20Q5 said about her drawing: “Ma’am, it’s a right that we have a right to be children.”

The following figure is a drawing of P20Q5 showing the right to be a child.

² The responses are given verbatim and have not been edited.



Figure 4.6 P20Q5's drawing of the right to be a child

The above drawing, in my opinion, represents a very happy child. The drawing of the earth, birds and sun indicates her appreciation of the world she lives in. The big smile on her face is an indication that she feels safe and secure in this world. The picture of the boy shows that she has friends around her. The drawing shows the young child is playing outside, thus indicating the environment is very safe for her.



Journal notes: I went through the consent letters today. One parent refused to give consent for the child to participate. Their reason, which was not required, was CHILDREN DON'T HAVE RIGHTS. This is such a sad and unfortunate comment. During my literature review I found so much research (Pillay, 2016:6) stating that if children do not know their rights, they are more prone to abuse and vulnerability.18 January 2019

<p>4.5.1.1 Theme 1 sub-theme 1.1:</p> <p>I have the right to be taken care of</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Nourishment • Love • Family • Home • Clothing • Medical care • Protection • Friendship
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There were numerous participating children that echoed the identified sub-themes that constituted this broad theme. The participating children conversed in English and Xitsonga; the AR translated the Xitsonga segments of the evidence. I made use of a translation and transcription company to transcribe and translate the interviews.

The following extract of the coin made by P11Q3H shows the written translation made by the AR. The AR understood Xitsonga. This is the language in which many of the participating children chose to respond.

P11Q3H wrote on their coin of rights and responsibilities in Xitsonga: “vanavafane le kuhlayisi wa” [Translated: Children must be cared for].

The following figure is an extract of P11Q3H showing the understanding and experience this participating child has of the right to be cared for.

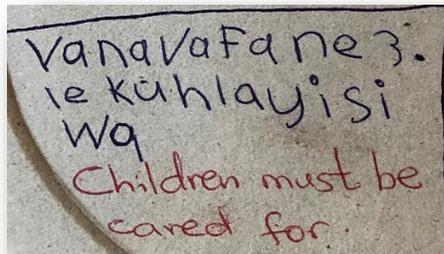


Figure 4.7 An extract from the coin made by P11Q3H

P15Q3H was asked to talk about his coin. He said: “Children must be taken care of.”

- Nourishment 92 participants voiced it as a right

P9Q3H was asked to talk about his collage. He said: “... I’ve pasted bread...” “... white bread...” and “...I’ve pasted cake...”

AR commented: “His collage is just food and food and food and food ...”

The following figure is a collage of P9Q3H showing the understanding and experience this participating child has of the right to nourishment.

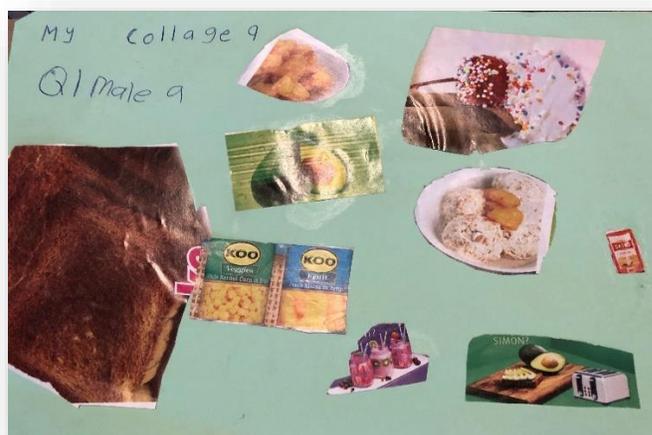


Figure 4.8 Collage of P9Q3H on the right to food

P2Q3H responded as follows when he was asked during the interview to explain his collage: “Food.”

AR said: “Which right is that?”

P2Q3H answered: “Children must eat.”

The following figure is a collage of P2Q3H showing the understanding and experience that this participating child has of the right to be nourished.



Figure 4.9 Collage of P2Q3H on the right to eat

- Love: 69 participants voiced it as a right

P7Q3M was asked about her drawing. She answered in Xitsonga. AR translated: “Mom loves her child.”

The following figure is a drawing of P7Q3M showing the understanding and experience that this participating child has of the right to be loved.



Figure 4.10 Drawing of P7Q3M on the right to be loved

In my view, the above drawing represents a loving relationship between mother and child. A rainbow, a heart and the words, “I love you my baby” show the love she experiences. A smiling mother and a smiling child indicate a loving and happy relationship. The mother and child are each holding the ends of the same piece of fabric. The fabric seems to join them together, which in my opinion represents a closeness and a loving bond.

The AR asked P19Q3H during the interview: “Do children have rights?”

P19Q3H said: “Yes! Children must be loved.”

The participant answered emphatically, showing that he had no doubt that it was his right to be loved. P24Q5 explained what rights she had pasted on her collage by saying, “This one is about to love your friends.”

• Family

46 participants voiced it as a right

When P15Q5 was asked about his collage, he said in the interview: “I have the right to have a family.”

P4Q3M wrote on his coin of rights and responsibilities: “To love your family.”

The following figure is an extract of P4Q3M showing the understanding this participating child has of the right to be part of a family.

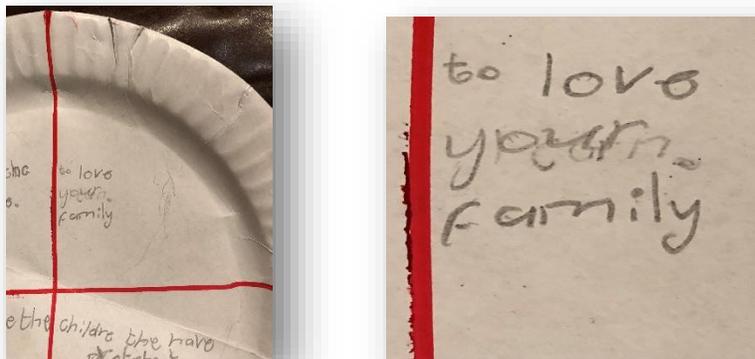


Figure 4.11 An extract from the coin of P4Q3M on family

• Home

56 participants voiced it as a right

When P16Q5 was asked about her drawing, she said in the interview: “I have the right to have a home.”

The following figure is a drawing of P16Q5 showing the understanding that this participating child has of the right to have a home.



Figure 4.12 Drawing of P16Q5 on the right to have a home

The above drawing represents a house where the people living in it, are happy. It is a colourful house that seems cheerful with windows to let the sunlight in. The sun speaks of warmth and the tree, grass, flower, cloud and bird depict a clean healthy environment. This drawing, in my opinion, displays a happy home.

P8Q3H said this about his collage in the interview: “This is a house ... It’s a right that in the evening we must go home in our houses.”

- Clothing 32 participants voiced it as a right

In the interview, P10Q3M was asked to talk about the collage made. The participant responded in Xitsonga. The AR translated: “These are clothes.”

The following figure is a collage of P103M showing the understanding and experience that this participating child has of the right to have clothing to wear.



Figure 4.13 Collage made by P10Q3M on the right to have clothes

In the interview, P15Q3H said the following about the collage: “People have a right to wear clothes.”

- Medical care 38 participants voiced it as a right

P9Q3M was asked to talk about the collage made. The participant responded in Xitsonga. The assistant researcher translated: “Medicine. When people are sick they must go to the clinic and they must give them medicine.”

The following figure is a collage of P9Q3M showing the understanding and experience that this participating child has of the right to receive medical care.



Figure 4.14 Collage made by P9Q3M on the right to have medicine

P17Q3M spoke about medical care during her interview, saying, “Every child has a right to use the, use the ... medicine.”



Journal notes: Medical care is an important and basic need and right of all children. It is very encouraging to note that many participating children know their rights. According to literature (Humanium, 2019c) and the media, many children lack such care. If children are empowered with the knowledge and understanding of basic medical care, they will be able to ask for help. 6 February 2019.

• Protection

23 participants voiced it as a right

P2Q3H was asked to talk about his drawing and responded in Xitsonga. The AR translated: “Children must be protected by parents at home.”

The following figure is a drawing of P2Q3H showing the understanding and experience that this participating child has of the right to be safe and be protected.



Figure 4.15 Drawing of P2Q3H on the right to be protected

The above drawing represents protection. The drawing is of a mother holding her baby. The baby is safe in the mother's arms. Many hearts have been drawn on the mother and on the table; they resemble love and care. The table has much food on it, portraying nourishment. A ball is next to the table. Toys, in my opinion, are a symbol of

enjoyment and happiness. This drawing shows a nurturing and protective environment in which the baby lives.

P15Q3H said in his interview: "Children must be protected."

AR asked: "Who must protect them?"

P15Q3H: "... their parents."

P17Q3M said in her interview: "Every child has a right to be protected."

AR replied: "Who protects you?"

P17Q3M answered: "My teachers, my mother, my fathers, my grandfathers, my grandmothers, my friends, my ..."

• Friendship 12 participants voiced it as a right

P4Q5 said while being interviewed: "They (children) have the right to make friends and be safe."

P26Q3M: When she was asked during her interview about which right her drawing represents, she said: "The right to be friends."

The following figure is a drawing of P26Q3M showing the understanding and experience that this participating child has of the right to have leisure or play time and should be allowed and be able to have friend.

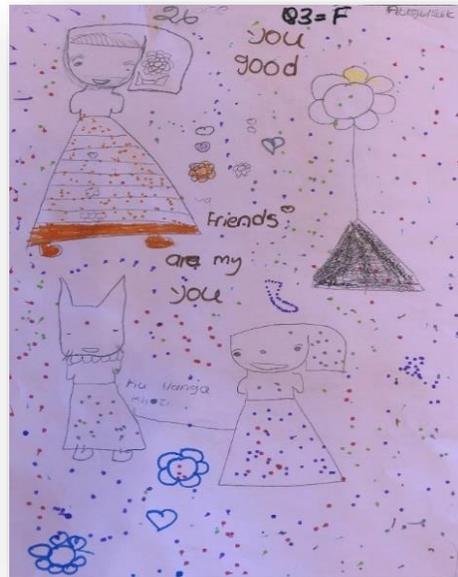


Figure 4.16 Drawing of P26Q3M on the right to be friends and to play

The above drawing represents friendship. The drawing contains three smiling characters, two of which are playing a game with a skipping rope. The drawing contains the words “You good”, “friends are my you” (you are my friends), and “ku tlanga” (to play) which is an indication of happy friends at play. The background is covered by colourful dots, flowers and hearts that indicate cheerful children enjoying one another’s company. All these elements point to friendship.

<p>4.5.1.2 Theme 1 sub-theme 1.2:</p> <p>I have the right to have fun</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Play • Be happy • Freedom
---	--

• Play

64 participants voiced it as a right

Play was indicated by 64 of 96 participants, as shown in the following figure.

P35Q3H: said about his collage, “I’ve pasted a person playing a guitar.” The participant continued in Xitsonga. The assistant researcher (AR) translated: “So everyone has a right to play.”

The following figure is a collage of P35Q3H showing the understanding and experience that this participating child has of the right to have time to play music.

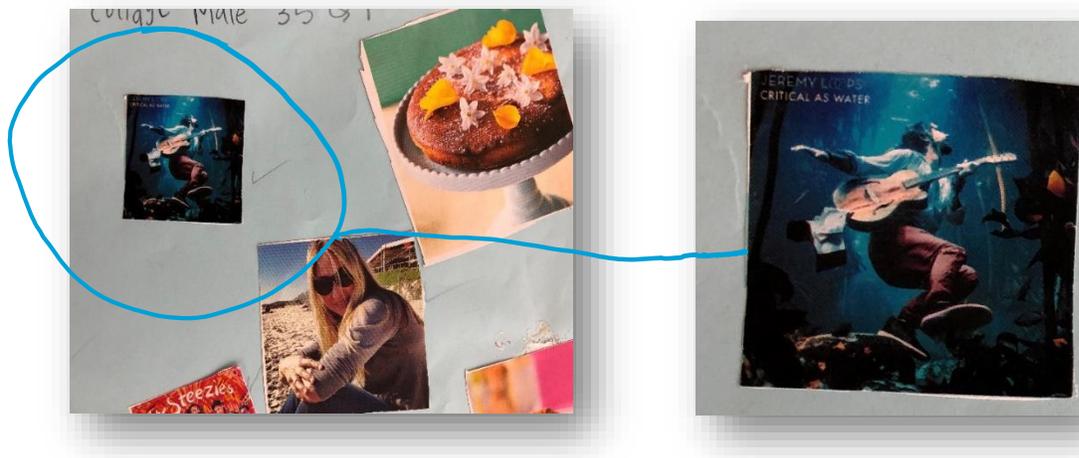


Figure 4.17 Collage made by P35Q3H on the right to play



Journal notes: Play could be experienced in many ways. This participant voiced play through music. The participants used play in their experience of playing with friends, playing with things and as this participant, making music. All different yet valuable experiences of play... 13 June 2019.

P40Q3M said in his interview about the drawing he made: “A child is playing uh with uh ball next to a bicycle.”

P25Q3M said the following about the drawing he made: “A child is playing uh with uh ball next to a bicycle.”

The following figure is a drawing of P40Q3M showing the understanding and experience that this participating child has of the right to have time to play.



Figure 4.18 Drawing of P40Q3M on the right to play

The above drawing exhibits a child playing with a ball next to a bicycle. In my opinion, a ball and bicycle could serve as entertainment or toys to play with. This child in the drawing is portrayed with a smile indicating a happy child. The heart with colourful dots, the colourful flowers, butterfly and grass point to an environment promoting play.

- Be happy 21 participants voiced it as a right

In her interview P21Q5 said the following about her drawing: “You have a right to be happy.”

The following figure is a drawing of P21Q5 showing the understanding and experience that this participating child has of the right to be happy.



Figure 4.19 Drawing of P21Q5 on the right to be happy

The above drawing embodies a child being happy. The drawing of the birds, butterflies, flowers, sun, grass, clouds and house indicates her appreciation of her lifeworld. The two characters in the drawing have big smiles on their faces. The smiles suggest that they feel happy in this world.

P1Q5 said this about his collage: "You have a right to be happy."

• Freedom 3 participants voiced it as a right

P14Q5 responded as follows during his interview when asked about his drawing: "Children have the right to be free and play."

The following figure is a drawing of P14Q5 showing the understanding and experience that this participating child has of the right to have freedom.

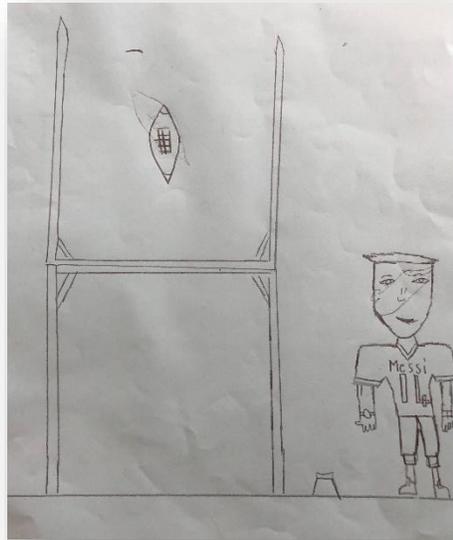


Figure 4.20 Drawing of P14Q5 on the right to be free

The above drawing expresses a child having the freedom to play sport. The ball in the drawing is a rugby ball with rugby posts. The child playing with the rugby ball has a jersey on with the star-soccer-player’s name *Messi* on it. This, in my opinion, shows that the child has the freedom to enjoy different kinds of sport. Sport enables this child to experience freedom while playing.

P17Q3M stated the following in her interview: “Every child has a right to freedom of thought and religion.”

The above comment from P17Q3M shows that the child has the freedom to think what they want to and to practise religion freely.

<p>4.5.1.3 Theme 1 sub-theme 1.3:</p> <p>I have the right to be educated</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Go to school • Learn English
--	---

P16Q5 said this in the interview about her collage regarding children's rights: "You have the right to always come to school and learn ... It is education and to pass and do well."

• Go to school

41 participants voiced it as a right

P13Q5 made a president strip and wrote on it: "... I will build a school for children ...". In his interview he explained and said: "If I was a president, I ... I would keep clean the world and I will give the poor people some money and I will build a school for children."

The following figure is a president strip of P13Q5 showing an extract and the understanding and experience that this participating child has of the right to be educated and have a school to attend.

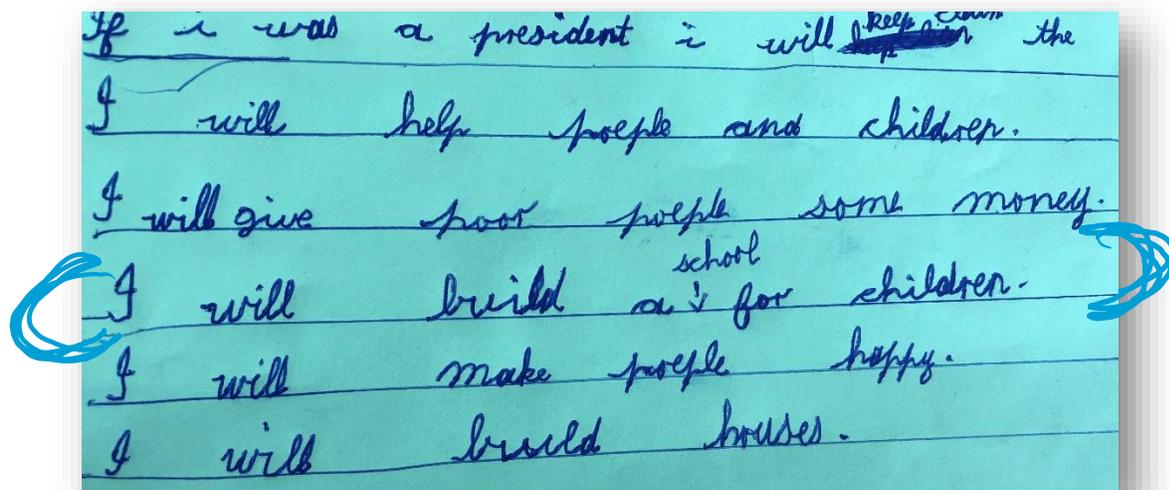


Figure 4.21 President strip of P13Q5 about building a school for children

P13Q5 wrote on his coin: "You have the right to go to school."

The following figure is an extract of a coin made by P13Q5 showing the understanding and experience that this participating child has of the right to be educated and attend school.

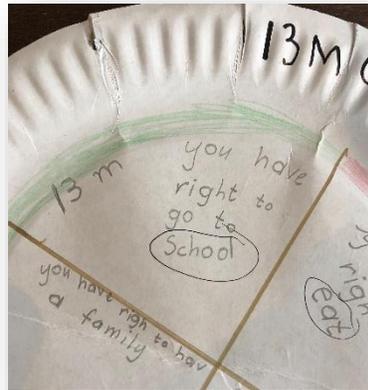


Figure 4.22 An extract from the coin of P13Q5 on the right to go to school

- Learn English 2 participants voiced it as a right

P13Q5 wrote on her coin: "I go to school" and "Every child I speak a Eenglish."

The following figure is an extract of a coin made by P23Q3M showing the understanding and experience that this participating child has of the right to be educated and learn English.

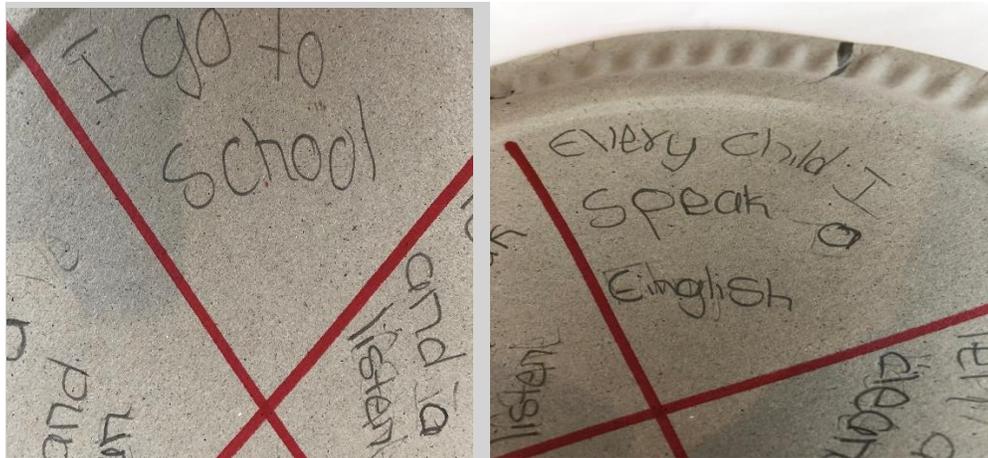


Figure 4.23 Two extracts from the coin of P23Q3M on the right to go to school and speak English

<p>4.5.1.4 Theme 1 sub-theme 1.4:</p> <p>I have the right to make mistakes</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Mistakes
--	--

P39Q3H explained during his interview: “Children are allowed to make mistakes.”

- Mistakes 26 participants voiced it as a right

P2Q3H wrote on their coin of rights and responsibilities: “Vana va fa noloku entlanisa to ki ki” [Translated: Children must make a mistake].

The following figure is an extract of a coin made by P2Q3H showing the understanding and experience that this participating child has of the right to make mistakes.

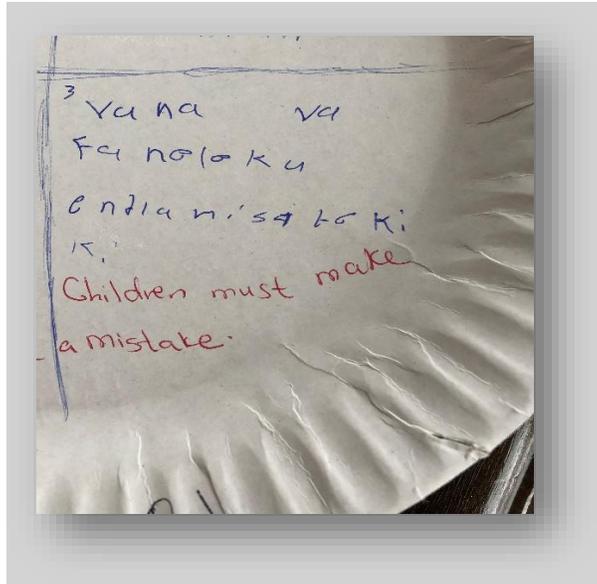


Figure 4.24 An extract from the coin of P2Q3H on the right to make a mistake

<p>4.5.1.5 Theme 1 sub-theme 1.5:</p> <p>I have the right to have things</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Flowers • Cake • Pets
--	---

- Flowers 20 participants voiced it as a right

P20Q5 wrote on her president strip in light green about flowers: "I will have a garden full of flowers."

The following figure is an extract of a president strip by P20Q5 showing the understanding and experience that this participating child has of the right to have flowers.

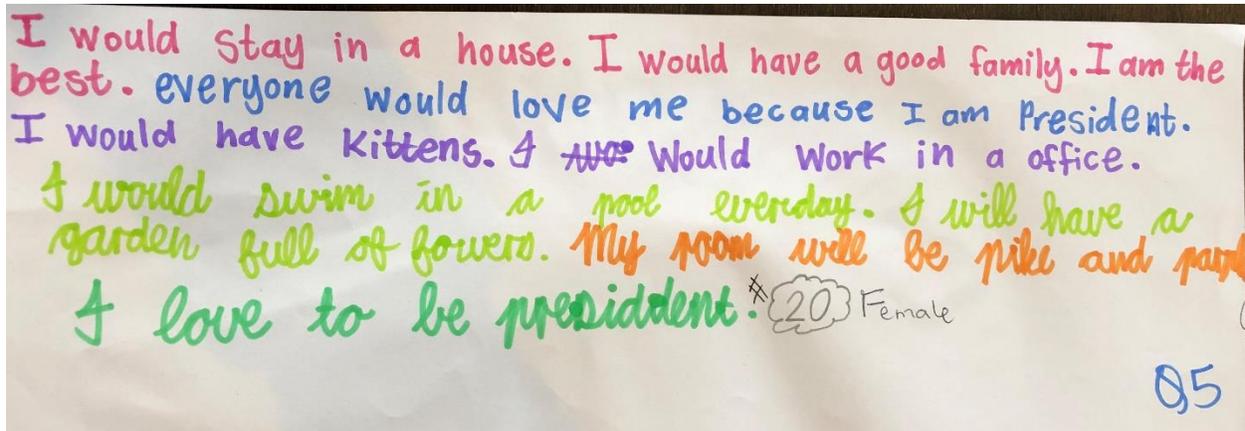


Figure 4.25 President strip of P20Q5 on the right to have flowers

P11Q3H said this about his collage in his interview: "I've pasted flowers."

AR asked: "Which right is that?"

P11Q3H answered: "Is a good one (right)."

P4Q3H said about her collage during her interview: "I pasted flowers ... to beautify the place."

• Cake 16 participants voiced it as a right

P7Q3H said the following when being interviewed: "It's food ... it's a muffin ..."

AR asked: "What right were you addressing?"

P7Q3H answered: "The cake's one (the cake's right/ the right to have cake)"

P40Q3M commented in Xitsonga on the collage he made. The AR translated: “And then kids must be given cake.”

The following figure is a collage made by P40Q3M showing the understanding and experience that this participating child has of the right to have and eat cake.

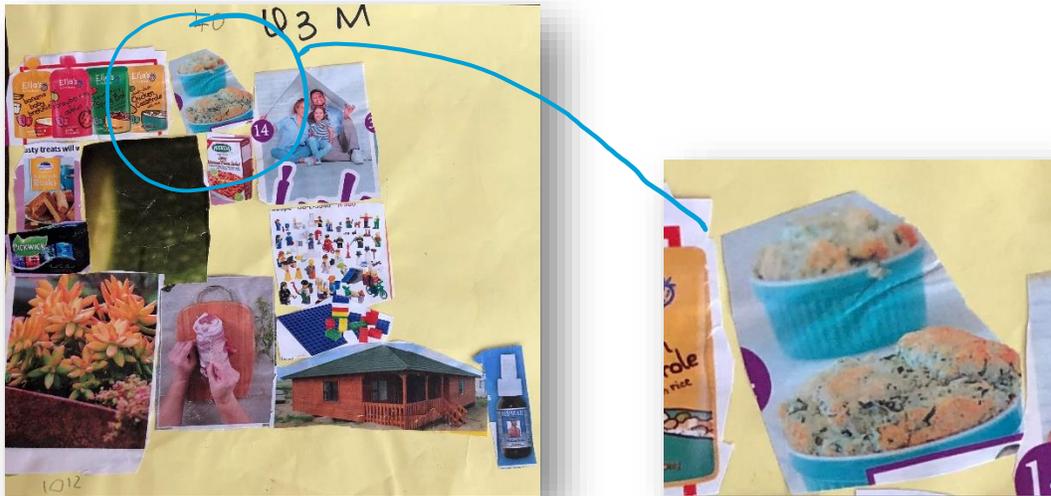


Figure 4.26 Collage made by P40Q3M on the right to have cake

• Pets 7 participants voiced pets as a right

P21Q5 wrote on her president strip in yellow about dogs: “... I will have 3 dogs ...” and in orange about a fish tank: “... I will have a fish tank ...”

The following figure is an extract of a president strip by P21Q5 showing the understanding and experience that this participating child has of the right to have pets.

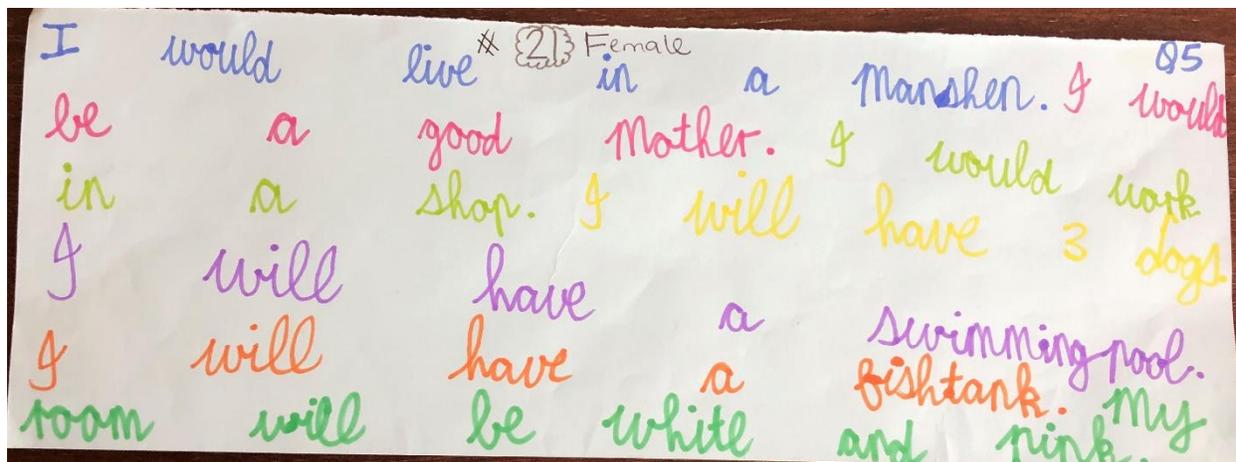


Figure 4.27 President strip of P21Q5 on the right to have dogs and a fish tank

P20Q5 wrote on her president strip: "I would have kittens."

P13Q5 said the following about his collage concerning children's rights: "And we have ... we have a right to care about our pets."

The above concludes the evidence provided in this chapter regarding the most common experiences expressed by the participants concerning their rights.

4.5.2 Theme 2: My responsibilities to take care

Theme 2 and the two subthemes, 2.1 and 2.2 are presented in this section with supporting evidence for each. I studied the raw data to discover how children understand and think about their responsibilities.

<p>4.5.2.1 Theme 2 sub-theme 2.1:</p> <p>I have the responsibility to take care of others</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Respect others • No bullying/play well and nice • Help disabled people • Do as you are told
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P11Q3H discussed their coin in the interview, saying, “Responsibility ... taking care of others.”

• **Respect others** **53 participants voiced it as a responsibility**

AR asked P15Q5: “When last were you responsible for something?”

P15Q5: “Yesterday.”

AR then asked P15Q5: “What did you do?”

P15Q5 replied: “Ma’am, I ... I ... what do you call that? Ma’am, I respected my grandfather and my mom.”

P38Q3H was asked to talk about her coin and responded in Xitsonga. AR translated: “We must respect our parents, and our teachers.”

The following figure is an extract of a coin made by P38Q3H showing the understanding and experience that this participating child has of the responsibility to respect parents and teachers.

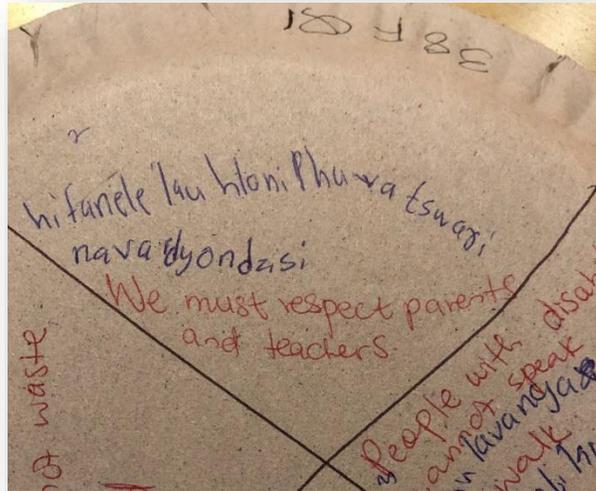


Figure 4.28 An extract from the coin made by P38Q3H on the responsibility to respect parents and teachers

P38Q3H wrote on her coin in Xitsonga. The assistant researcher translated into English: “A child must not refuse to be sent she must go.”

The following figure is an extract of a coin made by P17Q3H showing the understanding and experience that this participating child has of the responsibility to listen to and be obedient toward adults.

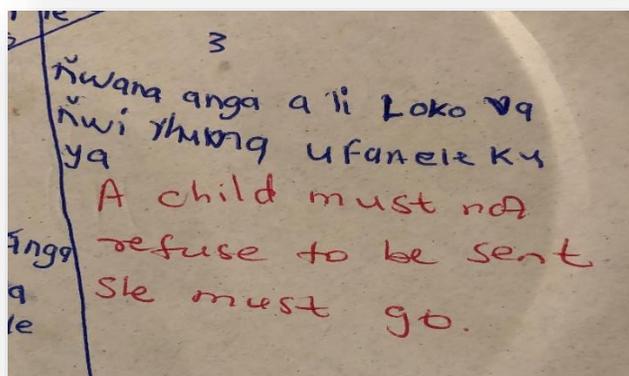


Figure 4.29 An extract from the coin made by P17Q3H on the responsibility of children to go when adults send them.

P5Q3H said during her interview: “A child must not refuse to be sent.”

P31Q3H echoed the above participant by saying, “Children must not refuse when parents send you.”

- No bullying/ play well and nice 32 participants voiced it as a responsibility

P13Q5 wrote on his coin of rights and responsibilities: “We mus’nt hurt people” ... and ... “We mus’n’t bullie people.”

The following figure is an extract of a coin made by P13Q5 showing the understanding and experience that this participating child has of the responsibility to treat other children kindly and not to bully others.

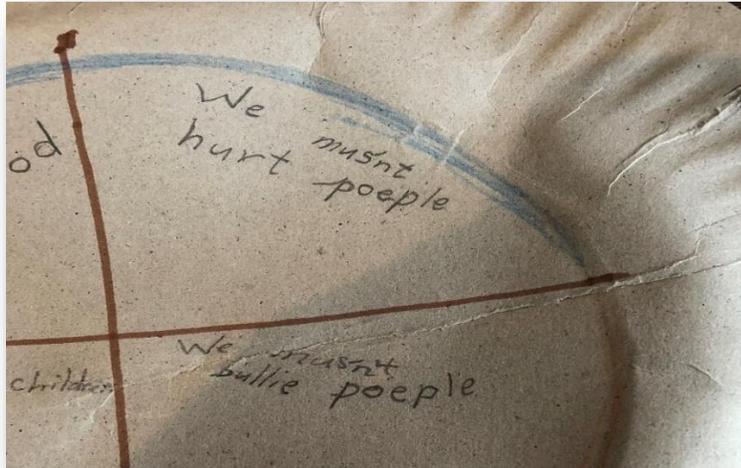


Figure 4.30 An extract from the coin made by P13Q5 on the responsibility not to hurt and bully others.

P14Q5 explained their coin in the interview saying, “Do not ... do not bully people and ...”

- Help disabled people 10 participants voiced it as a responsibility

P38Q3H, when asked to talk about her coin, responded in Xitsonga. The AR translated: “We must take care of disabled children.”

The following figure is an extract of a coin made by P38Q3H showing the understanding and experience that this participating child has of the responsibility to take care of others that have special needs.

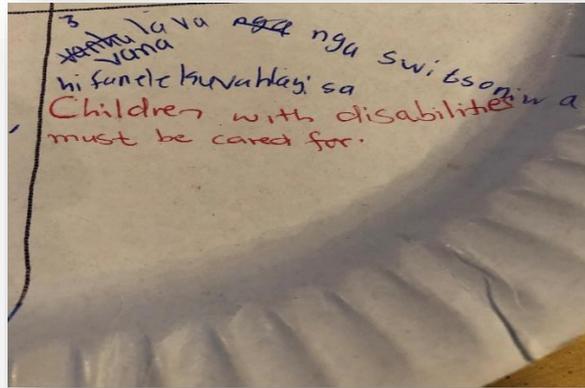


Figure 4.31 An extract from the coin made by P38Q3H on the responsibility to take care of disabled children.

P36Q3M was asked to talk about her drawing and responded in Xitsonga. The AR translated: "I see a boy pushing his sibling in a wheelchair."

The following figure is a drawing made by P36Q3M showing the understanding and experience that this participating child has of the responsibility to take care of others that have special needs.

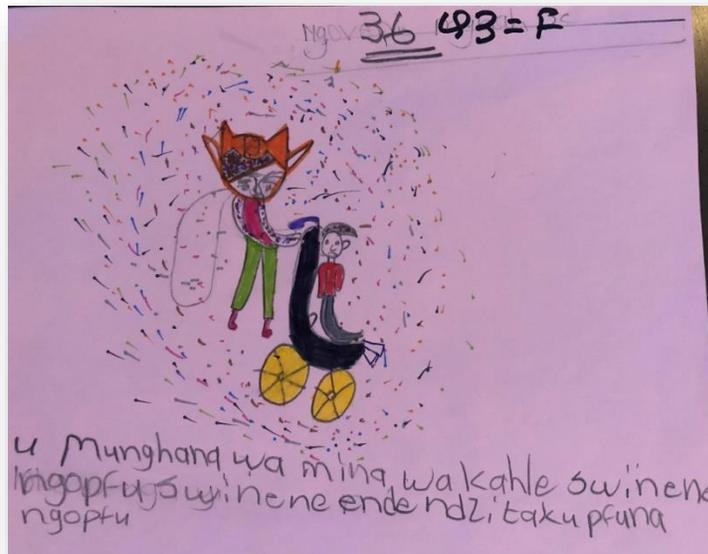


Figure 4.32 Drawing of P36Q3M on the responsibility to push a wheelchair for someone who is disabled

The above drawing represents a child taking care of his sibling by pushing the sibling's wheelchair. The corners of the children's mouths point downward, which in my opinion, makes them look sad and show that this is a difficult situation for the children to find themselves in.

<p>4.5.2.2 Theme 2 sub-theme 2.2:</p> <p>I have the responsibility to take care of the Earth</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Don't litter, clean up • Care for animals • Recycle
--	---

- Don't litter, cleaning up 44 participants voiced it as a responsibility

P24Q5 said about her drawing: "My drawing is about keeping the earth clean."

P23Q5 made a president strip and wrote on it: "I was president I would make the street clean and butifel (beautiful)".

The following figure is an extract of a president strip made by P23Q5 showing the understanding and experience that this participating child has of the responsibility to take care of the environment and the drawing which is also made by P23Q5 has a recycling sign which points to the understanding and experience that this participating child has of the responsibility to take care of the environment by recycling.

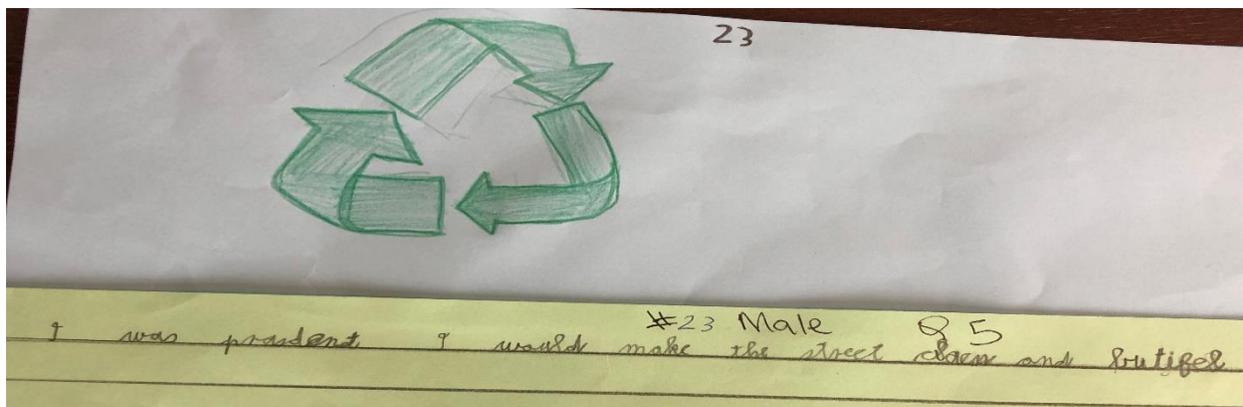


Figure 4.33 Drawing and president strip of P23Q5 on the responsibility to keep the environment clean and beautiful

- Care for plants and animals 4 participants voiced it as a responsibility

P13Q5 said about his collage: "We have right to help peoples and we have right to eat vegetables. We have a right to wear nice, nice clothes. We have right to have family. We have a right to play. And we have ... we have right to care about our pets."

The following figure is a collage made by P13Q5 showing the understanding and experience that this participating child has of the responsibility to take care of nature: plants and animals.



Figure 4.34 An extract from a collage made by P13Q5 on the responsibility to have and take care of your pets

P8Q3H said about flowers and plants: “When they are dry, we must water them.”

• Recycle responsibility 2 participants voiced it as a

P24Q5 said about her drawing: “My drawing is about keeping the earth clean.”

“Okay, and how do we keep the earth clean?”

P24Q5 answered: “By recycling.”

The following figure is a drawing made by P24Q5 showing the understanding and experience that this participating child has of the responsibility to take care of the Earth and recycle.



Figure 4.35 Drawing of P24Q5 on the responsibility to keep the Earth clean and to recycle

4.6 Construal of the core findings

The participating children's thoughts and perceptions of their experiences of their rights and responsibilities became evident and more profound as the raw data was examined. I reviewed the thoughts, viewpoints on and insights of the participating children into their rights and responsibility experiences. The participating children's thoughts provided knowledge and insight that emerged through inductive data analysis.

As the data was analysed and the participants described their experiences, I discovered that their ideas and understanding shed light on their life-worlds. The themes and sub-themes opened my understanding of what the children felt and experienced.

The participants' feelings and experiences distilled the themes and sub-themes and revealed their misperceptions about their rights and responsibilities. Often the participants' understanding of the true meaning of rights and responsibilities overlapped and became muddled when they stated their understanding and perceptions of the topic. I next define these as misperceptions. Similar outcomes were found in a study conducted by Van Aardt (2016:110). These were found during the analysis of the data during this study too. Misconceptions or misperceptions seem to develop due to limited experience and knowledge (Hansen, Drews, Dudgeon, Lawton and Surtees, 2017:1).



Journal note: Many participating children appeared to grapple with knowing what rights and responsibilities mean or what they are. I see confusion when the participating children must use the terms correctly and they confuse rights and responsibilities.

18 January 2019.

The following figure shows that the participating children had misperceptions of their rights and responsibilities.



Figure 4.36 Children's misperceptions of rights and responsibilities

Misperceptions among the participating children were found in the data concerning their understanding of rights and responsibilities. The following extracts illustrate some of the misperceptions and misconceptions that were discovered in the data.

The AR asked P36Q3M: “Tell us about your plate” (“plate” = the rights and responsibilities coin).

P36Q3M: commented: “Every child has a right to responsibility.”

The AR asked P2Q3M about the rights and responsibilities coin. She said: “On this side there is a right. At the back there are responsibilities.”

P2Q3M commented: “Going to school.”

The AR then asked: “Responsibility?” She wanted to find out whether the participant could match the responsibility to the right to be educated.

P2Q3M answered: “Love.”

The above conversation shows that P2Q3M had an understanding of rights, but misinterpreted the responsibility coupled with the specific right.

P18Q3M wrote on their coin: “Every child has right to homework...”

The following figure is an extract of a coin made by P18Q3M showing the understanding and experience that this participating child has of the right to do homework.

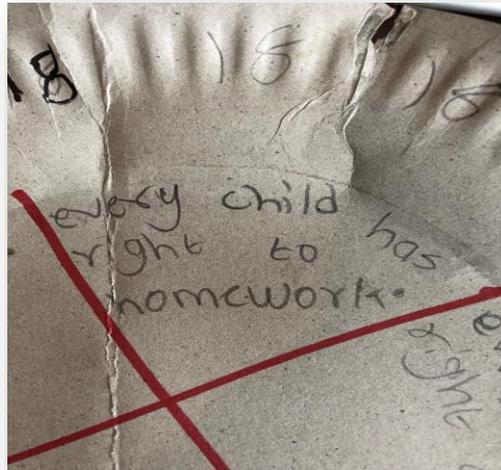


Figure 4.37 An extract from the coin made by P18Q3M on the right to homework

P13Q5 said: “And we have ... we have right to care about our pets.”

Obviously, doing homework and taking care of pets are responsibilities rather than rights, as P18Q3M and P13Q5 thought.

P18Q5’s interview progressed as follows.

P18Q5 explained his rights as “Eating”.

The AR, referring to P18Q5’s commented on eating; then asked: “Responsibility?”

P18Q5: replied: “Of eating is to eat good food.”

Children have a unique and special way of viewing their life-worlds. They know what they want their lives to be like and what they want to become. They understand that rights are important, as illuminated by the thoughts of the participants outlined below.

The interview that follows the comments show how P15Q5 truly understood and believed that he and everyone else should experience and have rights. Rights do not belong only to oneself:

P15Q5 was asked by the AR: “Who has a right to have rights? Who is entitled to rights?”

P15Q5 answered: “Me.”

The AR then asked: “And what about other people?”

P15Q5 answered: “And everyone in the world.”

P16Q5: “If I were president, I would change the world.”

AR: “How would you change the world?”

P16Q5: “I would give the poor money and go to school. I would make school fees cheap and free doctors. I would make people who are poor, I will make people who are poor happy. I will tell people and children their world will be different. I will visit the sick people and people will live happily ever after.”

This is a profound statement. I believe that ultimately children want a world that all may live happily in with rights to support such happy lives. The following comment of P13Q5 echoes what P16Q5 said:

P13Q5 was asked what right she would add to children’s rights if she could choose one. She said: “I would like them (children) to be happy.”

P18Q5 wrote on her president strip: “Tall people to nave gave up and one day are dream wall cam truw” (Tell people to never give up and one day our dream will come true).

The following figure is an extract of the president strip made by P18Q5 showing the understanding and experience that this participating child has and that people and children by implication, should not give up and make their dreams come true.

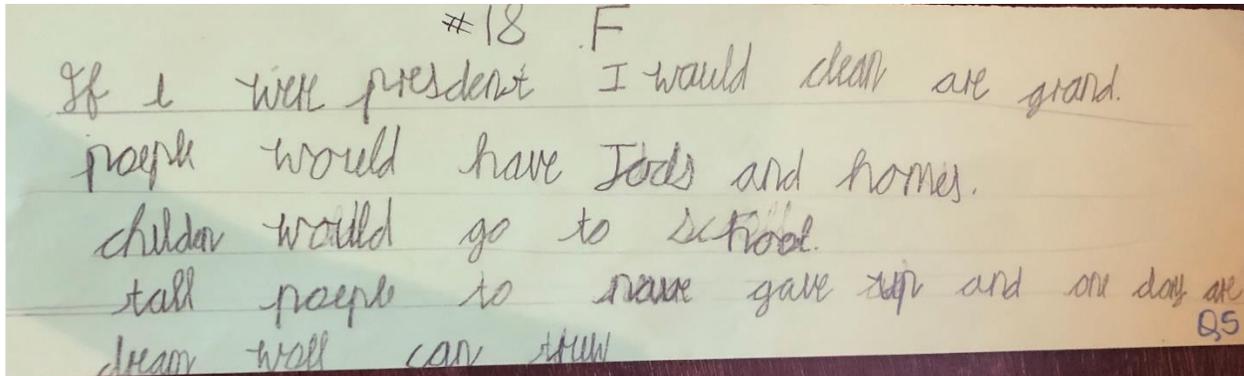


Figure 4.38 P18Q5's president strip on not giving up and making dreams true

Children have insight and an eagerness to talk and learn about their rights and responsibilities. They seem instinctively to know that rights are significant and vital to their well-being.

4.7 Chapter summary

The considerations and insights of the children that took part in this study became evident as the data was deliberated in this chapter. The participating children's thoughts, considerations and viewpoints were revealed while I analysed the empirical data. The gaps and misperceptions in the understanding of their rights and responsibilities could also be determined. In Chapter 5 I compare the data sets of the three diverse schools regarding the themes and sub-themes on the experiences of the participants' rights and responsibilities. This should give insight into how the children's experiences of their rights and responsibilities were similar and different in the three school settings.



Chapter 5: Comparing data sets

Comparing Grade 3 learners' experiences of their rights and responsibilities across diverse settings

5.1 Introduction

In this chapter I compare the data sets of the three different participating schools regarding the emerging themes and sub-themes when analysing the data. Comparison is used to explain harmony and similarities and/or multiplicity and differences (Bray, Adamson and Mason, 2016:98). For this comparative study, I adapted Bereday's (1964:28, Bray et al., 2016:99) model. This comparison allowed me to examine the phenomenon in its different or diverse settings, as one of the reasons for comparative studies is to interpret and compare in search of deep understanding. Through comparing the different experiences, I hoped to arrive at a point where I could grasp whether and how a specific setting influences children's experiences and perceptions of their rights and responsibilities.

To this end I present a description of each school, my interpretation of themes and sub-themes that emerged and then juxtapose and compare the respective interpretations grouped in the three school settings, as shown in Figure 5.1.

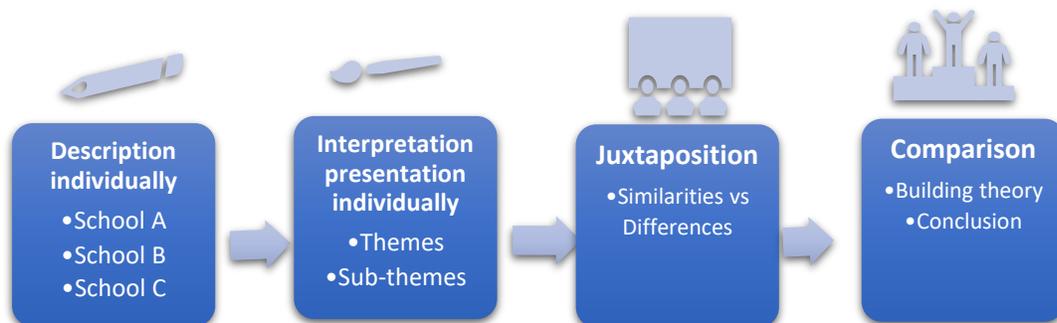


Figure 5.1 Model of comparative studies (Adapted from Bereday, 1964:28)

The descriptive segment of the adapted Bereday model, the first of the four segments, comprises a description of the setting of each of the three schools. I obtained information about the schools through my research assistant, school web pages, internet searches and photographs. The interpretive segment, the second of the four segments, deals with the analysis of the raw data from the various schools. The findings of each school are presented. In the next segment, the third of the four segments, the findings and interpretations for the three schools are juxtaposed, revealing the differences and similarities among the schools. Evidence derived from the data is arranged in the tables below to facilitate comparison. Lastly, I compare the outcomes to demonstrate whether and how diverse settings influenced children's experiences and understanding of their rights and responsibilities. Table 5.1 shows the keys used to investigate the various data sets. The keys also present the investigatory action. These keys are the same as used in Chapter 4.

Table 5.1 Keys used for investigation in Chapters 4 and 5

Description of investigation keys	Key
Journal notes: in turquoise The notes I made regarding my own reflections and insights during this study and while working through the raw data.	
Assistant researcher notes: in grey The notes the assistant researcher (AR) made during data collection.	
Child participants' voices/responses in blue concerning experiences and thoughts about their rights.	Blue
Child participants' voices/responses in green concerning experiences and thoughts about their responsibilities.	Green
Child participant	P
School A/Quintile 3 H This school is disadvantaged and meets the criteria for a Quintile 1 school (AQ3H, described in Chapter 3)	Q3H
School B/Quintile 3 M This school is less impoverished than school A and meets the criteria for a Quintile 3 school (BQ3M, described in Chapter 3)	Q3M
School C/Quintile 5 This school is relatively affluent and meets the criteria for a Quintile 5 school (CQ5 is described in Chapter 3)	Q5

5.2 Description of School AQ3H, School BQ3M and School CQ5

Three schools were reviewed during this study, two in Quintile 3 and one in Quintile 5. Table 5.2 shows the setting of school AQ3H.

Table 5.2 School setting: School AQ3H

Quintile	Description
Quintile 3 (initially believed to be quintile one)	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> School AQ3H: Impoverished </div> <div style="text-align: center;">  </div> </div> <ul style="list-style-type: none"> • no fees • rural • full-service • 306 pupils • 9 educators

School AQ3H met the criteria for a Quintile 1 school. It had only two outdoor bucket toilets, one classroom per grade, no running water, and the school planted vegetables for some of the learners to have food to eat. Most learners were cared for by their grandmothers. However, it had been classified as a Quintile 3 school by the DBE (Consult the DBE’s quintile system in Chapter 3).



Assistant researcher (AR): “The principal shares an office with a clerk. Feeding scheme. Food is kept in that very small office. There's no telephone, they use the principal's cell phone for communication. There's no government vehicle. The staff use their cars sometimes for government use. They use wax once in a while to polish the classes. No single air conditioner, not even in the principal's office, and the weather can be unbearable in spring and summer.” 6 December 2018.



Assistant researcher: “It has pit toilets, two blocks. Each grade has one class. One tiny staff room. The principal teaches. Learners bring drinking water from home. They grow a vegetable garden from which some learners get fed.” 6 Dec 2018.



Assistant researcher: “Most learners are looked after by grannies. Check the consent forms, you'll see the level of illiteracy. It's so rural.” 6 Dec 2018.

School AQ3H learners did not pay fees; it was a rural, full-service school, with 306 pupils and 9 educators (DBE, 2016). This school was not on Facebook and had no web page from which to gain information.

All 40 Grade 3 learners from this school took part in the study. Figures 5.1 to 5.8 are photographs taken of school AQ3H.



Figures 5.2 and 5.3 The school building of school AQ3H

The above photographs were taken of the school building. There were trees, patchy grass and some landscaping around the building. The South African flag was hoisted in the small landscaped area.



Figures 5.4 and 5.5 An office of school AQ3H

The above photographs are of the school office entrance and interior. The office had office equipment, poster boards with posters and tables.



Figures 5.6 and 5.7 The office area and sports field of school AQ3H

The first photograph above is a photograph of the office that doubled as a storage facility for school supplies and food for the learners attending this school. The second photograph above displays a field with patchy grass and dirt. There were trees and in front of the trees there are white soccer goal posts; in the background, a mountain.



Figure 5.8 New restroom facilities being completed at school AQ3H

The photograph above is of the newly constructed restroom facilities with patchy grass and dirt. There were trees in the background.

The following table shows the setting of school BQ3M.

Table 5.3 School setting: School BQ3M

Quintile	Description
Quintile 3	School BQ3M:  Less impoverished <ul style="list-style-type: none"> • no fees • rural • full service • 728 pupils • 20 educators

The second school, school BQ3M, was classified as a Quintile 3 school and was in a better economic position than school AQ3H. The pupils of this school did not pay fees; it was a rural, full-service school with 728 pupils and 20 educators. This school had a Facebook page, which contained no information other than the school name. School BQ3M had no web page from which to gain information.



Assistant researcher: “This school is in a village. There's a feeding scheme. The feeding scheme food is kept in a room reserved just for the food. There's an office block apart from the rest of the school. Learners are okay. Those who lack are assisted by the teachers. Some are also given food to eat at home. The environment is not so bad. No transport is available. The only transport is the cars of teachers, no government vehicle. The school is easily accessible, nearer the road.” 20 February 2019.

Forty-two Grade 3 learners, taken from each of the three Grade 3 classes, took part in the study. Not all Grade 3 learners participated; the teachers selected certain children in each class. The participants who gave assent and whose parents gave consent took part in the study.

The following figures are photographs taken of school BQ3M.



Figures 5.9, 5.10 and 5.11 School entrance, classrooms and walkway of school BQ3M

The above photographs were taken of the school entrance gate that consisted of two gates, paved driveway and gate building. The next photograph is of school classrooms with a tree, dirt and grass. The third photograph shows landscaping, trees, grass and a paved walkway.



Figures 5.12, 5.13 and 5.14 Staff room, office and storeroom facilities of school BQ3M

The above photographs are of the school office interior. The office was spacious with office equipment and tables. The next photograph is of the spacious storeroom where school supplies were kept.



Figures 5.15 and 5.16 Restroom facilities of school BQ3M

The photograph above is of the school restroom facilities with patchy grass and dirt. There were five basins with running water.



Figure 5.17 Sports field used for sport or soccer grounds of school BQ3M

The photograph above displays a field with patchy grass, trees and soccer goal posts. In the background, there was a mealie (corn) field and further some mountains.

The table below shows the setting of school CQ5.

Table 5.4 School setting: School CQ5

Quintile	Description
Quintile 5	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;">School CQ5:</div>  </div> <p style="text-align: center;">Relatively affluent</p> <ul style="list-style-type: none"> • compulsory school fees • rural • boarding school • not full-service • 1 253 pupils • 52 educators

The third school, school CQ5, was a fee-paying school with many resources and was classified as a Quintile 5 school. The pupils of this school had to pay fees; it was a rural school, not a full-service school and had 1 253 pupils and 52 educators (DBE, 2016). This school had a Facebook page and a web site. The school offered facilities such as aftercare, a hostel and a media centre. It further offered activities such as athletics, chess, cricket, cross-country running, hockey, mountain biking, non-school sport (gymnastics, fishing, horse riding and archery), rugby, soccer, swimming and tennis. The cultural activities of the school were choir singing, eisteddfod, orators, revue and a talent evening. From all the possibilities this school offered its pupils, one could draw the conclusion that the learners attending this school had a relatively affluent to very affluent economic background.



Assistant researcher: “There's a tennis court, a swimming pool, large classrooms. Grade 3 has seven classes. I got lost, as I told you, because of the size. The class that I had was a mixed-race class. No feeding scheme here. Everything is high class. Learners have uniforms. None come to school barefoot.” 20 February 2019.

The following figures are photographs of the school and its grounds.



Figure 5.18 Aerial view of school CQ5

The above photograph is an aerial view of the school buildings surrounded by trees and grassy areas. The school swimming pool, a tarred parking lot and sports fields are visible in the photograph.



Figures 5.19 and 5.20 Boarding school garden and athletics field of school CQ5

The first photograph above displays the boarding house with sitting areas in the shade of the trees. There was a walkway on the side and next to the boarding facility. The next photograph is of an athletic field with children running past the pavilion.



Figure 5.21 Desks, chairs and office reception of school CQ5

The first photograph above displays desks and chairs in a classroom environment. The second photograph shows a mascot in the school office reception standing next to the school emblem mounted on the wall.

Fourteen Grade 3 learners took part in this study; thirty-six learners (all in the same Grade 3 class) were selected by the school for data collection, but only fourteen submitted parental consent forms to participate.

5.3 Interpretation

Data analysis and interpretation are procedures that require rigour, imagination and devotion to detail as one criss-crosses the data in search of patterns and meaning. Through interpretation the data begins to make sense (Rule and John, 2011:89). The themes and sub-themes that emerged from the raw data were explained and presented in Chapter 4.

When I contemplated comparing the interpretation and findings of this study as presented in Chapter 4, I realised that the unequal number of participants per school (40 from school AQ3H, 42 from school BQ3M and only 14 from school CQ5) would distort the outcome. In the latter school, fewer than half of the possible number of participants had parental consent to take part in this study. I present these facts as a limitation to this study in the next chapter.

In order to allow a like-to-like comparison throughout this study, I had two options. The first option was to obtain equal numbers of participants per school by discarding participants and all their data until I was left with 14 participants per school. This was not ideal, as I wanted to hear as many voices of the participant children as I could. I therefore opted to express the frequency of themes and sub-themes in percentages. The following formula was used:

$$\frac{N \text{ (number of participants voicing the theme)} \times 100}{\text{by the number of participants of the specific school, e.g. } 8 \times 100 \div 40 \text{ (School AQ3H)} = 20\%.$$

The findings for the individual schools are tabulated in Table 5.5.

Table 5.5.i Interpretation of the data from participants of school AQ3H regarding their rights

School AQ3H		
Children's rights		
Code/Theme/Content	Number of participant children	Number converted into percentage
The right to be taken care of		
FAMILY	8	20
LOVE	27	68
FOOD AND WATER	40	100
MEDICAL CARE	14	35
CLOTHING	7	18
PROTECTION	10	25
BULLYING	20	50
BATH/CLEAN /WASH	4	10
RESPECTED AND LISTENED TO	9	23
HOME	13	33

The right to be educated		
GO TO SCHOOL:	11	28

The right to make mistakes		
MAKE MISTAKES	21	53

The right to have fun		
CHURCH/ RELIGION	2	5
PLAY SAFE, NICE, WELL	25	63
FRIENDS	6	15
TOYS	6	15
BE HAPPY	3	8

The right to have things		
FLOWERS	7	18
NAME	0	0
CAR/MOTORBIKE	13	33
PETS/ANIMALS	0	0
CAKE	11	28
CLEANING HOUSE/ ENVIRONMENT	25	63
FREEDOM OF THOUGHT	2	5
MONEY AND GRANTS (PRESIDENT STRIPS)	18	45

Table 5.5.ii Interpretation of the data from participants of school AQ3H regarding their responsibilities

Children's Responsibilities		
Code/Theme/Content	Number of participant children	Number converted into percentage
The responsibility to take care of others		
TO CLEAN THE ENVIRONMENT (PICK UP LITTER)	25	63
CARE FOR PLANTS AND ANIMALS	1	5
RECYCLE	0	0
KEEP HOUSE CLEAN	25	63
The responsibility to take care of the earth		
RESPECT OTHERS	29	73
HELP DISABLED PEOPLE AND TREATING OTHERS WELL	9	23
DO AS YOU ARE TOLD BY ELDERS	6	15

It is worth highlighting that 100% of the participants from school AQ3H mentioned nourishment as a right. This shows that the learners from school AQ3H regarded it in a very serious light. Bullying emerged strongly in this group of participants. They voiced it as a very serious issue they had to deal with. The children who had experiences of bullying felt unsafe. When a child feels unsafe and unprotected, it is an infringement on his basic right according to the Bill of Rights (Department of Justice and Constitutional Development, 1997).

Children had to walk long distances to and from school. As a result of this, they indicated that transport was a major challenge to their basic right to safety. These long walking distances made it very unsafe for them. Transportation was emphasised, as many children from school AQ3H lacked transport. Money and social grants were also emphasised strongly (45%), as these learners came from an underprivileged background. The pie chart in Figure 5.22 displays the sub-themes of children’s experiences of their rights voiced by the participants of school AQ3H.

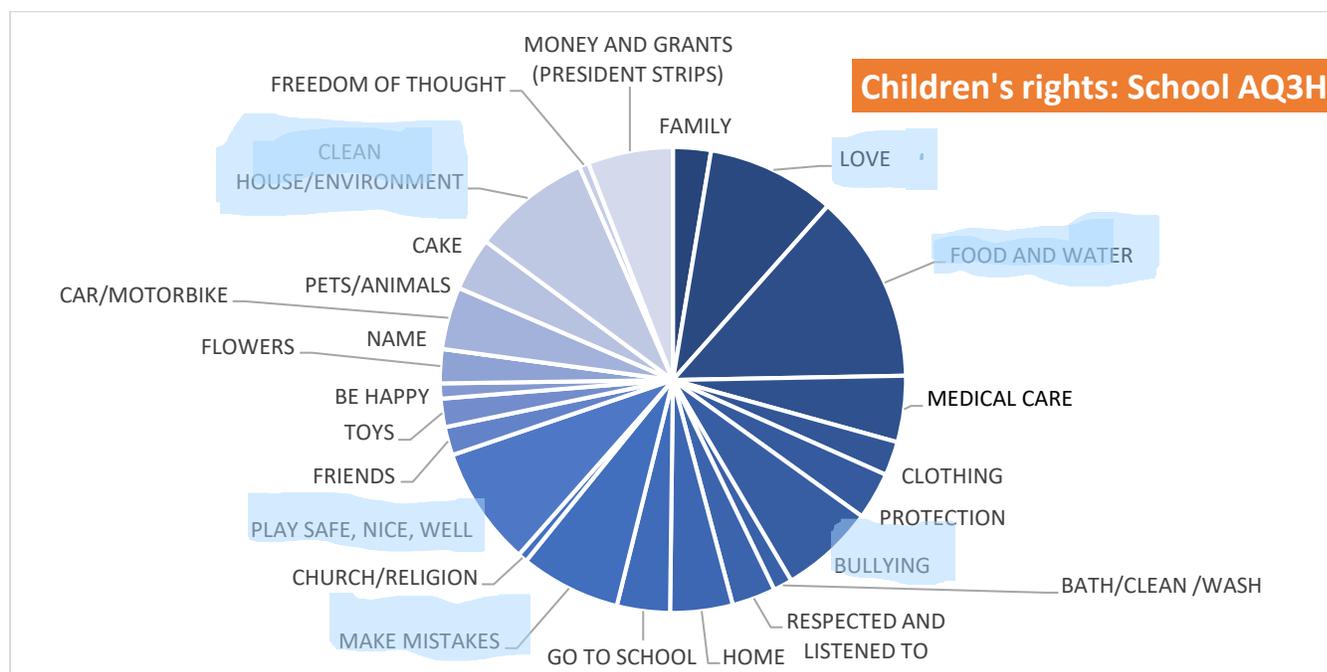


Figure 5.22 Sub-themes of rights voiced by participants from school AQ3H

The six most prominent sub-themes of children’s rights experiences expressed by participants from school AQ3H were food and water, love, playing safely, being happy and well, having a clean house and environment, and making mistakes.

Figure 5.23 displays the sub-themes of children’s experiences of their responsibilities voiced by the participants of school AQ3H.

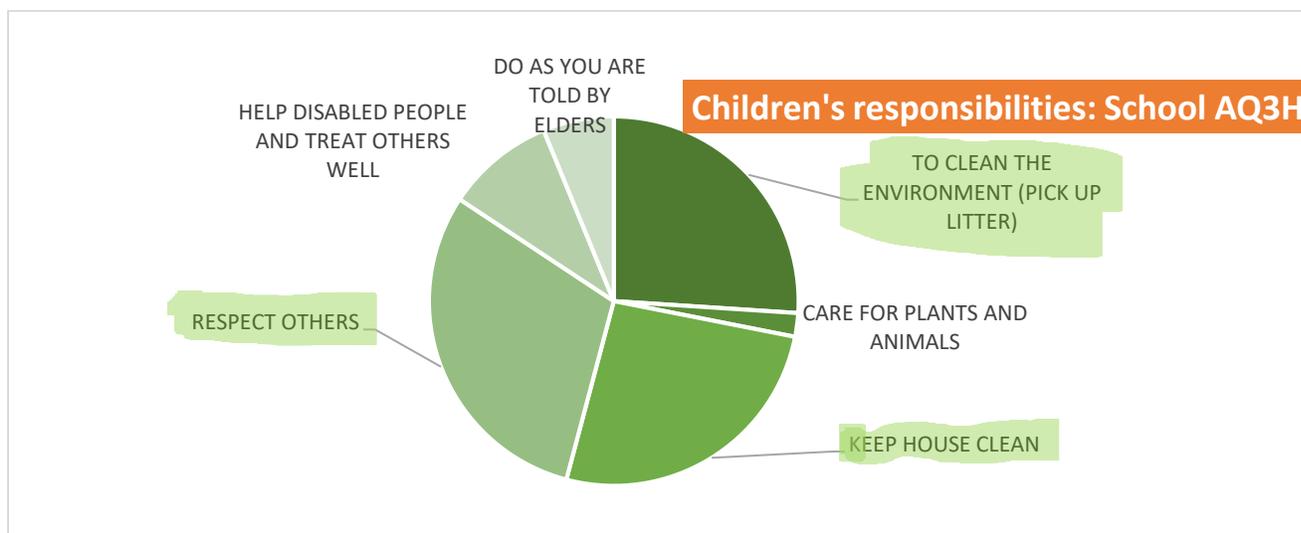


Figure 5.23 Sub-themes of responsibilities voiced by participants from school AQ3H

The three most prominent sub-themes of responsibilities voiced by participants from school AQ3H were keeping the house clean, cleaning the environment and picking up litter, as well as respecting others.

Table 5.6.i. Interpretation of the data obtained from the participants of school BQ3M regarding their rights

School BQ3M
Children’s rights

Code/Theme/Content	Number	Percentage
The right to be taken care of		
FAMILY	30	71
LOVE	37	88
FOOD AND WATER	40	95
MEDICAL CARE	22	52
CLOTHING	19	45
PROTECTION	12	29
BULLYING	0	0
BATH/CLEAN/WASH	5	12
RESPECTED AND LISTENED TO	3	7
HOME	34	81

The right to be educated		
GO TO SCHOOL:	39	93

The right to make mistakes		
MAKE MISTAKES	2	5

The right to have fun		
CHURCH/ RELIGION	9	21
PLAY SAFE, NICE, WELL	30	71
FRIENDS	4	10

TOYS	8	19
BE HAPPY	11	26

The right to have things		
FLOWERS	12	29
NAME	0	7
CAR/MOTORBIKE	13	21
PETS/ANIMALS	3	7
CAKE	5	12
CLEAN HOUSE/ ENVIRONMENT	10	24
FREEDOM OF THOUGHT	3	7
MONEY AND GRANTS (PRESIDENT STRIPS)	14	33

Table 5.6.ii Interpretation of the data from participants of school BQ3M regarding their responsibilities

Children's responsibilities		
Code/Theme/Content	Number	Percentage

The responsibility to take care of others

CLEAN THE ENVIRONMENT (PICK UP LITTER)	5	12
CARE FOR PLANTS AND ANIMALS	2	5
RECYCLE	0	0
KEEP HOUSE CLEAN	10	24

The responsibility to take care of the Earth

RESPECT OTHERS	18	43
HELP DISABLED PEOPLE AND TREAT OTHERS WELL	0	0
DO AS YOU ARE TOLD BY ELDERS	1	2

It is worth highlighting that 95% of the participants from school BQ3M mentioned nourishment as a right. This shows that the learners from this school regarded it in a very serious light. To be educated emerged strongly in this group of participants. Two of the participants went as far as adding that learning English was part of this right. Home, love and family were emphasised strongly by these children. Money and social grants were also mentioned often, possibly as these children come from poor economic backgrounds. The pie chart in Figure 5.24 displays the sub-themes of the experiences of their rights voiced by the participants of school BQ3M.

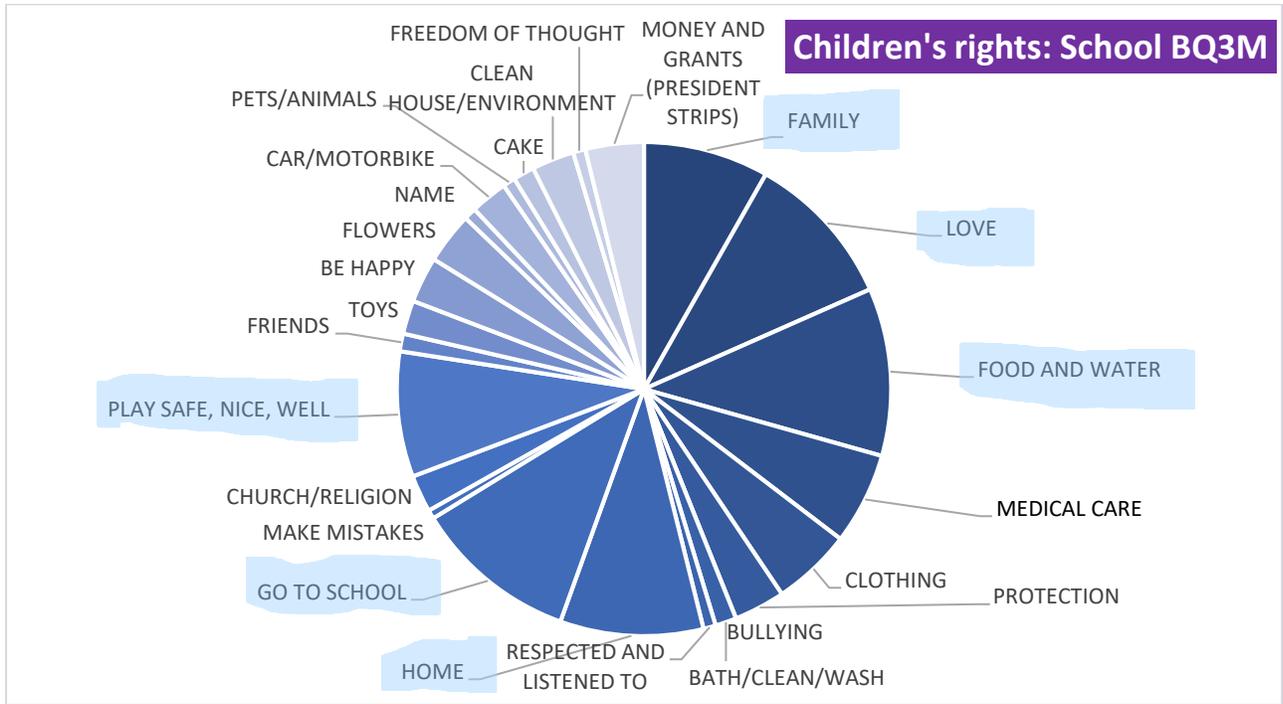


Figure 5.24 Sub-themes of rights voiced by participants from school BQ3M

The six most prominent sub-themes of children's rights voiced by participants from school BQ3C were food and water, love, playing safely, nice and well, home, going to school and family.

Figure 5.25 displays the sub-themes of children's responsibilities voiced by the participants of school BQ3M.

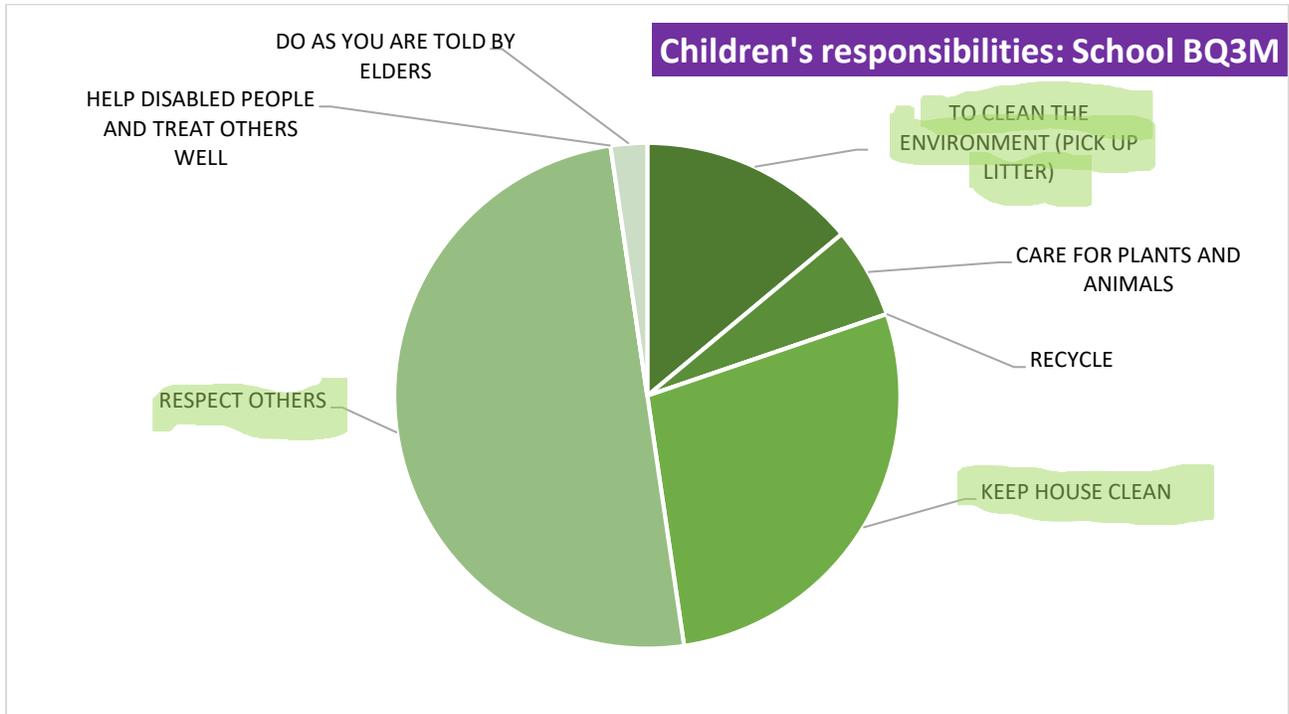


Figure 5.25 Sub-themes of responsibilities voiced by participants from school BQ3M

The three most prominent sub-themes of children's responsibilities, according to participants from school BQ3M, were to keep the house clean, cleaning the environment and picking up litter as well as respecting others.

Table 5.7.i Interpretation of the data derived from participants of school CQ5 regarding their rights

SCHOOL CQ5		
Children's rights		
CODE/THEME/ CONTENT	Number	Percentage
The right to be taken care of		
FAMILY	8	57
LOVE	5	36
FOOD AND WATER	12	85
MEDICAL CARE	2	14
CLOTHING	6	43
PROTECTION	0	0
BULLYING	6	43
BATH/CLEAN/WASH	0	0
RESPECTED AND LISTENED TO	0	0
HOME	9	64
The right to be educated		
GO TO SCHOOL:	11	79
The right to make mistakes		
MAKE MISTAKES	3	14

The right to have fun		
CHURCH/RELIGION	0	0
PLAY SAFE, NICE, WELL	9	64
FRIENDS	2	14
TOYS	1	7
BE HAPPY	7	50

The right to have things		
FLOWERS	1	7
NAME	6	43
CAR/MOTORBIKE	0	0
PETS/ANIMALS	4	29
CAKE	0	0
CLEAN HOUSE/ENVIRONMENT	9	64
FREEDOM OF THOUGHT	3	22
MONEY AND GRANTS (PRESIDENT STRIPS)	9	64

Table 5.7.ii Interpretation of the data derived from participants of school CQ5 regarding their responsibilities

Children's responsibilities

CODE/THEME/ CONTENT	Number	Percentage
The responsibility to take care of others		
TO CLEAN THE ENVIRONMENT (PICK UP LITTER)	7	50
CARING FOR PLANTS AND ANIMALS	1	7
RECYCLE	2	14
KEEP HOUSE CLEAN	9	64

The responsibility to take care of the earth

RESPECT OTHERS	6	43
HELP DISABLED PEOPLE AND TREATING OTHERS WELL	5	36
DO AS YOU ARE TOLD BY ELDERS	0	0

Figure 5.26 displays the sub-themes of children's experiences of their rights voiced by the participants of School CQ5.

It is worth highlighting that 85% of the participants mentioned nourishment as a right. Being educated emerged strongly in this group of participants, as did home, playing safely, living in a clean environment, money and social grants.

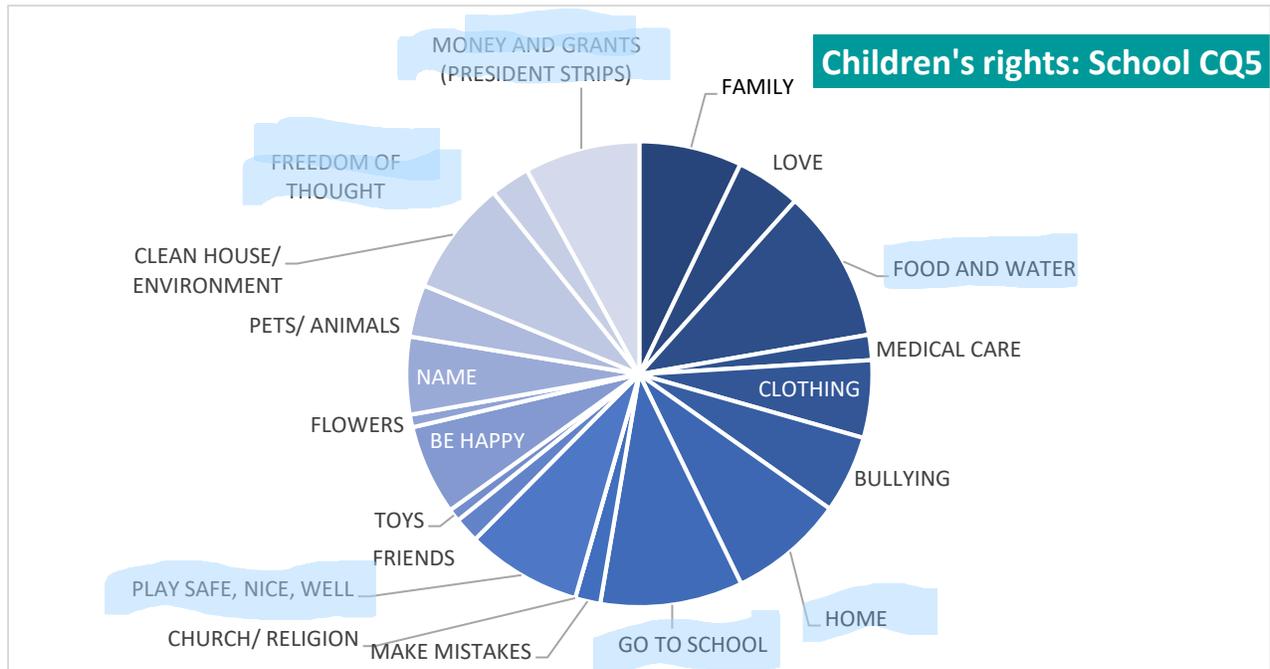


Figure 5.26 Sub-themes of rights voiced by participants from school CQ5

The six most prominent sub-themes of children's rights, according to participants from school CQ5, were food and water, going to school, playing safely, nice and well, home and clean house and environment, as well as money and grants.

The following figure displays the sub-themes of children's responsibilities voiced by the participants of school CQ5.

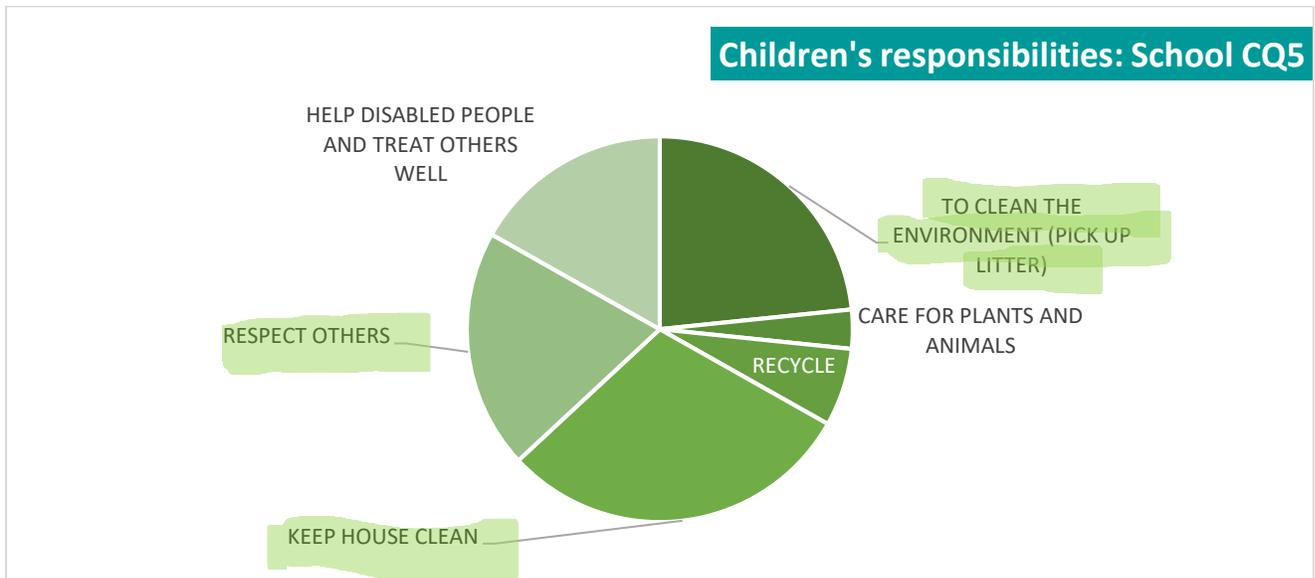


Figure 5.27 Sub-themes of responsibilities voiced by participants from school CQ5

The three most prominent sub-themes of children's responsibilities, according to participants from school BQ3M, were keeping the house clean, cleaning the environment and picking up litter, as well as respecting others.

5.4 Juxtaposition of themes and sub-themes to facilitate comparison

Juxtaposition was used for further understanding of the interpretations. Juxtaposition offers an alternative technique to other methodologies in qualitative research, namely to compare the unknown to the known. Juxtaposition combined with theory helps to discover connections in the data. It generates prospects for better qualitative analysis than descriptions or pictures considered in isolation. One gains a specific view of the themes and sub-themes that emerged when observing the analysis in Chapter 4 of this study. Moreover, when juxtaposing the case studies and analysing data from Chapter 4, the outcome becomes more defined and strengthened. Figure 5.28 portrays children's experiences of their rights through juxtaposing them in a bar chart. It displays whether,

how slightly or how strongly the different schools voiced the themes and sub-themes that emerged in the data.

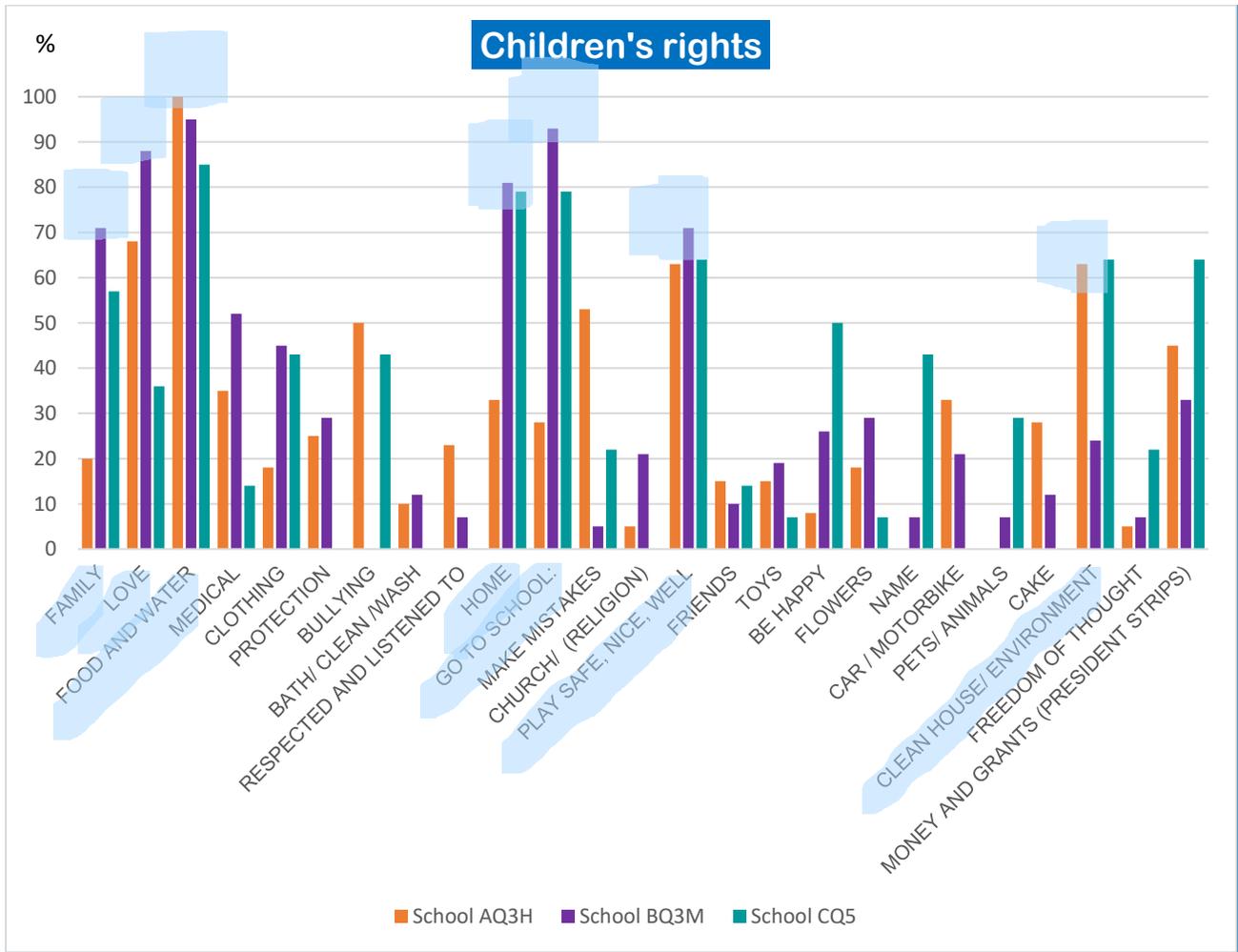


Figure 5.28 Sub-themes of children’s experiences of their rights across school settings

The six most prominent and significant sub-themes of children’s rights indicated by the participants were family, love, food and water, home, going to school, playing safely, nice and well, and a clean house and environment.

Table 5.8 on the three participating schools displays the themes and sub-themes of the participant children's thoughts regarding their rights experiences. The number of participants voicing the themes and sub-themes is shown.

Table 5.8 The interpretation of the data of the themes and sub-themes of children's rights voiced by the participants of all three schools juxtaposed

Children's rights	Number of participants from school AQ3H =40	Number of participants from school BQ3M = 42	Number of participants from school CQ5 = 14
The right to be taken care of			
FAMILY	8	30	8
LOVE	27	37	5
FOOD AND WATER	40	40	12
MEDICAL CARE	14	22	2
CLOTHING	7	19	6
PROTECTION	10	12	0
BULLYING	20	0	6
BATH/CLEAN/WASH	4	5	0
RESPECTED AND LISTENED TO	9	3	0
HOME	13	34	9

The right to be educated			
GO TO SCHOOL:	11	39	11
The right to make mistakes			
MAKE MISTAKES	21	2	3
The right to have fun			
CHURCH/ RELIGION	2	9	0
PLAY SAFE, NICE, WELL	25	30	9
FRIENDS	6	4	2
TOYS	6	8	1
BE HAPPY	3	11	7
The right to have things			
FLOWERS	7	12	1
NAME	0	3	6
CAR/MOTORBIKE	13	9	0
PETS/ANIMALS	0	3	4
CAKE	11	5	0
CLEAN HOUSE/ENVIRONMENT	25	10	9
FREEDOM OF THOUGHT	2	3	3
MONEY AND GRANTS (PRESIDENT STRIPS)	18	14	9

Figure 5.29 portrays children’s responsibilities through juxtaposition. It shows whether, how slightly or how strongly the different schools voiced the themes and sub-themes that emerged from the data.

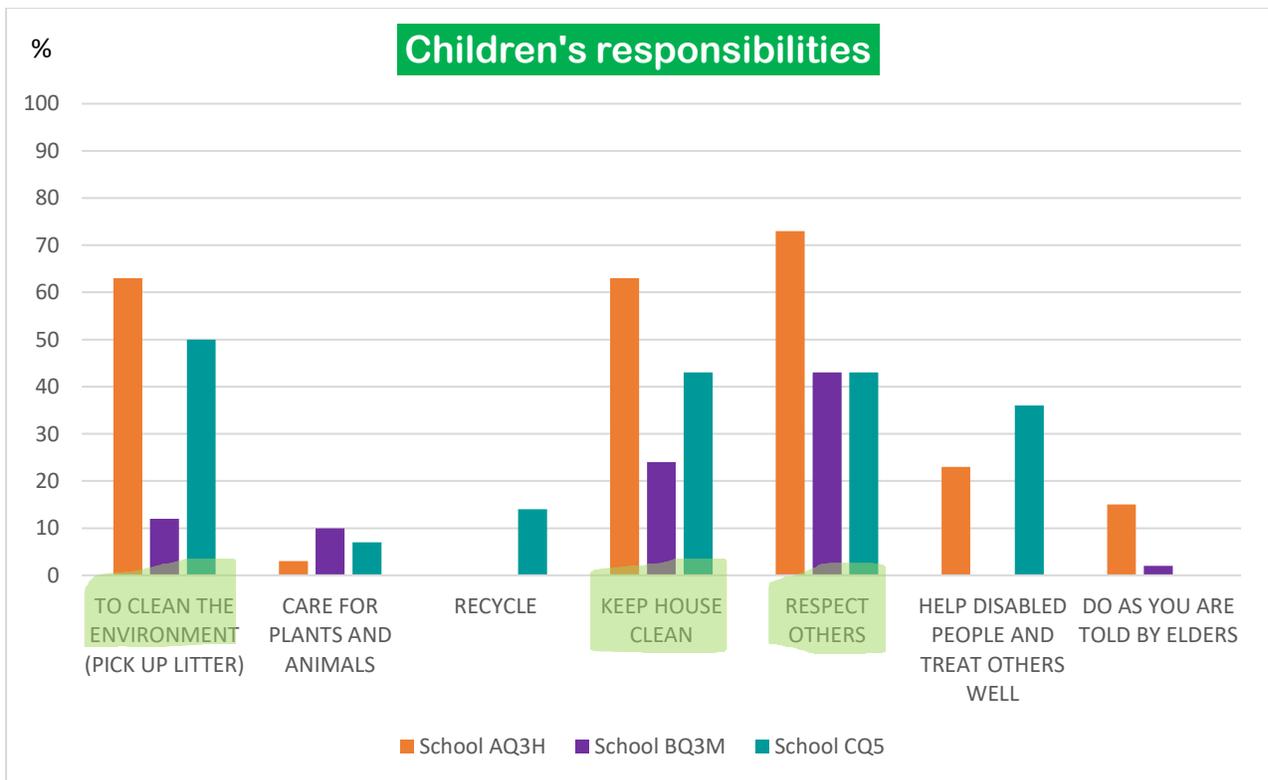


Figure 5.29 Sub-themes of children’s experiences of their responsibilities in the participating schools

In all three school settings, the three most prominent sub-themes of children’s responsibilities were keeping the house clean, cleaning the environment and picking up litter, as well as respecting others.

The following table displays the number of participants voicing each theme and sub-theme of their responsibilities experiences.

Table 5.9 Juxtaposition of themes and sub-themes of the experiences of participants of their responsibilities from all three schools

Children's responsibilities	Number of participants from school AQ3H =40	Number of participants from school BQ3M = 42	Number of participants from school CQ5 = 14
The responsibility to take care of others			
TO CLEAN THE ENVIRONMENT (PICK UP LITTER)	25	5	7
CARE FOR PLANTS AND ANIMALS	1	2	1
RECYCLE	0	0	2
KEEP HOUSE CLEAN	25	10	9
The responsibility to take care of others			
RESPECT OTHERS	29	18	6
HELP DISABLED PEOPLE AND TREATING OTHERS WELL	9	0	5
DO AS YOU ARE TOLD BY ELDERS	6	1	0

It is obvious that at all three school settings the responsibilities sub-themes mentioned most frequently were the same, but they were mentioned by different numbers of participants. These sub-themes were keeping the house clean, cleaning the environment and picking up litter, and respecting others. As regards rights, similarities were evident in respect of food and water, playing safely, nice and well and cleaning the

house and environment. However, there were huge differences in the numbers that mentioned other sub-themes. Going to school was a sub-theme frequently mentioned by participants in schools B and C, but not in A. Home was also a sub-theme frequently mentioned by participants in schools B and C, but not in school A. Money and grants was a sub-theme frequently mentioned by participants in school C, but not in A and B. Love was a sub-theme frequently mentioned by participants in school A and B, but not in C. Family was a sub-theme commonly mentioned by participants in school B, but not in A and C. Making mistakes was a sub-theme commonly mentioned by participants in school A, but not in B and C.

5.5 Comparison of themes and sub-themes across the diverse settings

Comparative research has shown that there is varied disparity in the degree of outcomes across diverse settings when inspecting similar conditions. This study relates to similar conditions as all participating children were in Grade 3 while data was gathered, and the three government schools were all in the Limpopo province and around 40 km / 26 miles apart in distance. Comparing the findings of my research project resulted in discovering differences and similarities across the school settings that shed light on the research and assisted in finding answers to the research questions. My comparison was foundational to the theories I employed; commencing with Maslow’s hierarchy of needs (Consult Chapter 2) children’s rights and responsibilities can be positioned according to the five tiers of Maslow’s hierarchy.

The following tables show the colour coding keys that were used to place the voices of the participating children from the diverse settings at the tiers.

Table 5.10 Keys to colour codes for Maslow’s Hierarchy

Keys to colour codes for Maslow’s Hierarchy	
Tier 1	Physiological needs

Tier 2	Safety
Tier 3	Love and belonging
Tier 4	Esteem
Tier 5	Self-actualisation

Table 5.11 The sub-themes of rights in relation to Maslow's hierarchy

Chapter 5 Analysis through Maslow's Hierarchy			
Children's Rights	School AQ3H	School BQ3M	School CQ5
FAMILY	20	71	57
LOVE	68	88	36
FOOD AND WATER	100	95	85
MEDICAL	35	52	14
CLOTHING	18	45	43
PROTECTION	25	29	0
BULLYING	50	0	43
BATH/CLEAN/WASH	10	12	0
RESPECTED AND LISTENED TO	23	7	0
HOME	33	81	79
GO TO SCHOOL	28	93	79
MAKE MISTAKES	53	5	22
CHURCH/RELIGION	5	21	0
PLAY SAFE, NICE, WELL	63	71	64
FRIENDS	15	10	14
TOYS	15	19	7
BE HAPPY	8	26	50
FLOWERS	18	29	7
NAME	0	7	43
CAR/MOTORBIKE	33	21	0
PETS/ANIMALS	0	7	29
CAKE	28	12	0
CLEAN HOUSE/ENVIRONMENT	63	24	64
FREEDOM OF THOUGHT	5	7	22
MONEY AND GRANTS (PRESIDENT STRIPS)	45	33	64
Maslow's Hierarchy			
Physiological	332/8	354/8	349/8
Safety	279/6	150/8	129/5
Love and belonging	139/7	230/7	200/7
Esteem	76/9	133/3	86/3
Self-actualisation	175/8	89/8	251/10

-Bullying occurred in a very negative context at this school. It was indicated to be quite common

-Not bullying was experienced as a responsibility. The learners had received training in this regard, according to the school's website.

The rights sub-themes were twenty-five in number. Eight of these were placed at the *physiological needs* tier, four at the *safety and security* tier (except for school C, which had three at this tier), six were placed at the *love and belonging* tier, two at the *self-esteem* tier, three at the *self-actualisation* tier (except for school C, which had four at this tier).

The following figure shows how the participant children’s sense of responsibilities fitted into Maslow’s hierarchy.

Table 5.12 The sub-themes of responsibilities in relation to Maslow’s hierarchy

Children’s Responsibility	School AQ3H	School BQ3M	School CQ5
TO CLEAN THE ENVIRONMENT (PICK UP LITTER)	63	12	50
CARE FOR PLANTS AND ANIMALS	3	10	7
RECYCLE	0	0	14
KEEP HOUSE CLEAN	63	24	43
RESPECT OTHERS	73	43	43
HELP DISABLED PEOPLE AND TREAT OTHERS WELL	23	0	36
DO AS YOU ARE TOLD BY ELDERS	15	2	0

Seven sub-themes made up the responsibilities theme. Five of them were placed at the *self-actualisation* tier and two at the *safety* tier.

The participating children voiced the highest percentage of experiences relevant to the bottom or dark blue tier, across all settings. Similarity emerged strongly in the experiences of the participating children. More than 40% of participating children from every setting voiced physiological needs as their most prominent needs. A large segment of the participating children across all settings had a strong awareness of basic

needs, whether caused through having personal experience of lack or experiencing lack through seeing others suffering lack with regard to their basic needs.

School AQ3H indicated 46,5%, which was the highest in the light blue tier. This shows that the children from this school were exposed to experiences such as bullying from which they needed and wanted protection. School BQ3M showed a low 18,7%, which shows that the participating children from this setting were not highly concerned about safety and security experiences. Twenty-five comma eight per cent emerged from School CQ5, which shows that the participating children experienced safety and security moderately.

Physical and safety needs are not only the basic needs of individuals but also the foundation of Maslow's theory. If the foundational needs are well established, the consecutive tiers can build upon each tier in a way that is balanced in proportion with Maslow's Hierarchy. The consecutive tiers are built upon the foundation. When positive circumstances are present, the consecutive tiers develop well and are balanced. Looking at the circumstances of the cases, it is evident that where dire circumstances are present, the foundational tiers become more distorted and exaggerated.



School AQ3H: Bullying in this school had a very negative undertone. Bullying was voiced as something that occurs a lot and was viewed as a run of the mill occurrence. 23 February 2019.

The above observation of School AQ3H caused me to place bullying in the *safety* tier of the hierarchy.



School CQ5: Bullying in this school was regarded as a responsibility of “not to bully”. On the school’s website I found a page that reported that a group called Good News Factory (GNF) visited the school in July 2018. GNF came to educate the learners on bullying and to create awareness of “not to bully”. 23 February 2019.

The above observation of School CQ5 resulted in bullying being placed in the *self-actualisation* tier of the hierarchy.

5.6 Chapter summary

In this chapter I compared the data sets of the three diverse schools regarding the rights and responsibilities themes and sub-themes. It generated insight into what each school setting’s participants viewed as important experiences of their rights and responsibilities. I presented a description of each school setting, the themes and sub-themes and offered my interpretation of the themes. I then juxtaposed the three settings to show similarities and differences and finally compared those similarities and differences across the diverse settings by referring to Maslow’s hierarchy. Each tier of Maslow’s hierarchy is dependent on the other. Considering the importance of the first two tiers that form the foundation for needs to be realised, it is evident that deficiency in the first two tiers causes distorted or exaggerated consecutive tiers.

In chapter 6 I review and apply literature control to my findings to further understanding, answer the research questions and specify the significance of the emerging conceptual framework of this study.

5.7 Concluding remarks

The comparisons of the data sets from the three diverse schools regarding the experiences the children had of their rights and responsibilities brought great differences and similarities to the foreground. It is interesting to notice how different settings bring about children having experiences that are universal and other experiences that are so unique and diverse.



Chapter 6:

Conclusions and recommendations

Implications of the experiences of participating

children regarding their rights and responsibilities across diverse settings

6.1 Introduction

In this chapter I present answers to the research questions, specify the significance of the emerging conceptual framework, elevate the discourse on theory, describe theory building (Consult the section on the research in Chapter 2) and construe the conclusions. Chapters 4 and 5 served as background to this chapter. Chapter 4 detailed the themes, sub-themes and findings from the raw data and Chapter 5 offered comparisons of the data sets from the three diverse schools regarding the experiences the children had of their rights and responsibilities. Chapter 6 first presents literature that supports or contradicts the research findings or is silent on some matters. I offer some interpretive comments for each aspect. Then I point out the possible contribution of the study and discuss its limitations. I conclude this chapter with recommendations for improving policy and practice regarding the teaching of children's rights and responsibilities.

6.2 Literature supporting the research findings

This section comprises the literature reviewed that contributes to and supports the outcomes. I link the outcomes of the literature study to the outcomes of the research. Below, I present the themes and sub-themes of the study in relation to the parallels discovered in the current literature and the data from the research, as well as an interpretive discussion.

The first theme that emerged from the data about the experiences of the participant children regarding their rights is *My life is my right*.

The first sub-theme of Theme 1 was *I have the right to be taken care of*. When children's position in society is traced in history, the level of child upkeep and maintenance becomes more and more inferior, and children's prospects of being killed, beaten, abandoned, threatened and sexually mistreated are more probable (DeMause, 1974:1, Corsaro, 2017:69). According to Leach (1994:204), children were frequently seen as a nuisance and inferior; hence the discriminatory treatment and care of children (Corsaro, 2017:267).

In the Universal Declaration of Human Rights (1948), the United Nations declared that children are eligible for special attention, care and support, and the family is viewed as the central and fundamental cluster of society. The family should be supported and protected, especially its children, so that the family can completely accept its obligations and duties in its community. For the full and harmonious development of his personality, the child should grow up and mature in a family setting, in an atmosphere of contentment, love and understanding, bearing in mind that the child ought to be fully equipped to live a distinct life in the community and be raised in the spirit and principles declared in the Charter of the United Nations (1948), and specifically in harmony and peace, self-respect, open-mindedness, liberty, fairness and unity. The need to extend particular care to the child is imperative, as stated in the Geneva Declaration of the

Rights of the Child of 1924 (Nations, 1998) and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 (Unicef, 1989a), recognised in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialised agencies and international organisations concerned with the welfare of children. Furthermore, by reason of their physical and mental naivety and innocence, children need special protection and care, together with appropriate legal defence, pre-and post-birth (Unicef, 1989a:1).

The understanding I offer while considering the literature and the sub-theme *I have the right to be taken care of* is that this right is a crucial right. The better they are taken care of; the safer and less vulnerable children are. Children need to be taken care of in a special manner that will make them experience a sense of well-being. This is in accordance with Maslow's foundational tier (the blue tier) that emerged as the highest from the data.

Being taken care of, being protected and being assisted support the child to the extent that he feels cared for enough to grow in maturity and become responsible and participate in society. The children in the study often voiced protection as an important right. They had a great need to be raised in a healthy family environment. The participating children voiced numerous concepts related to their need to experience care and being cared for, such as food, water, love, family, home, clothing, medical care and protection. These words point to being taken care of and the importance children attached to it.

Looking at the right to be loved, Liao (2001) argues that one way to strengthen the right of children to be loved might be that human beings have rights to environments and circumstances that are critical for a decent life. Children are human beings; therefore

they have rights to such environments and circumstances that are essential to a decent life. Consequently, the right to be loved belongs to children (Liao, 2001:5). In their interviews with the assistant researcher, the participants repeatedly spoke about how they had the right to be loved, to be happy and have family. This recurring mentioning of experiences they ought to have regarding love, family and to be happy supports the sub-theme *I have the right to be taken care of*.

“The right to food is not about charity and being fed, but about the right of all to feed themselves with choice and human dignity” (Riches, 2018:12). Ninety-two of the 96 participant children voiced the right to have food. The right to food is a right that belongs to everyone, and especially to children. This is in accordance with Maslow’s foundational tier (the blue tier) that emerged as the highest percentage from the data. The participants from all three schools taking part in this study mentioned food and water quite frequently. It is noteworthy that the children in school AQ3H, where lack is experienced, made mention of it more frequently and gave it considerably greater weight than the children from school CQ5 in the affluent setting.

The second sub-theme of “*My life is my right*” that emerged from the data was *I have the right to have fun*. In this regard, participants used words like *playing, swimming* and *friends* and so forth.

For children to feel they are having fun they need to experience a fair degree of well-being. Fundamentally, the concept of play (with or without toys) appears to refer to partly casual or random and extremely flexible actions that afford the child occasion for growth and realignment of the mind, soul and spirit (Newson, 2017:11). Playing is positive and enhances the sense of well-being. It provides a sense of fulfilment in the child’s mind, soul and spirit. Children know that they feel good, happy and fulfilled when they play and experience the opportunity to play as fun.

Good relationships with friends promote children’s happiness and welfare (Uyan-Semerci and Erdoğan, 2017:288). The importance for children to experience love from

their friends is virtually a collective demand children have, independent of gender, socio-economic standing or age (Uyan-Semerici and Erdoğan, 2017:286).

Having friends and being loved by them creates a measure of well-being and the fun that goes along with it that children long for. “[P]lay is an activity driven by the search for fun and immediate enjoyment” (Sandseter and Sando, 2016:179, 196). In the words of participant P33Q3M: “Every child must have time to play”. Play is a significant activity that brings fun and enjoyment in children’s lives. It is a vital right of citizenship. Children’s right to recreation is officially acknowledged by the Declaration on the Rights of the Child, and play is recognised as a fundamental right of children globally in the Convention on the Rights of the Child (Ozanne and Ozanne, 2011:263). Children understand and know that when they play, they must consider others. P13Q5 said: “We mustn’t play rough. We must play nicely with friends.” This type of comment shows insight on the part of the participant in that one should play in a manner that ultimately leads to good relationships through considering others.

The participant children specifically mentioned having friends as a right. The participants from all three schools mentioned playing, being happy, freedom and friendship as evidence of having fun, for example in comments like “Children have the right to be free and play” and “You have a right to be happy.” However, it was not emphasised equally in all schools; the children in schools AQ3H and BQ3M did not voice being happy as strongly as those in school CQ5; it was mentioned by 50% of the participants in school CQ5, 26% in school BQ3M and even fewer in school AQ3H (8%).

The third sub-theme that emerged from the data in support of “*My life is my right*” was *have the right to be educated*.

The opportunity to be educated is a vital human right. It is an empowering right that authorises the exercise of other vital rights. Consequently, the right to education functions as a multiplier that causes growth. Education that is goal-orientated boosts the completion of all other rights and liberties (Sloth-Nielsen, 2016:219). The right to go to

school is coupled with many other experiences voiced by the participants: experiences like the right to wear clothes to school, to eat food after coming to school, to make collages, to learn English, read books and so forth. The responsibility to pick up papers and take care of the school grounds was mentioned as experiences by the participants as part of the right to go to school.

All children have the basic human right to be educated with their peers (Hornby, 2015:239). The participants echoed this by mentioning that playing with friends and having friends at school was their right. Children experience friendships with their peers when given the opportunity to go to school.

The right to education in South Africa and internationally, as argued by Lake and Pendlebury (2009:23), is expounded in section 29 of the Bill of Rights (1996), which must be understood as being in line with global law and democratic principles and human rights that are blended and inseparable, and the right to education should be viewed in relation to other human rights. They also state that children have rights through, in and to education (Lake and Pendlebury, 2009:23). Children understand that the state is responsible to provide schools and education. Some of the participants voiced through their artefacts that they would build schools if they were the president of South Africa. Some went as far as saying that they would ensure transport for the children who do not have cars to travel to school.

All children have the basic human right to be educated together with their peers (Hornby, 2015:239). Similarly, the participants mentioned that playing with friends and having friends at school was their right.

Attending school and being educated ranked low (28%) in the experiences of the children in school AQ3H, but highest by those in school BQ3M (93%); school CQ5 also ranked it high at 79%. Education has the power to elevate and better children's lives vastly. It was disturbing to find that the most impoverished school of the three (AQ3H) had little experience of education; education is the greatest method of empowering,

uplifting and bettering their lives. If the physical needs of children are met, education can contribute to self-actualisation in children. This is evident when considering the first two blue tiers of Maslow's hierarchy. Once Maslow's basic needs are met, the other aspects will materialise and become possible; the sociology of childhood, the empowerment theory and the arch of human rights could then add to the self-actualising of the child.

The fourth sub-theme "*My life is my right*" was *I have the right to make mistakes*.

Constructing knowledge and solving problems occurs naturally when mistakes are made. Through discovering, then investigating, trying out ideas and finally solving difficulties, children learn and create meaning (Mac Naughton and Williams, 2008:348). Children know that they make mistakes. Some children stated that one may not make a mistake. However, others said that making mistakes was one's right. P21Q5 said: "You have the right to do mistakes ... and the responsibility to learn from your mistakes". This comment shows that children know that through mistakes they can learn and be responsible.

Grown-ups working with children in active learning settings ought to be steered by a trust that cheering children on to solve the difficulties they come across, offers them greater learning occasions than doing things for them or endeavouring to offer a problem-free setting. Hence, they ought to wait patiently for children to take care of things autonomously (Hohman, Weikart and Epstein, 1995:34). P39 Q3H said: "Children are allowed to make mistakes. Then their parents will punish them." The assistant researcher then asked: "So, what did they learn from that?" P39 Q3H answered: "They learned that they should not commit a mistake". I find this reasoning sad, because by allowing children to make mistakes and guiding them positively, they learn how to resolve issues and apply what they have learnt to be more successful and responsible the next time such a situation arises. Unfortunately, when children are punished harshly for their mistakes, they lose the confidence to participate because they are scared of

being disciplined. Fifty-three per cent of children in school AQ3H, 5 % of those in school BQ3M and 22% of children in school CQ5 mentioned experiences of making mistakes.

The fifth sub-theme of “My life is my right” that emerged from the data was *I have the right to have things*.

Regarding an adequate standard of living, Article 27 of the UNCRC states that children have the right to a standard of living that is decent and adequate to meet their physical, spiritual and intellectual needs. Governments must support and assist guardians and families who do not have the means to offer this, specifically in respect of basic needs of the child, such as nourishment, clothing and housing (UNCRC, 1989). The participating children mentioned different “things” or possessions while talking about their experiences of their rights. This demonstrates their understanding that to be able to possess or have “things” that they desire is a child’s right.

Social grants are in place to help improve standards of living in society and are given to people who are vulnerable to poverty and in need of state support” (Government, 2018). To “have things” such as clothing, food and shelter is often lacking in many South African households. South African citizens who need assistance are awarded social grants by the South African government. The participating children often mentioned that if they were president, they would help their people by giving them money and grants. The participating children believed that it is the government’s responsibility to give grants and children’s right to receive grants.

The right to be the owner of belongings or possessions places a responsibility on such a person to respect the belongings of others, to protect both private and public belongings and property and not to damage or steal what belongs to others, to be truthful and just and to give open-handedly to aid others in need and give to virtuous causes (DepartmentofBasicEducation, 2011:9). A valuable but tough lesson for a child to learn is that sometimes others’ belongings might be better than their own. Young people could think that their worth is measured according to how much they have or do not

have. Learning to acknowledge the rights of others to be owners of possessions and to demonstrate respect for what belongs to others could be related to being content with oneself, with who one is, and to helping children to grow in self-confidence and to realise that joy does not come from possessing things. Likewise, children ought to grow in the understanding that destroying others' belongings or stealing is always unacceptable (Department of Basic Education, 2011:9,65) The right to own "things" – flowers, an aeroplane, swimming costume, a computer and keyboard, phone, sunglasses, fish tank and pets – was pointed out often by the participants. However, there was no mention of being responsible for these "things" or of respecting others' belongings.

The second theme that emerged about the experiences of the participant children regarding their rights was *My responsibility to take care*.

The first sub-theme of "My responsibility to take care" was *I have the responsibility to take care of others*.

Enlightening and empowering children regarding the usefulness of active shielding actions are promising ways to keep the peer group responsible for causing bullying to stop. The experimental underpinning for doing so is solid, and it is a method already in use by some peers. The challenge is to inspire children to shield defenceless and exposed peers (Bellmore, 2016:93). The children from School AQ3H voiced being bullied with words like "They beat me", "Kids bullying me", "Pushing me around"; P9Q3H said that if he were president he would tell children not to go to school in order to avoid being hurt at school. However, children from School CQ5 spoke about playing nicely and not bullying others and taking a stand against bullying. During the week of 23 - 27 July 2018, School CQ5 focused on becoming bully resistant. They celebrated national children's protection week, during which they were visited by a group named Goeie Nuusfabriek (GNF) (Good News Factory). GNF presented a workshop on preventing bullying. It is interesting that this school voiced not bullying from a responsibility perspective, whereas School AQ3H voiced being bullied from a victim's

perspective. Bellmore (2016:93) argues that enlightening and empowering children with the knowledge and education about how useful it is to practise being protected and defending others is of great value. Such enlightening of the children through education assisted the children at School CQ5, as the participants were no longer voicing their experiences from a victim's point of view, but from the stance of being responsible by not bullying.

Opportunities to participate in civic service show children innovative paths of responsibility; by serving others, children can feel like esteemed members of their community (Eccles, 1999:42). The participants said that helping disabled people was part of their responsibilities. When children engage in serving others, they experience a sense of value. Children want to make positive contributions to their communities. Twenty-three per cent of children in school AQ3H, 0% of children in school BQ3M and 36% of children in school CQ5 mentioned experiences of assisting disabled persons.

“Stand up in the presence of the elderly and show respect for the aged” (The Bible NIV, Leviticus 19:32) Respecting elders and other people is something children are aware of; 73% of children in school AQ3H, 43% in school BQ3M and 43% in school CQ5 mentioned experiences of respecting elders and other people as part of their responsibilities.

Children's core sense of responsibilities is to submit to and obey parents. This is evident when parent-child interaction occurs. As in attachment theory, it is concluded that in primary parenting it is to be expected that this relationship will play a key role in empowering the child to follow socialisation goals in a dynamic, enthusiastic manner to co-act with the parent. Such enthusiastic co-acting in turn inspires the parent to act extra positively towards the child (Kochanska, Kim and Boldt, 2015:1001). During the interviews participants often used the phrase, “If they send you, you must go ...” when referring to adults in their life-worlds. Children want to experience guidance and to be helped through life by responsible adults. They want and need to listen and do what is

required of them when they experience positivity and positive outcomes when they are being obedient.

The second sub-theme that emerged from the data in support of “My responsibility to take care” is *I have the responsibility to take care of the earth.*

The Department of Basic Education’s (2010:9) policy document contains the following statement referring to children’s responsibilities:

“Children are expected to have the responsibility to: promote sustainable development, and the conservation and preservation of the natural environment, to protect animal and plant life, as well as the responsibility to prevent pollution, not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.”

The participants mentioned recycling, taking care of animals and cleaning up and not littering as responsibilities that they deemed imperative. Litter is a community nuisance that is a source of food for pests, poses a community health problem, depresses property values and is damaging and unhealthy (Kelley and Ambikapathi, 2016:20). Eight-year old children show a degree of concern and consciousness about origins and influences of litter and report taking a number of steps to help solve this problem (Hartley, Thompson and Pahl, 2015:215). They are aware of the damage that littering can cause, as it contaminates and makes their living environment unsafe and unclean. They know that littering needs to be addressed. Many of the participants voiced that they and others around them had the responsibility of cleaning their houses, schools and environment and not to litter.

Learning how to take care of pets is a positive way to help children become more responsible and for children to have empathy with the needs of others (Assure, 2019). Animals are vulnerable and voiceless. Therefore, animals need to be protected and cared for. Some of the participants had this insight. They said that it was their responsibility to take care of animals.

Each attempt to recycle makes a difference. Recycling is the responsibility of one and all. Reasons for recycling are that it reduces pollution of land, water and air, holds economic benefits, saves natural resources and saves land space used for waste disposal (Langeberg, 2015). The participant children mentioned recycling as a significant responsibility. They had a convincing perception of the importance of recycling, as shown by P24Q5, who said: “My drawing is about keeping the earth clean ... by recycling” Sixty-three per cent of children in school AQ3H, 12% of children in school BQ3M and 50% of children in school CQ5 mentioned recycling and being responsible to keep the environment clean.

6.3 Comparing findings with literature: contradictory evidence

This section comprises literature found to be contradicting the findings, i.e. that does not align with the experiences of the participant children and the research findings.

South African legislation and the Constitution address children’s needs. These instruments are observed as being of a high global standard, as they contain expressive and clear promises for the rights of children. These nationwide regulations point to all the applicable global instruments that have been endorsed by South Africa (Commission and UNICEF, 2011:vi). Childhood should be a joyful period for all children. It should be a period when they have prospects to be nurtured, learn and grow; receive love; play spontaneously and being active; experience safety and protection; health; be given the opportunity to voice thoughts on matters that are important to them. We must invest in our children as we will see social justice occur and greater human capital in the future. It is a sensible and a worthwhile investment (Commission and UNICEF, 2011:v). These ideals are not reflected in what emerged from the data; they are at odds with the findings in all three school settings, as the following examples show no support for what the ideals for the children of South Africa are.

Participant P9Q3H of school AQ3H said: “If I were president, I will tell children not to go to school ... because it’s not nice, children get hurt there ... the principal wasn’t there” (The principal was not at school, so I could not report it to the principal or ask him for help). This comment shows that P9Q3H did not experience the educational environment as safe and felt unprotected, so much so that he would rather tell all children not to go to school because of the fear of being hurt there. P9Q3H also felt that there was no authority figure he could share his fears with. This child felt powerless to participate and could therefore not be a positive actor in ensuring justice and safety for himself or others.

School AQ3H was an example of insufficient basic care. This school had no available running water, or worse yet, no water at all. According to the assistant researcher’s (AR) field notes, learners had to bring their own drinking water from their rural homes to school. Water sources, school and home are often many kilometres apart. Many families do not have transport and need to walk where they need to go. In the interviews with the participant children, the AR commented several times that it was extremely hot and asked if the participants were fit to continue with the interview. The climate at this research setting is very dry and averages around 26°C/79°F in August and 29°C/84°F in September and October. The dry climate makes it very hard for young children to stay hydrated to function well. Having water is a basic human right that these participants often lack.

The AR noted that a child from school CQ5 had not been granted permission by the parent to participate in this study. Although the reason for declining consent was not required of the parent, the parent offered the reason that children do not have rights. This was a misinformed parent who created such an unfortunate situation. Not only children, but adults working with children ought to gain as much knowledge of children’s rights and responsibilities and the importance thereof as possible, as this would create a better society for all, children and adults alike.

The AR's field notes show that the teacher at School AQ3H said that she had not dealt with children's rights and responsibilities in her class in the past at all; however, she said that from then on she would educate the learners in her class about their rights. Educating children about their rights and responsibilities is required in the National Curriculum and Assessment Policy Statement (CAPS) of South Africa. Grade 3 learners ought to have six hours' worth of education regarding their rights and responsibilities (Department of Basic Education, 2011:54). The fact that the teacher promised to carry on educating her learners about their rights after the research had been conducted was an exciting and encouraging comment. It can be said that when adults working with children come to realise how empowering and uplifting children's rights and responsibilities are, the adults are also empowered in many ways.

6.4 Silences in the data compared to the literature

This section deals with silences in the data compared to the literature.

The United Nations Committee on the Rights of the Child asked nations to recruit effective children's rights educators in schools. The South African National Curriculum and Assessment Policy Statement (CAPS) includes education about rights and responsibilities (Munongi and Pillay, 2018:49), and the South African National Curriculum Framework (NCF) states that adults working with children ought to fashion children's rights in every activity they provide for the children they work with (DBE, 2015:16).

The analysis of the data showed that the participant children had vague experiences of and misperceptions about their rights across all three settings. The data did not show that the participant children expressed deep, knowledgeable experiences of their rights and responsibilities, as one would expect if CAPS and NCF were adhered to. It showed that the children from these three school settings did not receive enough education about children's rights and responsibilities, or worse yet, received no education about

children's rights and responsibilities, as admitted by one of the teachers from school AQ3H.

6.5 New insights that emerged from the data

Ninety-five per cent of the participant children from school AQ3H, 93% of those from school BQ3M and 67% of those from school CQ5 could not pair their rights with their responsibilities. There were a great number of misleading experiences of children's rights and responsibilities; for example, the AR asked P32Q3H if children had rights and what those rights were. P32Q3H answered: "Yes. They (children) must not fight. They (children) must not insult their parents". The AR then asked if those were rights, what the accompanying responsibilities would be. P32Q3H answered: "Because if they (children) insult their parents they (parents) will hit them (their children)". P21Q3H was asked which right he had pasted for his collage. He did not mention any rights but said, "It's right two. It's right number two ... It's right number one". This participant clearly had no idea what rights were. The AR then asked the participant whether children had rights. P21Q3H said: "Yes... (right) number one ..." The AR asked P25Q3H whether it was necessary for children to have rights, and P25Q3H said: "Yes ... because if there are rights, we don't fight".

At school BQ3M, P36Q3M said: "Every child has a right to responsibilities", and P2Q3M said, when talking about a right, "Go to school ..." and the responsibility that accompanies this right "... to love." The AR asked P25Q3M a question about her drawing: "What right did you draw?" P25Q3M responded: "Responsibility". The responses of the above-mentioned participant children in this school, as in the school AQ3H, revealed great misunderstanding and ambiguous experiences of their rights and responsibilities.

At school CQ5, the AR asked P27Q5 what his responsibility was. P27Q5 responded: “I have to fix my rights.” The AR posed the question individually to P14Q5 and P16Q5, asking what they thought their responsibilities were. P14Q5 said: “... you have the responsibility to have a family” and P16Q5 answered: “The responsibility is to be loved and respected.” The participants from school CQ5, like those of the two previously mentioned settings, expressed great confusion and peculiar experiences of their rights and responsibilities.

Children’s misperceptions regarding rights and responsibilities were also discovered while I did research for my master’s dissertation in a selection of 17 participating children in Grade 3. For the current study the participating children’s experiences of their rights and responsibilities were studied across three physically quite diverse settings, the context of each setting being unique in terms of place, context, physical environment and social environment. Nevertheless, each school needs improvement in their children’s understanding and experiences of their rights and responsibilities. The insight I gained through comparing the diverse settings is that the participant children experienced a collective misunderstanding of their rights and responsibilities. This misunderstanding of rights and responsibilities did not occur in one or two settings only but in all three.

6.6 Answers to the research questions

Children’s rights in South Africa have deteriorated from 2014 to 2018 (Humanium, 2014; 2018). Knowledge of children’s rights helps promote and protect children. As recommended by White (2017:60,64), the obligation of a researcher is to ask questions and find the answers to these questions, irrespective of what the answers are. My research questions reflect the aims of my research, which are to understand the experiences of Grade 3 children regarding their rights and responsibilities across diverse settings and to investigate whether children were educated and informed about

their rights and responsibilities as child citizens. I further explored possible gaps in the knowledge of children's experience and understanding of their rights and responsibilities. I aimed to give children an opportunity to use their voices through participating in this study and I wanted to identify the similarities and differences through comparison of the Grade 3 children's experiences of their rights and responsibilities across the three diverse school settings.

I commence by answering the secondary research questions to answer the main research question. When answering each research question, I refer to findings from individual participant as cases, cases of each school and then from the comparison (especially when answering research question 2).

6.6.1 Secondary research questions

6.6.1.1 Secondary research question 1

How does Grade 3 learners' understanding relate to the experiences of their rights and responsibilities across diverse settings?

Every child and young person under the age of 18 has rights and responsibilities. Children are persons and affiliates of their communities and families. Children, like adults, have rights and responsibilities, but these rights and responsibilities are appropriate to their age and development (UNICEF, n.d). The UNCRC has taken tremendous strides in bettering children's lives globally. Notwithstanding the improvement, exploitation and neglect of children's rights remain problematic (World Vision 2014:3). Rights are embodied in authoritative, lawful structures that can serve to avoid and be a solution to wrongs, and they represent lasting high values and ambitions (Alderson, 2016:1). The intention of rights is to shield and defend children from actual risk, neglect, exploitation and discrimination. Rights in themselves cannot protect children; children must know their rights and request, ask and claim these rights to be

adhered to instead of merely accepting their condition when being endangered, exploited, neglected, mistreated and discriminated against (Alderson, 2017:81). When children know their rights, they will know what to claim, as they will know what they are entitled to. They will be able to stand up to others and claim rights for others too.

During the individual interviews, participating learners had the opportunity to voice their thoughts and understandings while discussing the artefacts reflecting the experiences of their rights and responsibilities. Much of the data proved that the participants had positive knowledge of their rights. Still, some aspects of their rights were unfamiliar, untrue and unknown to the participants. An alarming example was given by P9 from school AP9Q3H when he said what he would do if he were president. He said that he would tell children not to go to school, explaining that children push and hurt one another at school. The right to be educated in a safe environment is crucial. This participant voiced a sad and very unfortunate experience of his life-world. He felt so unsafe in his school that he advised others not to attend school. His experience of going to school was one of fear and an unsafe environment. It is true that “to feel safe” is not a right as such but being able to claim the right to live in a safe environment and receive the best possible education in that environment definitely adds to the possibility of “feeling safe”. Therefore rights and being able to claim those rights add to children’s well-being and a feeling of safety (Alderson, 2017:81).

Supporting children is crucial in helping them to pick up on and to comprehend their rights and responsibilities and the rights and responsibilities of others. Children need to learn about rights through experiences such as taking turns, sharing and encouraging compassion (Mac Naughton and Williams, 2008:290). This benefits children in learning to appreciate other people’s views. Helping children speak up for what they require and voicing their beliefs encourages democracy (Mac Naughton and Williams, 2008:286). P2Q3H said that “Children must be loved and respected ... children must also love and respect others.” This participant understood that respecting other people is just as important as being respected, and loving others is just as important as being loved.

Learning to consider what other children might be thinking and feeling helps children to begin to understand that the world is greater than themselves and adds to their understanding of their responsibilities. Children become more attuned to others' signals and wishes, and they are then ultimately able to respect other persons' viewpoints. Being more aware of others helps children to know that everyone has the right to learn, to be safe, to make friends and to play. Children need to be encouraged to make responsible behavioural choices that will cause them to respect all persons' human rights. Furthermore, developing and taking responsibility allows people to govern and regulate their own lives.

Children should be empowered and prompted to recognise their ability to select what they want to do, as it propagates a sense of ability and strength (Mac Naughton and Williams, 2008:315). This, in turn, helps children to experience a sense of worth, which promotes participation in civic life. Children who feel that they are part of their community and have a place in it are more keen to act and make responsible choices (DuPont, Foley and Gagliardi, 1999:ii,iii). The understanding of P6Q3H is apparent in her responsibility to disabled people in her comment, "Children must help disabled persons ... Children must wheel the disabled persons with their wheelchairs." Twenty-three per cent of the participants from school AQ3H referred to assisting disabled persons; school BQ3M was silent about experiences with disabled persons (0%) and 36% of the participant children from school CQ5 spoke about assisting and looking after the disabled. Children should be made conscious of their responsibilities, as their understanding of their responsibilities will enable them to contribute to the mutual good of all around them, to consider the impact of their activities on the welfare of others, and could promote children's participation in matters appropriate to their age – matters such as taking care of their pets, doing chores within their living environment, recycling, assisting others and so forth (Osler and Starkey, 2017:10-11). Educating children about their responsibilities and encouraging them through cultivating a sense of responsibility helps children to grow in the skills of working and playing with others fairly. With this

focus and intentional effort, children can move towards understanding and protecting their own rights and the rights of others and developing their complete possibilities as responsible citizens (DuPont et al., 1999:ii).

6.6.1.2 Secondary research question 2

How do learners' experiences of their rights and responsibilities compare across diverse settings?

The themes that developed while I investigated are presented in Chapter 4. The focus of my comparative analysis was the cases studied. These cases were selected because of my interest in the experiences of learners regarding their rights and responsibilities and in what the cases revealed to me, as the diverse settings showed not only different findings but similar findings as well. I made use of the emerging conceptual and theoretical framework to shed light on the cases chosen and building the conceptual framework. I observed and attempted to find answers through the interpretation of the empirical data collected from these cases (Lijphart, 1971:682, 692). Comparative research inquires on many levels, and the fragments of data are identifiable and grouped in themes and the elements that make up those themes (Teune and Przeworski, 1970:36,37).

Three schools or settings that were diverse in many ways were chosen to collect data (Rule and John, 2011:23); for example, in terms of school classification according to the quintile system used by the DBE, in terms of learners' and adults' backgrounds, life experiences, viewpoints, ethnicity, race, socio-economic status, gender, exceptionalities, language, religion and geographical area (School and Health, 2010). It was interesting to note that despite these differences, not only different experiences, but many similarities emerged as well.

The findings of the data painted an informative picture of how participants understood the experiences of their rights and responsibilities. The evidence that emerged from the data for the three schools is compared in Chapter 5. The figure 6.1 below shows what emerged while looking at each of the three settings individually using Maslow’s hierarchy (1943:370). Maslow was concerned with human possibilities and realising individuals’ full potential. His hierarchy is a theory of human motivation that marks the intentions and identified realities resulting from reflection and trial. The hierarchy has five tiers of basic needs (McLeod, 2007:4) and was used to assemble the views of the various schools’ participants in percentages instead of numbers, which reflects the identified themes and sub-themes of this specific study per setting or school better. The following figure compares the outcomes in percentages and colours.

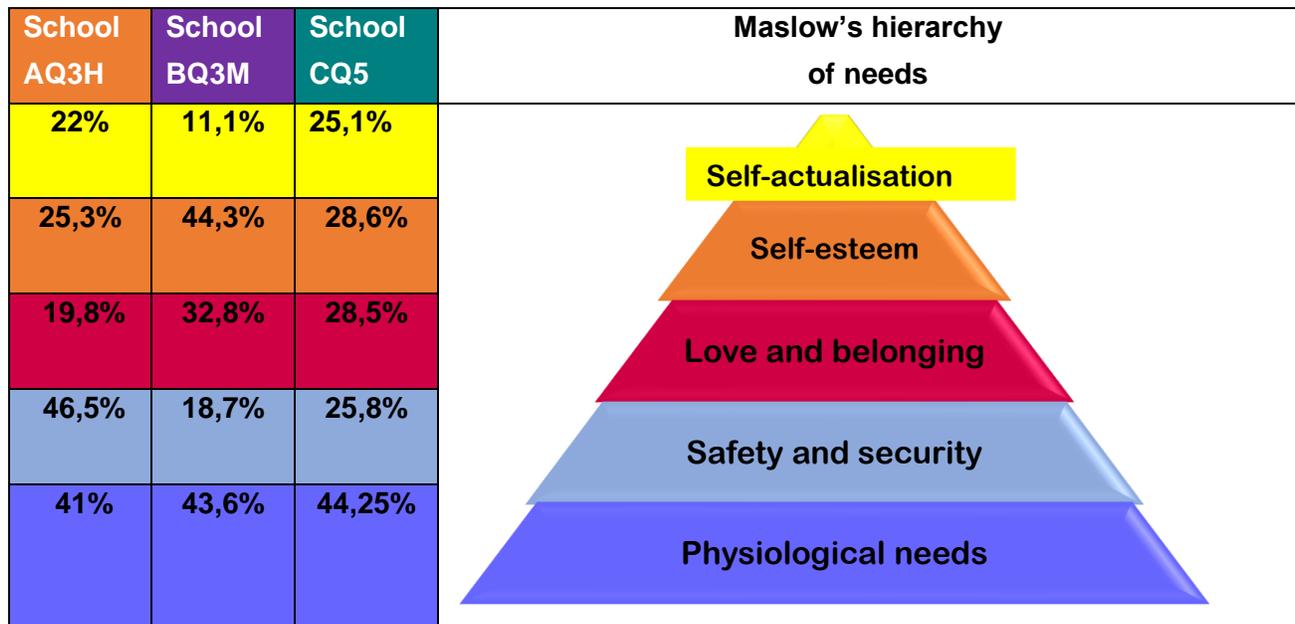


Figure 6.1 The tiers and colours used in the comparison

School 1’s participants voiced their thoughts regarding their experiences of rights and responsibilities by strongly focusing on food and water, a clean environment, having a

home, having cake to eat, being able to wash and bath, having clothing and medical care, which were all placed in the *physiological needs* tier, with an outcome percentage of 41%. Being bullied and wanting protection, being able to play safely and nicely, and being allowed to make mistakes, respecting others and obeying elders were placed in the *safety* tier with an outcome percentage of 46,5%. The bottom tiers proved to be a solid and strong focus for these participants. Thoughts like love, family, being able to go to church, being respected and being listened to, having friends and being happy were moderately focused on and were placed in the *love and belonging* tier, with an outcome percentage of 19,8%. The *love and belonging* tier received the weakest focus from these participants.

The participants spoke of having a car, motorcycle or transport; going to school and having toys. These thoughts on rights and responsibilities were mentioned moderately frequently and placed in the *self-esteem* tier, with an outcome percentage of 25,3%. Lastly, rights and responsibilities that were also mentioned moderately frequently were beautifying by having flowers; freedom of thought; keeping the environment and the home clean; assisting disabled people and caring for animals. These thoughts were placed in the *self-actualisation* tier, with an outcome percentage of 22%.

Figure 6.2 was created by adapting Maslow's hierarchy to reflect the views of **school AQ3H's** participants regarding their experiences and understandings of their rights and responsibilities. Based on the percentage frequency with which a right or responsibility was mentioned by the participants, it is rated either as strong (40 to 100 %), moderate (20 to 39%) or slight (0 to 19%) in the respective tier.

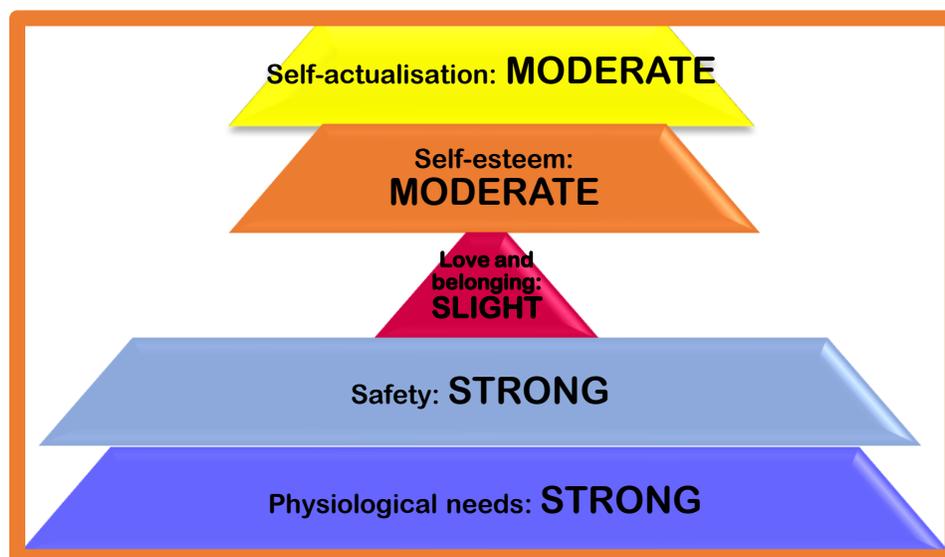


Figure 6.2 Maslow's hierarchy showing the frequencies in **school AQ3H**

The participant children in school AQ3H expressed few and slight positive experiences fitting in the love and belonging tier, whereas at schools BQ3M and CQ5 the love and belonging tier was represented moderately frequently and very frequently respectively. Experiences of family, love, friends and being happy were mentioned only a few times by participants in this setting. Reasons I could find in the data were that many of the learners were cared for by only their grandmothers, so there seemed to be few family and love experiences. Furthermore, bullying was a great concern here, as children felt unsafe in their friendship experiences.

School 2's participants voiced their thoughts regarding their experiences of rights and responsibilities by strongly focusing on food and water, a clean environment, having a home, having cake to eat, having clothing and medical care, being able to wash and bath, which were placed in the *physiological needs* tier, with an outcome percentage of 44,25%. The participants moderately frequently mentioned being protected, being able to play safely and nicely, being allowed to make mistakes, respecting others and obeying elders. These thoughts were placed in the *safety* tier, with an outcome percentage of 18,7%. Thoughts of love, family, being respected and being listened to,

being able to go to church, having friends and being happy were mentioned moderately frequently and were placed in the *love and belonging* tier, with an outcome percentage of 32,8%. The participants strongly emphasised having a car, motorcycle or transport, going to school, learning English and having toys; these responses were placed in the *self-esteem* tier, with an outcome percentage of 44,3%. The rights and responsibilities that were slightly mentioned were freedom of thought, beautifying by having flowers, keeping the environment and the home clean and caring for animals; these thoughts were placed in the *self-actualisation* tier, with an outcome percentage of 11,1%. The *physiological needs* and *self-esteem* tiers proved to be solid and the strongest focus for these participants. The *safety* and *self-actualisation* tiers proved to be respectively the weakest and slightest focus of these participants.

Figure 6.3 was created by adapting Maslow's hierarchy to reflect views of **school BQ3M** regarding the experiences and understandings of their rights and responsibilities. Based on the percentage frequency with which a right or responsibility was mentioned by the participants, it is rated either as strong (40 to 100 %), moderate (20 to 39%) or slight (0 to 19%) in the respective tier.

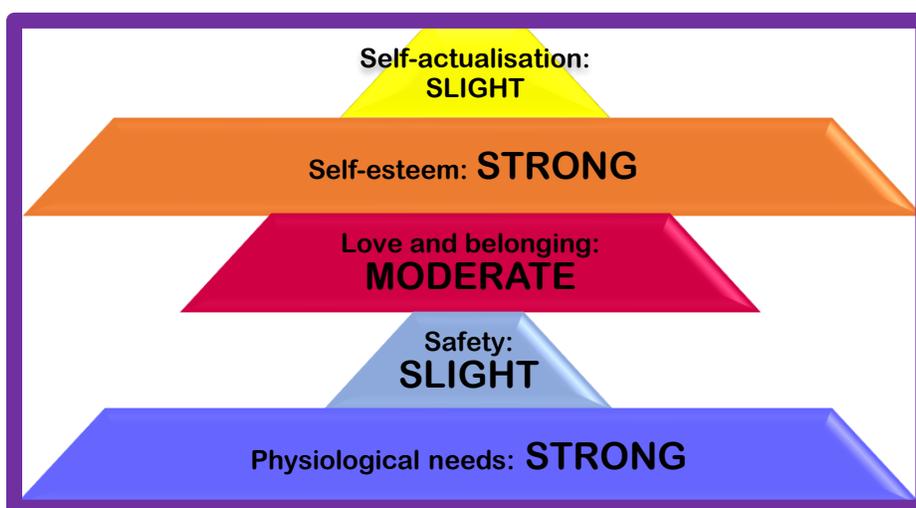


Figure 6.3 Maslow's hierarchy showing the frequencies in **school BQ3M**

The participant learners in school BQ3M expressed only a few positive experiences which I could place in the self-actualisation and *safety* tiers, whereas school AQ3M had a moderate *self-actualisation* tier with a strong *safety* tier and school CQ5 had a moderate *self-actualisation* tier with a moderate *safety* tier. Experiences of protection, learning from mistakes, freedom of thought, cleaning the environment, taking care of other persons such as handicapped persons received slight mention by participants in school BQ3M.

School 3's participants voiced their thoughts regarding their experiences of rights and responsibilities by strongly focusing on food and water, a clean environment, having a home and having clothing and medical care; these were placed in the *physiological needs* tier, with an outcome percentage of 43,6%. Being able to play safely and nicely, being allowed to make mistakes and respecting others and elders were placed in the *safety* tier, with an outcome percentage of 25,8%. Thoughts like love; family; having a name; having friends and being happy were mentioned moderately frequently and were placed in the *love and belonging* tier, with an outcome percentage of 28,5%. The participants also spoke of being able to go to school and having toys. These thoughts were moderately frequently mentioned and were placed in the *self-esteem* tier, with an outcome percentage of 28,6%. Other rights and responsibilities that were mentioned moderately frequently were beautifying by having flowers, freedom of thought, keeping the environment and the home clean, assisting disabled people and caring for animals, not bullying and recycling; these were placed in the *self-actualisation* tier with an outcome percentage of 25,1%. The *physiological needs* tier proved to be the strongest focus of these participants; the *safety*, *self-esteem*, *love and belonging* and *self-actualisation* tiers received a moderate focus from these participants.

Figure 6.4 below was created by adapting Maslow's hierarchy to reflect the views of **school CQ5's** participants regarding their experiences and understanding of their rights and responsibilities. Based on the percentage frequency with which a right or

responsibility was mentioned by the participants, it is rated either as strong (40 to 100 %), moderate (20 to 39%) or slight (0 to 19%) in the respective tier.

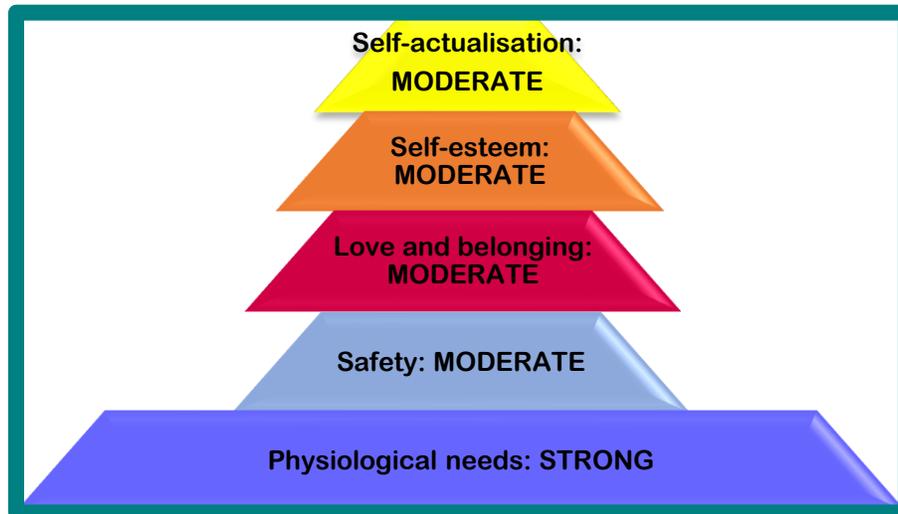


Figure 6.4 Maslow's hierarchy adapted to frequency showing **school CQ5**

The participant learners in school CQ5 expressed moderate experiences in all tiers except the *physiological needs* tier, where the participant children had strong experiences. It is remarkable that no slight experiences were voiced in this setting. This is promising and inspiring. In Figure 6.5 for schools 1 (AQ3H) 2 (BQ3M) and 3 (CQ5), the hierarchy diagrams are juxtaposed to facilitate comparison.

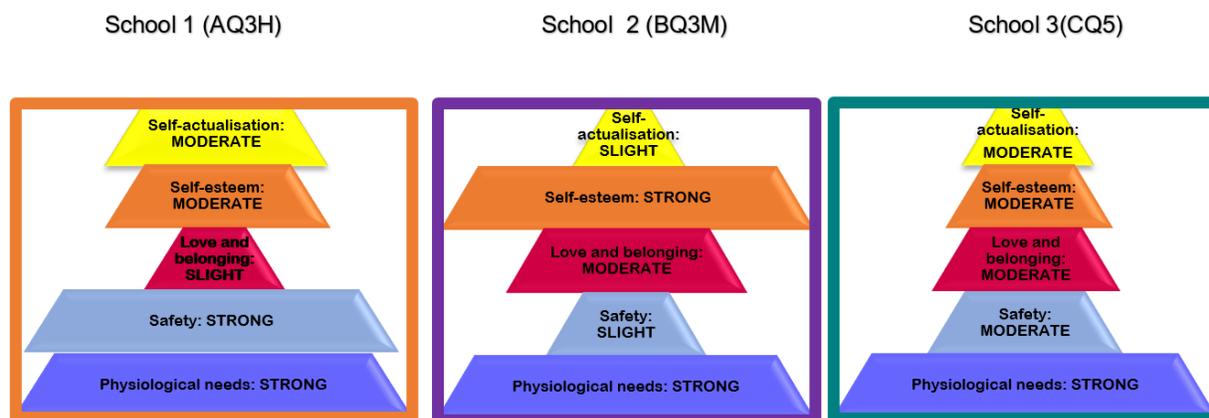


Figure 6.5 Juxtaposed schools 1 (AQ3H), 2 (BQ3M) and 3 (CQ5)

When comparing the three school settings, one notices that the experiences of the participants that were placed in the *self-actualisation* tier are moderate for school 1 (AQ3H), slight for school 2 (BQ3M) and moderate for school 3 (CQ5). The experiences of the participants placed in the *self-esteem* tier were moderate for school 1 (AQ3H), strong for school 2 (BQ3M) and moderate for school 3 (CQ5). The experiences of the participants placed in the *love and belonging* tier were slight for school 1 (AQ3H), strong for school 2 (BQ3M) and moderate for school 3 (CQ5). The experiences of the participants placed in the *safety* tier were strong for school 1 (AQ3H), slight for school 2 (BQ3M) and moderate for school 3 (CQ5). The experiences of the participants placed in the *physiological needs* tier were strong for school 1 (AQ3H), strong for school 2 (BQ3M) and strong for school 3 (CQ5). All three settings were found to be similar in terms of voicing strong experiences in the *physiological needs* tier. The *physiological needs* tier is the only tier in which participants from all three settings indicated their experiences at a similar frequency. South Africa is a country where citizens see, experience or are aware of poverty, for example through the media. I believe that this could be a strong reason why the *physiological tier* received such marked attention from the participants, as the children (especially in the impoverished school where they

experienced poverty every day) were well aware of the serious basic physiological **needs** around them.

6.6.1.3 Secondary research question 3

How do learners' understanding, and experiences inform instruction and learning practices, development and implementation?

Gaining insight into children's experiences and their understanding is important, as they are the present and future actors of the South African democracy and a likely and substantial source of social influence among their parents, peers and community (Hartley et al., 2015:209). Looking at children for their understanding and experiences, one can identify gaps, misunderstandings, breaches and positive understanding and experiences that can impact education and curriculum development.

In the foreword to the Curriculum and Assessment Policy Statement for Grades R-3 in Life Skills, Ms. Angie Motshekga states that the curriculum is built on the values of the South African Constitution. The aims she mention are, among others,

“Establish a society based on democratic values, social justice and fundamental human rights. Improve the quality of life of all citizens and free the potential of each person. 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. Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations. Education and the curriculum have an important role to play in realising these aims.”

These words are very important when meditating on the importance of educating young children about their rights and responsibilities. Rights and responsibilities education and knowledge play a large role in laying the foundation for future critical outcomes:

- “Identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation” (DBE, 2011:5)

It is stated in the CAPS document (DBE, 2011:9) that

“Personal and Social Well-being is an important study area for young learners because they are still learning how to look after themselves and keep themselves healthy. This study area includes social health, emotional health and relationships with other people and our environment, including values and attitudes. The study area Personal and Social Well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment. It addresses issues relating to nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health. Learners will develop the skills to relate positively and contribute to family, community and society, while practising the values embedded in the Constitution. Learners will learn to exercise their constitutional rights and responsibilities, to respect the

rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.”

The themes and sub-themes that emerged from the raw data were presented in Chapter 4. In Table 6.1 these themes and sub-themes are matched to related topics from CAPS. It is worth mentioning that rights and/or responsibilities as such are listed only twice as a topic in the CAPS document: on page 54, *Rights and responsibilities for Grade 3*, and *Manners and responsibilities for Grade 1* on page 32.

Table 6.1 Relationship between themes and sub-themes of the study and CAPS

Themes and Sub-themes	CAPS topic and page number
1. My life is my right	Grade 3: •Rights and responsibilities – page 54
1.1 I have the right to be taken care of	Grade R: •My body – page 16 •Home – page 17 •Safety – page 17 •My family – 17 Grade1: •Me – page 30 •Healthy habits – page 30 •My family – page 32 •Keeping my body safe – page 31 •Food – page 32 Grade 2: •Everyone is special – page 42 •Healthy living – page 42 •People who help us – page 44 Grade 3: •Keeping my body safe – page 54
1.6. I have the right to have fun	Grade R: •Sport – page 21 Grade3:

	<ul style="list-style-type: none"> •Feelings – page 54
1.7. I have the right to be educated	<p>Grade R:</p> <ul style="list-style-type: none"> •In the classroom - page 15 <p>Grade1:</p> <ul style="list-style-type: none"> •At school – page 30
1.8. I have the right to make mistakes	Does not appear in CAPS
1.9. I have the right to have things	<p>Grade R:</p> <ul style="list-style-type: none"> •Transport – page 19
Themes and sub-themes	CAPS Topic and page number
2. My responsibility to take care	<p>Grade 1:</p> <ul style="list-style-type: none"> •Manners and responsibilities – page 32 <p>Grade 3:</p> <ul style="list-style-type: none"> •Rights and responsibilities – page 54
a. I have the responsibility to take care of others	<p>Grade1:</p> <ul style="list-style-type: none"> •Safety in the home – page 31 •My community – page 32 <p>Grade 2:</p> <ul style="list-style-type: none"> •Road safety – page 44 <p>Grade 3:</p> <ul style="list-style-type: none"> •Public safety – page 56
b. I have the responsibility to take care of the earth	<p>Grade R:</p> <ul style="list-style-type: none"> •Water – page 19 •Healthy environment – page 20 <p>Grade1:</p> <ul style="list-style-type: none"> •Pets – page 32 •Water – page 33 <p>Grade 3:</p> <ul style="list-style-type: none"> •Recycling – page 55 •Pollution – page 56

Educators play a vital role in strengthening understanding, knowledge and experiences. When considering rights and responsibilities education, this could not be truer. The abovementioned indicates that the CAPS topics could be viewed as being intertwined with the rights and responsibilities as expressed and experienced by children. Rights and responsibilities should not be thought of as a separate and unimportant topic that does not affect other areas of education. Educating children about their rights and responsibilities has a powerful impact on all matters concerning children, as was discovered by Covell and Howe (2001:29) in their study and assessment of the impact of rights education when comparing children who had received such education with those that had not. The children who did receive rights education showed an advanced level of self-worth, enjoyed better peer and teacher support and possessed amplified rights-respecting attitudes.

Educating children about their rights and responsibilities in schools does not happen in isolation. It is important to remember that such education is not a task to be passed on to someone else. Every caretaker involved in children's lives is responsible for teaching them about their rights and responsibilities. Children come with their understandings gathered from their everyday life-worlds and are frequently predisposed to adhere to the ideas their families and communities have. Firstly, teachers can promote open communication between parents and themselves on the matter of children's rights education. A joint effort could be the basis for bettering children's rights knowledge. Teachers supporting parents and parents supporting teachers can contribute significantly to the education of children about rights and responsibilities (Osler and Starkey, 2006:29, 39). While I was gathering data for this study, one child keenly wanted to be a participant. However, the parent noted that she was not to take part. Her reason: "Children don't have rights". By building a professional and positive partnership with parents, guardians and family, one can establish a sense of goodwill through which such misperceptions can be identified and addressed. This partnership could cultivate and create positivity towards the education about children's rights.

Secondly, educators can build children's knowledge regarding rights and responsibilities by creating a learning environment that is rights- and responsibilities-based and friendly. UNICEF (2012a) describes the characteristics of a rights-based learning environment. The following are a few of the characteristics that an educator could bear in mind when creating such an environment.

- “Reflect on and realise the rights of every child. This implies cooperating with other partners to promote and monitor the well-being and rights of all children; defend and protect all children from abuse and harm. Be a sanctuary.
- See and understand the complete child, in a broad context. This implies being concerned with what happens to children before they enter the system (e.g. their readiness for school in terms of health and nutritional status, social and linguistic skills), and once they have left the classroom; back in their homes, the community and the workplace.
- Being child-centred. This implies encouraging participation, creativity, self-esteem and psycho-social well-being; promoting a structured, child-centred curriculum and instruction-learning methods appropriate to the child's developmental level, abilities and learning style and considering the needs of children above the needs of the other actors in the system.
- Promote quality learning outcomes. This implies encouraging children to think critically, ask questions, express their opinions and learn how to learn; helping children master the essential enabling skills of writing, reading, speaking, listening and mathematics and the general knowledge and skills required for living in the new century, including useful traditional knowledge and the values of peace, democracy and the acceptance of diversity.
- Be flexible and respond to diversity. This implies meeting different circumstances and needs of children (e.g. as determined by gender, culture, social class and ability level).

- Act to ensure inclusion, respect and equality of opportunities for all children. This implies not to stereotype, exclude or discriminate based on difference (UNICEF, 2012a).”

The National Curriculum Statement (NCS) Grades R - 12 refers to barriers and what educators should do when barriers are experienced. Barriers should be recognised and all the applicable backing structures within the school community, including parents, educators, District-Based Support Teams and Institutional-Level Support Teams should be consulted for advice and assistance. Barriers can be addressed in the teaching space by using numerous curriculum variation approaches, such as those contained in the Department of Basic Education’s Guidelines for Inclusive Teaching and Learning (DepartmentofBasicEducation, 2018).

From the findings of my research project I realised that young children are eager to experience and know their rights and responsibilities, which in turn causes them to feel empowered. This relates to the theory of the sociology of childhood, which stresses the capability of the child to acquire knowledge of their rights and responsibilities and to make meaning of their world through their knowing. Grownups and educators ought to be well informed about children’s rights and responsibilities (Joubert, 2012:461). Educators can further equip themselves regarding the education of children’s rights and responsibilities by doing research about human rights and children’s rights and responsibilities. Online courses are available, such as one offered by UNICEF. Later in this chapter I provide a toolkit comprising teaching media that could be employed to enhance and enrich rights education in the learning environment. Osler and Starkey (2017:15) argue that “[a] knowledge of human rights principles and basic standards should be part of every teacher’s basic toolkit”.

6.6.2 Main research question:

How do Grade 3 learners experience their rights and responsibilities across diverse settings?

The aim of my research was to listen attentively to the participant learners to find answers to the research questions from the data they provided. Therefore learners were asked to express their experiences informed by their understanding along with their sentiments and feelings about their rights and responsibilities, which coloured and added understanding to the research topic. Children can experience things themselves, and only they can reflect on their experiences of those things. Adults can interpret what children voice, but they have access to children's thoughts and feelings only through what the children choose to reveal (Boud, Keogh and Walker, 2013:11). Gaining insight through the voices of children was vital, as children are the present and future actors and a possible and significant source of social impact among their parents, peers and community (Hartley et al., 2015:209).

The school year in South Africa runs from mid-January to around the first week of December. The data was collected towards the end of the school year, between August and October 2018. Time played a very important role in that data was gathered from each setting in a short, uninterrupted period. It was imperative for the participants to provide data that was gathered from each setting at the same period in the school year (Schneider and Wagemann, 2012:264). All the participant children were at the end of their Grade 3 school year, at which time they had advanced to the highest level of the early childhood phase.

Taking the themes and sub-themes that emerged across all data sets and textual data into consideration, it is evident that the experiences of the participant children showed numerous similarities and differences. Lobe, Livingstone and Haddon (2007:35) argue that when using diverse places or settings, full advantage can be taken of what the diversity permits in exploring the scope or universality of a phenomenon. The diverse

settings offered a greater opportunity for me as a researcher to observe the differences and similarities between the experiences of the participant children. Considering differences and similarities in the theme “My life is my right“, the participant children revealed much about family, love, food and water, home, going to school, playing safely, nicely and well, living in a clean house and environment. These were the strongest, but not the only experiences mentioned. How the participants’ experiences of their rights differed or corresponded in the diverse settings is set out in Table 6.2.

Table 6.2 Children’s experiences of their rights

Rights experiences of “My life is my right” in diverse settings	1 School A	2 School B	3 School C
Nourishment	Similar to B and C	Similar to A and C	Similar to A and B
Education	Different from B and C	Similar to C Different from A	Similar B Different from A
Safe play	Similar to B and C	Similar to A and C	Similar to A and B
Home	Different from B and C	Similar to C Different from A	Similar B Different from A
Love	Similar to B Different from C	Similar to A Different from C	Different from A and B
Clean living space	Similar to C Different from B	Different from A and C	Similar to A Different from B
Family	Different from B and C	Similar to C	Similar B

Rights experiences of “My life is my right” in diverse settings	1 School A	2 School B	3 School C
	C	Different from A	Different from A

Nourishment and safe play were mentioned at the same frequency across the three settings by the participants. Play is a very central experience for all children and one they have a right to. Children also know and understand that responsible play entails playing safely with others. The experiences of education, home and family were different across the settings. School A did not give much attention to these experiences, but schools B and C mentioned them as a strong experience. It appears that the children in setting A were not as secure in their family and home life, as these experiences were slight. Furthermore, the education that the participants from school A received did not give them strong experiences, and therefore they were not educated positively.

The experience of love was strong for schools A and B and moderate for school C. This implies that the basic right to love is a right the participant children experienced, and the experience of love was not completely absent. Participants from schools A and C spoke about experiencing a clean-living environment, but the participants from school B mentioned experiencing a clean-living environment only slightly. Experiencing a clean-living environment brings about healthier living for children. Schools A and C seemed to experience this and were very aware of the importance of a clean environment. However, the participants from school B did not mention a clean-living environment often, which shows that the children were not fully aware of it.

Participants from school A strongly voiced nourishment, safe play and love. Nourishment was often mentioned by these participants, because they experienced a lack of it and realised the importance of having enough food and water. The experience of education and family was low. Many of these participants were cared for by their grandmothers, who usually had very limited resources. The limited mention of family by these children shows that overall, experience of family was low. These participants had a low and negative experience of education.

Participants from School B frequently mentioned nourishment, education, safe play, home, love and family. Nourishment, education and love were very important to these participants, and they mentioned their experiences of these rights more than participants from school A. The frequent mention of their rights points to the fact that they had more and deeper positive experiences of these rights, although a clean-living space did not receive much attention in this school compared to the other two settings. The participants seemed to lack awareness of a clean-living environment. Awareness of issues comes through education and/or experiences that are positive or negative. The slight mention of a clean-living environment by the participants could result from both education and experience.

Participants from School C frequently mentioned nourishment, education, playing safely, home, a clean-living space and family experiences. These rights were very important to these participants, and they mentioned their experiences of these rights more frequently than school A. Love received the lowest attention, but was still mentioned by, for example, P15Q5 who said: “To be loved and respected” when asked to explain what his collage portrayed. Generally, the participants had deeper and more positive experiences of their rights in this school setting. This setting was more affluent, and education on issues such as bullying was prominent.

Regarding differences and similarities in the theme “My responsibility to take care” the participant children frequently mentioned respect for others, keeping the earth and environment clean, caring for their home and keeping their home clean. These were the

strongest, but not the only experiences voiced. How the experiences of participants from the diverse settings corresponded or differed is set out in Table 6.3.

Table 6.3 Children’s experiences of their responsibilities

Responsibilities experiences of “My responsibility to take care” across diverse settings	1 School A	2 School B	3 School C
Respect others	Different from B and C	Similar to C	Similar to B
Keep my environment clean (and not littering)	Similar to C Different from B	Different from A and C	Similar to A Different from B
Care for my home and keep it clean	Similar to C Different from B	Different from A and C	Similar to A Different from B

In terms of the experiences of the theme “My responsibility to take care” vis-à-vis respecting others, keeping my environment clean and caring for my home, school A’s participants voiced their responsibilities experience more strongly than participants from school B and C. Still, learners from all the schools voiced their responsibilities in some way or other. Participants from school A strongly mentioned responsibility for respecting others and keeping their home and the environment clean by picking up litter. Participants of school B’s responsibilities experiences were mentioned the least in all three settings. Being responsible comes from experience and education, which in turn result when a child is allowed to participate and do “things”. Adults working with children should afford children the opportunity to participate and experience responsibilities.

Through such opportunities and experiences children become more and more responsible. The participants in this setting might not have been educated or have been given much opportunity to participate, which would explain why the responsibilities experiences of the participant children from school B were mentioned the least in all three settings.

Viewing the abovementioned coupled with the findings from Chapter 4 and Chapter 5 of the three school settings, it is evident that the participants experienced their rights and responsibilities to varying degrees. The participants had individual experiences and experiences as a group in their setting. Individually, each participants' experience was personal, and when these personal experiences were grouped together it tied the individual experiences together to form experiences in their setting. Being part of a group impacts the individuals in the group and their experiences in such a setting; for example, when there is a culture of being responsible, it impacts a school setting and the children being schooled in such a setting. A further example is education. The quality of education delivers an experience of education that either empowers and uplifts children or disempowers them and lets the children and their communities down. The quality of education can be improved by taking care of children's needs, listening to the children being educated and fashioning an environment of empowerment in which children enjoy their rights and responsibilities experiences, such as being nourished, being loved and all other rights children are entitled to. Children's rights and responsibilities are realised in schools with diversity when adults (teachers, parents and community members) work together effectively and resourcefully (Calderón, 1999:94).

6.7 Interpretation through the emerging conceptual and theoretical framework

Comparing two or more cases puts the investigator in a better position to establish the circumstances in which a theory will or will not hold (Bray et al., 2016:76). A great deal of empirical studies moves from theory to data. Yet the build-up of knowledge includes a repeated steering from theory to data until knowledge becomes deeper (Eisenhardt,

1989:548,549). Moreover, the comparison may advocate concepts that are relevant to an emerging conceptual and theoretical framework (Bray et al., 2016).

I constructed the emerging conceptual and theoretical framework by combining four theories. These combined theories provided a basis and lens through which to view the data in the search for the answers to the research questions. It should assist adults working with children to educate them about children's rights and responsibilities and empower such children through listening to and supporting them in satisfying their needs. The theories and conceptual framework combined are Maslow's hierarchy of needs (Maslow, 1943:370-396), the sociology of childhood (Corsaro, 2017), empowerment of the child (Freire, 2018:80-130) and the arch of human rights (UNICEF[PFP], 2014). The theories and conceptual framework perform like gears when there is an alignment between these theories and concepts. Figure 6.6 below shows the theories and conceptual framework employed to build the emerging conceptual framework.



Figure 6.6 Theories and concepts employed to build the emerging conceptual framework

Marlow's hierarchy of needs applies to adults as well as children and explains the rights experiences and understanding of the participant children from a human needs perspective. As an example, all the researched children mentioned the right to food and water. Where the participants mentioned nourishment as their right, it meant that it was based on an experience of a lack of nourishment. This does not mean that all the participants experienced such a lack; in some cases, it meant that they experienced privilege, i.e. that they had enough nourishment, and/or that they also possessed an understanding of the importance of food and water.

The sociology of childhood is a vehicle for children to be ushered from being mere products created by adult labour into being given the voice to speak about what they deem vital and central. The motivation behind this study was to achieve exactly this: hearing what the children's experiences of their rights and responsibilities from all walks of life, from the child's point of view were. Therefore, I recorded, listened, reflected and searched the data repeatedly to gain an understanding of the children's thoughts about what they saw, felt and lived in their personal settings and life-worlds. The participant children were given the opportunity to talk about their artefacts and discuss what they thought about their rights and responsibilities. The children were competent to voice what they experienced, thought and perceived. Listening to children is futile unless action is put in place. Therefore, listening to the child results in empowerment of such a child. This empowerment occurs in two ways, namely empowering children by listening to them, thereby giving them a voice; and empowering children by guiding them to the arch of human rights through education and to have them experience rights in their lives with the responding responsibilities and accountability.

Taking part in the study empowered the children, because they felt that they and their thoughts were important enough for them to get the opportunity to speak and be attentively listened to by an adult. They felt they were being taken seriously and given the opportunity to express their thoughts through the guidance of adults. As the participant children made their artefacts and took part in interviews, they became more and more excited to express what they experienced as rights and responsibilities. The interviews increased their feeling of empowerment, as they could tell about and discuss the artefacts they made, and as they were able to describe what they thought of their experiences of their rights and responsibilities through these artefacts. The empowerment of the participants gave them the reassurance to share their experiences.

Taking this emerging conceptual and theoretical framework further into the classroom and school environment can accomplish much in uplifting and educating children and inform the development of curriculum (related to secondary research question 3). Adults

who listen and assist children will understand the importance of basic needs and bring about empowerment in children. Within the arch of human rights, the duty bearer or adult working with children can create an environment of education and empowerment for children throughout childhood by paying attention to and supporting children in matters concerning them. Maslow's hierarchy of needs will contribute to adult understanding of children's trials and issues if the adult is conscious of and attentive to what children voice regarding their life-worlds. Attentive listening and understanding will enable the adult to empower the child to participate, which will improve children's experiences of their rights and responsibilities. Children participating in social matters will then hopefully contribute to society and eventually to social justice. This is an inspirational possibility for all children and adults working with children through implementing the emerging conceptual and theoretical framework.

Table 6.4 shows how one theory built upon another to form the emerging conceptual framework through which children's experiences of their rights and responsibilities can be viewed. The findings of this study relate to the emerging conceptual framework regarding children's experiences of their rights and responsibilities. The following is an explanation regarding the use of coloured fonts. These coloured fonts represent the theories and conceptual frameworks utilized in the table and diagram below. **Blue** represents Maslow's hierarchy of needs, **turquoise** represents the empowerment theory, **green** represents the sociology of childhood and **light green** the arch of human rights.

Table 6.4 Findings of this study and the emerging conceptual framework

Theory	Description	Finding
Maslow's hierarchy of needs	Maslow's hierarchy of needs is foundational, as needs impact children's experiences of their rights and responsibilities.	Basic needs have a substantial impact on children's experience of their rights and responsibilities.

Empowerment theory	Empowerment theory: Children need to be given the opportunity to voice their thoughts and to be uplifted by being ushered into the arch of human rights.	Children can be empowered through using their voices.
Sociology of childhood	Children have the potential to think deeply.	Children understand that people have needs and rights, and that those rights must be acknowledged to ensure a good quality of life.
The arch of human rights	Children must be educated regarding their rights for them to contribute toward their schools, community and their country.	Education improves children's understanding and experience of their rights and responsibilities.

Figure 6.7 is a diagram of the emerging conceptual framework through combining the abovementioned theories and concepts for inspecting the rights and responsibilities experiences of children.

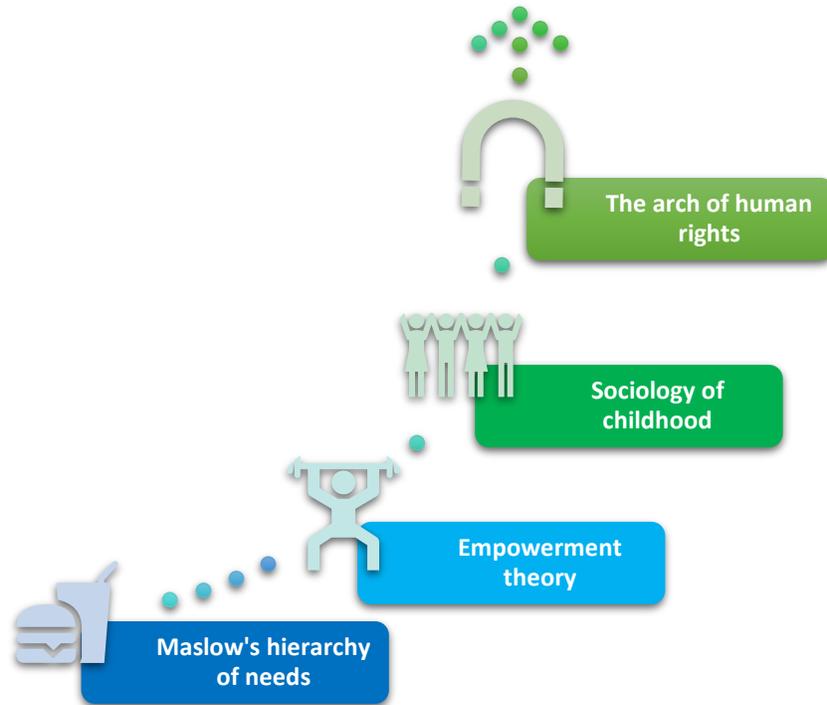


Figure 6.7 Diagram of the emerging conceptual framework

The multiple case study employed for this study made it possible to make tentative generalisations that could be investigated further or advanced in future studies. The possible generalisation can be regarded as advancing this qualitative study. However, I have experienced challenges and identify limitations in the next section.

Above, I have described and blended theories to build my theory regarding children's rights and responsibilities. Maslow's hierarchy of needs is the foundation to higher thinking and acting. South African's impoverished settings must first be addressed as soon as possible; only thereafter can we expect children to do higher order thinking. However, children have the potential to think deeply and we must give recognition to their voices. This is in line with the sociology of childhood. Children should be empowered and educated regarding their rights and responsibilities as children's knowledge of their rights and responsibilities does not occur by itself. When children

are educated about their rights and responsibilities, we can hope and anticipate their contribution to their school, community and their country.

6.8 Limitations of the study

The limitations I address relate to the difficulty to repeat the design management in all three settings (Rule and John, 2011:21,22). With this limitation in mind, the research assistant (RA) attempted to duplicate the data collection process as far as possible. The RA was the same person at each of the three schools; the data was collected as simultaneously as possible (i.e. at the same time of the school year); much of the same artefact material, such as paper and stationery, was used and the same sequence of artefact creation and interviews was followed at each setting. When I contemplated comparing the interpretation and findings of this study as presented in Chapter 4, I realised that the unequal number of participants per school (40 from school AQ3H, 42 from school BQ3M and only 14 from school CQ5) would distort the outcome. The reason for the lower number in participating children from school CQ5, was fewer than half of the possible number of participants had parental consent to take part in this study.

I decided to utilise a like-to-like comparison throughout this study (Consult Chapter 5, Section 5.3. Interpretation) and to address the limitation by expressing the frequency of themes and sub-themes in percentages. This provided equality to the voice of each participant.

The employment of a research assistant was essential for data collection. I needed someone who lived in the geographical area and understood the language and culture of the communities where data was to be collected. The assistant researcher had to have experience in education and be comfortable working with children. The research assistant was a mother of four and had been an educator in Johannesburg, Gauteng, from 1978 to 2018 and later moved to Tzaneen, Limpopo. After finding the assistant, the

challenge arose of her not having knowledge of data collection. This initially posed a challenge, as she was not familiar with collecting research data and what the reasons for this study were. However, she received training and was briefed on the rationale and the design of data collection to be used in this study. She became very passionate and interested in finding answers. I was in constant communication with her and she had the opportunity to discuss any questions or concerns with me whenever she needed assistance. This resulted in a close working relationship, which in turn became a positive and successful data collection venture with a broader perspective.

The participants used English and Xitsonga as languages to communicate while data was collected. I, the researcher, understand English very well, but I am not familiar with Xitsonga, and this could have been a limitation. However, I used the services of a reliable translation company. The assistant researcher played an invaluable role in translating the Xitsonga responses of the participants. The RA verbally repeated in English what the participants said in Xitsonga while recording the interviews with the voice recorder. When I received the data back from the research assistant after data collection, which she had translated herself, I made use of a translation company that translated and transcribed all the Xitsonga interviews. These methods enabled me to analyse both the English and Xitsonga responses with ease.

6.9 Recommendations

Children's rights education is fundamentally more about what we do in our world than what the world's current status is. South Africa is built on a constitution strongly rooted in human rights, and South Africa's policy and curriculum, CAPS, directly and indirectly covers much of what relates to human rights, which include children's rights. A great deal of the existing academic curriculum can be put in this context and can be enriched by the UNCRC through working towards the goal of bettering and promoting children's rights and responsibilities education. This will assist schools, teachers and adults

working with children to fulfil the legal and moral duties outlined in the UNCRC and the South African constitution. The CAPS document touches on *Manners and responsibilities for Grade 1* on page 32 and *Rights and responsibilities for Grade 3* on page 54. We will not be able to achieve much by restricting our efforts to the application of this insufficient amount of attention to children's rights and responsibilities education. However, educating children with a constant rights and responsibilities awareness and foundation will contribute significantly to the empowerment of each child, their schools and their community. Furthermore, it will fuel the expectation and create the possibility of accomplishing a greater South Africa where a brighter future, respect for all and peace triumph and ultimately create world peace (Friedmann and Covell, 2012).

The existing national South African curriculum policy is vast and wide-ranging. This may cause educators to become downhearted, as they may not be able to link rights and responsibilities to the topics prescribed and these topics to rights and responsibilities. The Department of Basic Education should make available a strong and comprehensive step-by-step guide and outline how and what educators and schools should teach with regard to children's rights and responsibilities. Such a guide should be followed closely by adults working with children in South African schools. Additionally, the Department of Basic Education should measure the implementation of the guide in all South African schools and ensure that every child receives rights and responsibilities education. "What gets measured gets improved" (Drucker, 2012).

6.9.1 Recommendations for further study

Educators need to be confident in teaching children about their rights and responsibilities. Further studies could be conducted with educators by the Department of Basic Education to find out how they approach and educate children about their rights and responsibilities and whether rights and responsibilities education is neglected or

taught successfully. If gaps are identified, as was the situation in this study, solutions should be found.

6.9.2 Recommendations for training and practice

The Department of Basic Education should ensure that its policy on children’s rights and responsibilities education is followed by schools, with the support and guidance of their principals. Children who do not possess knowledge of their rights and responsibilities are vulnerable and could suffer abuse of their rights, could be murdered, forced to work in awful environments, be orphaned, abandoned, assaulted, mistreated, deprived of basic education and discriminated against. Successful people are the consequence of edification through education (Archard, 2014:109,234). Children who are adequately educated about their rights and responsibilities will be less vulnerable, and teachers should empower children to have and create a brighter future for all in South Africa.

Following a multi-tiered approach throughout the education system and its ranks is suggested to achieve successful children’s rights and responsibilities education in all South African schools. University training of Foundation Phase teachers and the Department of Basic Education’s in-service training should devote more attention to children’s rights and responsibilities education. Table 6.5 shows the recommendations and notions to encourage rights and responsibilities education.

Table 6.5 Recommendations and notions for rights and responsibilities education

Tier within education)	Recommendation and notion
Recommendation 1: WHO? All children	WHAT? Mini poster Each child must receive a “mini poster” about children’s rights and responsibilities, provided to them by the department, which should be kept in their school diary. This mini-poster has children’s rights and responsibilities printed on it, in age-appropriate text/ drawings.

	<p>WHY? Quick and accessible</p> <p>A poster is a quick and accessible point of reference for a child to know and understand their rights and responsibilities</p>
<p>Recommendation 2:</p> <p>WHO? Parents and educators</p>	<p>WHAT? Parents and teachers must create occasions for children</p> <p>Parents and teachers must create occasions for children to voice their thoughts and experiences regarding their rights and responsibilities so that the adult can assist the child in making sense of his thoughts and help him to participate and become responsible.</p> <p>WHY? This would empower children to be able to ask for help and take a stand for those that have no voice</p>
<p>Recommendation 3:</p> <p>WHO? Department of Basic Education</p> <p>WHO? Principal</p> <p>WHO? Educators</p>	<p>WHAT? Large and Mini posters</p> <p>Large posters and mini-posters about children's rights and responsibilities should be printed and supplied by the Department of Basic Education.</p> <p>WHY? Displayed for awareness and knowledge creation</p> <p>These posters must be displayed prominently in teaching spaces such as walls in the classroom, in hallways and in common school areas.</p>
<p>Recommendation 4:</p> <p>WHO? Department of Basic Education</p> <p>WHO? Principals</p> <p>WHO? Educators</p>	<p>WHAT? Staff evaluation</p> <p>Principals and educational staff should be evaluated on their teaching of children's rights and responsibilities in their schools as part of their key performance areas with the EMBO.</p> <p>WHY? To create and better awareness and knowledge</p> <p>To create and better awareness and knowledge of children's rights and responsibilities</p>
<p>Recommendation 5:</p> <p>WHO? Principals</p> <p>WHO? Educators</p>	<p>WHAT? Public , communal teaching at school assembly</p> <p>Rights and one responsibility ought to be the undertone of any and all school activity. At each school assembly, at least one right and responsibility ought to be stated and explained.</p> <p>WHY?</p>

	To create and better awareness and knowledge of children's rights and responsibilities
Recommendation 6:	WHAT? Public country wide competition
WHO? Department of Basic Education	The department could launch a competition across South Africa to find the child who wrote the greatest inspirational essay on rights and responsibilities and introduce a picture competition for the younger children.
WHO? Educators	WHY? To create and better awareness and knowledge of children's rights and responsibilities countrywide
Recommendation 7:	WHAT? Public country wide teacher prize-giving
WHO? Department of Basic Education	The department could launch a prize-giving ceremony where all the best-performing education staff, principals and schools in South Africa could be rewarded publicly. This could be the ideal occasion to reward the child who wrote the greatest inspirational essay on rights and responsibilities and the younger child winning a picture competition.
WHO? Educators	WHY? To create and better awareness and knowledge of children's rights and responsibilities countrywide

The above table shows recommendations and notions for rights and responsibilities education:

Recommendation 1:

WHO? All children, **WHAT?** Mini poster Each child must receive a "mini poster" about children's rights and responsibilities, provided to them by the department, which should be kept in their school diary. This mini-poster has children's rights and responsibilities printed on it, in age-appropriate text/ drawings. **WHY?** Quick and accessible A poster is a quick and accessible point of reference for a child to know and understand their rights and responsibilities

Recommendation 2:

WHO? Parents and educators. WHAT? Parents and teachers must create occasions for children to voice their thoughts and experiences regarding their rights and responsibilities so that the adult can assist the child in making sense of his thoughts and help him to participate and become responsible. WHY? This would empower children to be able to ask for help and take a stand for those that have no voice.

Recommendation 3:

WHO? Department of Basic Education and Principal and Educators. WHAT? Large and Mini posters. Large posters and mini-posters about children's rights and responsibilities should be printed and supplied by the Department of Basic Education. WHY? Displayed for awareness and knowledge creation. These posters must be displayed prominently in teaching spaces such as walls in the classroom, in hallways and in common school areas.

Recommendation 4:

WHO? Department of Basic Education and Principal and Educators. WHAT? Staff evaluation. Principals and educational staff should be evaluated on their teaching of children's rights and responsibilities in their schools as part of their key performance areas with the EMBO. WHY? To create and better awareness and knowledge To create and better awareness and knowledge of children's rights and responsibilities

Recommendation 5:

WHO? Principals and Educators. WHAT? Public, communal teaching at school assembly Rights and one responsibility ought to be the undertone of any and all school activity. At each school assembly, at least one right and responsibility ought to be stated and explained. WHY? To create and better awareness and knowledge of children's rights and responsibilities

Recommendation 6:

WHO? Department of Basic Education and Educators. WHAT? Public country wide competition. The department could launch a competition across South Africa to find the child who wrote the greatest inspirational essay on rights and responsibilities and introduce a picture competition for the younger children. WHY? To create and better awareness and knowledge of children's rights and responsibilities countrywide.

Recommendation 7:

WHO? Department of Basic Education and Educators. WHAT? Public country wide teacher prize-giving. The department could launch a prize-giving ceremony where all the best-performing education staff, principals and schools in South Africa could be rewarded publicly. This could be the ideal occasion to reward the child who wrote the greatest inspirational essay on rights and responsibilities and the younger child winning a picture competition. WHY? To create and better awareness and knowledge of children's rights and responsibilities countrywide.

It is of great importance that children's rights and responsibilities education be measured by the Department of Basic Education (DBE) throughout the multi-tiered approach to identify success and improve performance through the Management by Objectives (MBO) process. This is a process where goalmouths are established for the entire system and for every tier and individual that forms part of it. The goalmouths are used for development and to find solutions for challenges, to assist, support and supervise rights and responsibilities education and to measure and reward contributions. Figure.6.8 shows the education management by objectives (MBO) process.

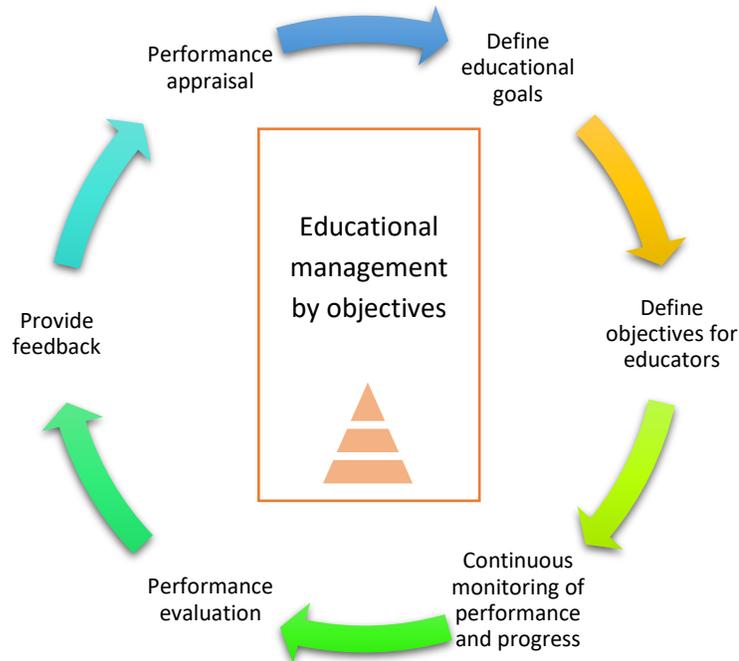


Figure 6.8 **Education management by objectives** (Adapted from Drucker, 2012)

The above figure shows what the education management by objectives (MBO) process could look like.

6.10 A rights and responsibilities toolkit

A rights and responsibilities toolkit could be viewed as a set of resources. Educators could add to this toolkit to suit their setting. Moreover, educators could acquire abilities or skills through research and training. The toolkit provided here contains a rights story, a rights song and web links with some songs and stories regarding responsibilities that are available online. A vast number of tools and media can be found on the internet by searching the topic of children’s rights and responsibilities and the teaching thereof. Addendum D displays web site links of music and songs, stories and lesson plans.

Suggested songs:

🎵 Responsibilities song: “Little Mandy Manners”

🎵 Responsibility song: “Responsibility song”

Suggested responsibilities stories:



“The best me I can be. I am responsible” by David Parker



Bartholomew and the oobleck by Dr Seuss

A story (Addendum E) related to rights is provided in this rights section of the toolkit. A children’s story, authored by Linda van Aardt, illustrated by Riaan Marais, titled *Rainbow of Rights: KHUNA THE LOERIE* can be used as a tool to teach children’s rights to learners. Khuna is a loerie that is sad and dull. He meets a worm called Fudge. Fudge tells him about the magical *Rainbow of Rights* book. He sets out on the adventure of finding the book. When he finds this book, it transforms his feathers (outside) and his heart (inside), empowering him and making him happy. The bird is transformed from a dull to a colourful feathered creature. Consult Addendum 1 to view the story titled *Rainbow of Rights: KHUNA THE LOERIE*. Figure 6.9 shows the story of KHUNA THE LOERIE.



Addendum E

Figure 6.9 Storybook Rainbow of Rights: KHUNA THE LOERIE

A rights song was written and composed by Jans Jonker (2019) specifically for this study. Consult Addendum F for sheet music of the melody and the words. The following figure shows the lyrics of the song titled *Right with the right of a child*.

<p>Children's rights SONG</p> <p>Written and composed by Jans Jonker</p>	<p style="text-align: center;">Right with the right of a child</p> <p>1. Yes I'm right – not left or right – I am right! I'm a child we've got rights – children's rights Ev'ry adult, ev'ry old, ev'ryone on the road Help my MOM, help my DAD Support me, defend me, protect me from the Bad</p> <p>2. Yes I'm right – about my right – day and night Ev'ry law in our land – holds my hand Own religion, own nice friends, anyone not just trends Help my MOM, help my DAD Support me, defend me, protect me from the Bad</p> <p>Chorus: all the children have, all the rights we have If we're girls, or we're boys, if we're rich or have no toys Treat me fair, treat me right That's my right!</p> <p>3. Don't you see what I need to pro-ceed? No more crime, no more drugs, only hugs Handicap'd, special care, anyone we all share Help my MOM help my DAD Support me, defend me, protect me from the Bad</p> <p>Repeat chorus + "Treat me fair, treat me right THAT'S MY RIGHT"</p>
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Figure 6.10 Lyrics of the song Right with the right of a child

The following figure shows the melody of the song titled *Right with the right of a child*.

Right with the right of a child!
John Arisele

MELODY LINE

I have the right not to be hit or hurt,
All rights are the child's, we've got rights,
CHILDREN RIGHTS Every child every day,
Every one on the road, HELP MY MOM,
HELP MY DAD, stop pollution, use and use pro-
tect me from the bad!
All the children have, all the rights we have, if
we are girls or we are boys, if we are rich or have no food,
tear me fat, tear me right, THAT'S MY RIGHT!
tear me fat, tear me right, THAT'S MY RIGHT!

University of Pretoria

JUST? you see what I need
to pro-ceed? No more time, no more dogs,
on a rug! Run of escape, use the care:
Any one we all share: HELP MY MOM,
HELP MY DAD, stop pollution, use and use pro-
tect me from the bad!
All the children have, all the rights we have, if
we are girls or we are boys, if we are rich or have no food,
tear me fat, tear me right, THAT'S MY RIGHT!
tear me fat, tear me right, THAT'S MY RIGHT!

University of Pretoria

Figure 6.11 Melody of the song titled *Right with the right of a child*

Rights and responsibilities games are an easy and fun way for children to become aware of and get to know their rights and responsibilities. Many well-known games can be converted, and new ones can be designed to make this sort of experience available. An example of such a game is *Rights and responsibilities Bingo*. Figure 6.12 shows an example of Bingo converted into a game of rights and responsibilities.



Figure 6.12 A Bingo game of rights and responsibilities

6.11 Concluding remarks

JF Kennedy (1963) said: "Children are the world's most valuable resource and its best hope for the future." This is universally true and unambiguously so in the South African context. With this in mind, the importance of empowering and listening to children becomes more crucial, as children's rights in South Africa deteriorated from 2014 to 2018 (Humanium, 2014; 2018). Urgent action needs to be taken to educate South Africa's children about their rights and responsibilities to provide a hopeful future.

This study contributes to the acknowledged domain of rights and responsibilities education as I have identified a gap in the research literature. The chief findings of this study were, firstly, that education improves children's understanding and experience of their rights and responsibilities. School C educated its learners through the educational visit by GNF, which demonstrated how to solve bullying and promote good relationships

in their school. This equipped these learners to create a safer and less vulnerable social environment. At school A, the participant children experienced vulnerability due to inadequate education about bullying and adult absence. The participants could therefore not report or gain support and assistance to resolve the issue of bullying, leaving them vulnerable and defenceless. Education is a powerful tool to make children aware of their rights and responsibilities. Secondly, basic needs have a substantial impact on children's experience of their rights and responsibilities. The participant children experiencing poverty or a lack (such as school B and, to a greater degree, school A) had fewer experiences and less understanding of their rights than their more affluent counterparts in school C. Thirdly, the participant children understood that people have needs and rights. They knew that these rights must be acknowledged to ensure a good quality of life. Across the three diverse settings, the participant children stated what they would do to make the South African people happy if they were the president: caring for them by giving them food, water, money, health care, transport, education, homes and so forth.

Throughout this research project I focused on listening to children's voices about their experiences. The goal was to investigate the rights and responsibilities that informed their understanding in diverse settings gave me insight and made me realise that they had different levels of experience and understanding of rights and responsibilities. The findings showed that at times their experiences were deep, rich and positive, but in other instances very disheartening when sad experiences emerged. It is vital to improve children's rights and responsibilities experiences through adult listening, empowering children and educating them on this topic. This will in turn enable them to modify and adjust to the world they live in, so that they become less defenceless, exposed and vulnerable and can become the hopeful and valuable future citizens that South Africa so desperately needs.

The National Curriculum Statement (NCS) necessitates rights and responsibilities to be an undercurrent of and integrated and infused in all educational practices and

knowledge (DBE, 2010:7). Educators should integrate and infuse rights and responsibilities education into the curriculum. This could be daunting for educators, but if a detailed booklet were provided by the DBE and principals trained their staff to use such a booklet, educators should be better equipped and might feel more adequate to integrate rights and responsibilities education and to fulfil the CAPS requirements for educators. Additionally, a further benefit from implementing such a booklet could be helping clear misunderstandings, remedy violation of rights and teach responsibilities in South African schools.

The eagerness and excitement the participant children displayed when they spoke of what they would do to uplift South Africa if they were president were inspiring and proved that children want to make the world they live in a better place. Educating them about their rights and responsibilities will equip them to do just this. Children have the ability to comprehend that they possess the power and the duty to change the world for the better. Building their world through rights and responsibilities education will create a better world for generations to come.

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Addendum A

Limpopo Department of Education consent letter

 **LIMPOPO**
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF
EDUCATION**

Ref: 232 Eng. M.C. Mabasa P.O. Tel No: 013 297 6444 E-mail: eng.mabasa@ed.gov.lm

Linda van Aardt
P O Box 85196
Waterkloof
0145

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"EXPERIENCE OF GRADE 3 LEARNERS ON THEIR RIGHTS AND RESPONSIBILITIES ACROSS DIVERSE SETTINGS"**.
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not in any way disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be informed).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH LINDA VAN AARDT

**DEPARTMENT OF EDUCATION
LIMPOPO PROVINCE
TZANEEN CIRCUIT**
2018 -07- 17
38 Apatha Street
TZANEEN 0850
Tel No: 013 307 3877
MOPANI DISTRICT

Request granted to conduct research on *topic of [redacted] focusing on grade 3.*

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4226/4494

Mhlabo

The heartland of southern Africa - development is about people!

Addendum B

Participant assent letters

Hello , I am a researcher... 

I am doing a study to learn more about what children think  their rights and responsibilities are.

I am asking you to help because I don't know very much about what children  think because your thoughts and ideas are very important.

If you agree to take part in my study, I will ask you to:

- ~Draw a story or picture about your rights and responsibilities
- ~Make a **collage** about those rights and responsibilities
- ~Make a **list** of children's rights and responsibilities.
- ~And **tell** me about your work

What I learn from this research may help me to understand and help other children  to be safe.

You may ask me questions  at any time.

You may ask to skip a question, or to stop  at any time.

The questions I ask are only about what you think. 

There are no right or wrong answers because this is not a test.

If you do not want to do the activities I shall excuse you and not hold it against you. 

Will you please help? **PLEASE** Yes or No: yes

Your name and surname: _____

Your school's name: _____

Today's date is: _____

3801 female

Addendum C

Parental consent letter


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UNIVERSITEIT VAN PRETORIA
 UNIVERSITY OF PRETORIA
 YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Parent

REGARDING: Voluntary participation in PhD research study with the title: "Experiences of Grade 3 children on their rights and responsibilities across diverse settings".

I am presently enrolled for my Doctorate in Education at the Department of Early Childhood Education at the University of Pretoria. In partial fulfillment for the requirements of this degree; I am requested to conduct a research project.

Children's rights and responsibilities play a very important role in keeping children safe, informed and responsible. Democratic South Africa's constitution and the children's act view these rights as fundamental to a healthy and secure childhood. Children's rights and responsibilities are also part of the Life Skills Curriculum prescribed by the Department of Education.

For this research I propose to conduct a study with all the grade 3 teachers and grade 3 children from your child's school, to investigate the experiences children have of their rights and responsibilities.

Who can be included in the sample?
 Participants in this study will be grade 3 teachers teaching in a diverse classroom and more specifically the grade 3 children in these classrooms. The teachers and children will be observed in their natural classroom environment if consent is given. Your child will be a learner in this classroom and will therefore become directly involved in the research if you will be so kind as to afford me the privilege of including your child.

Will the research impact the school?
 Your school district and circuit offices have already given me permission to conduct the study at your school. I have applied for permission with your school principal and the involved teachers too. I request therefore your kind consideration for your consent before I conduct the study. Your identity and that of every teacher and learner who participates in the study will not be published in my thesis.

The researcher will need to go into the teacher's classroom to make observations. Observations will include observing when the teachers explain what the tasks are that the children need to complete and possibly when the teacher is giving a lesson on the rights and responsibilities. The learners' thoughts and understanding and projects will be observed. I will only do my observations with children of whom the parents have given consent. I will also take photographs of the tasks the children have completed but no identities of those children will be revealed. The purpose of the photographs is to assist with data collection and data analysis and none of these photographs will be made public.

What is the format of the research?
 If you give me permission to conduct research at your school, I will do the following:

1. I would like to ask all the grade 3 teachers from your school to participate in my research and hand out consent letters.
2. Introduce the researcher to the grade 3 class and hand out consent letters for their parents to complete before commencing with data collection.
3. Once consent forms are returned I will observe grade 3 children in various sessions, when they complete the following tasks:

Activity	Duration	Location
Draw a story and illustrate on their rights and responsibilities	20 minutes	The participant's classroom
Make a collage	20 minutes	The participant's classroom

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Fakulteit Opvoedkunde
 Lefapha la Thuto

Experiences of Grade 3 learners on their rights and responsibilities across diverse settings

understand that my name, the name of the school and the name of participants will not be linked with the research material, and myself, the teachers, the learners and the school will not be identified or identifiable in the reports that result from the research.	✓
I acknowledge that I am informed that observation sheets and field notes will be made in the teachers' classroom. I therefore give consent that the use of these recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	✓
I agree that the data collected may be used in future research.	✓
I choose to allow my child to participate in this research project.	✓

Please note: If you choose not to have your child part of this research, I will not use any observations, field notes or photographs that may involve your child.

I, hereby give consent that my child may participate in the educational research study.

Parent signature: Date: 07.09.2018

Parent of (child's name):

School and Class: PRIMARY (grade 03)

Addendum D

A rights and responsibilities toolkit

 Responsibilities song: "Little Mandy Manners"

<https://www.bing.com/videos/search?q=the+best+me+i+can+be+iam+responsibile&&view=detail&mid=293A9915B581954BB70A293A9915B581954BB70A&&FORM=VRDGAR>

 Responsibility song: "Responsibility song"

<https://www.bing.com/videos/search?q=the+best+me+i+can+be+iam+responsibile&&view=detail&mid=7208B161C04AE7FBEC6B7208B161C04AE7FBEC6B&&FORM=VDRVRV>

Suggested responsibilities stories:



"The best me I can be. I am responsible" by David Parker



Bartholomew and the oobleck by Dr Seuss

Video link to the book Bartholomew and the oobleck by Dr Seuss:

<https://www.bing.com/videos/search?q=bartholomew+and+the+oobleckby+dr.+seuss&view=detail&mid=47F6762A61C885DC7D2E47F6762A61C885DC7D2E&FORM=VIRE>



The following two links contain rights and responsibilities education resources and lesson plans:

<https://yourmovement.ca/wp-content/uploads/2014/03/GEAR-pages-26-41-Rights-Responsibilities.pdf>

and <http://www.childrensrightseducation.com/index.html>

Addendum E

Rights story

Story written by: Linda van Aardt

subject to copyright held by writer

Illustrations by: Riaan Marais

subject to copyright held by the artist

Edited by: Ellen Marais and Daniella Franca Joffe

Rainbow of Rights and Responsibilities



There once was a Knysna Loerie named Khuna.

He was a rather dull-looking bird with no colour to him at all.

He had big wings, a long-feathered tail, a sharp beak and a wide crest, but they were all stone-grey. Even his strong legs and curly claws were dull and grey.

One cold and rainy day, Khuna sat on a rock, looking out to sea. He was wet and freezing, and altogether feeling quite miserable when a little rainbow-coloured earthworm squiggled and squirmed up next to him.

Noticing the juicy earthworm, Khuna whispered, "LUNCH! Finally, something good is happening to me."

The little earthworm heard Khuna's whisper. "No! I have rights, you know, and a name. It's Fudge. Please don't eat me. I also know of a magical book that you might want to read if you leave me in peace."

Khuna had heard about magical books before, but not about rights.

"Rights?" He asked. "What kind of rights?"

"Well," said Fudge. "I have the right to be alive and kept safe from any harm, for a start."

The Loerie was impressed with the little earthworm's confidence, as well as with his magnificent colouring.

"And how did you become so colourful?" he asked.

'Now, that has something to do with the magical book I have just spoken of. Like I said, you might want to read it, and are welcome to do so if you leave me in peace.'

Khuna considered this. "Ok," he said. "You have a deal."

Fudge nodded towards the sea. "You'll have to travel far for the book, but it is worth the effort."

"I'm not going to fall for that! You will be long gone by the time I get back and I won't have anything juicy to eat," said Khuna.

Fudge inched his way towards a hornbill's nest close by.

"How about I tell you where the magical book is, and then I'll crawl into this hornbill's nest. You can close the entrance with a stone, and fly back here to free me once you've found the book."

Khuna considered this. "Ok," he said. "You have a deal."



Fudge then explained where the magical book was hidden.

"Fly across the sea to the Forever Forest. You will see a patch of purple-coloured trees in the middle of the forest, growing together in the shape of a heart. Land on the tallest tree, in the center of the heart. Then, climb down until you spot the secret door sealed in the bark. When you say the magic words, the door will open to a chamber where the book is kept."

"What are the magic words?" asked the Loerie.

"I have rights that no one can take away. I have responsibilities that keep me on track every day."

Khuna felt inspired by these words. He made sure Fudge crawled into the hornbill's nest safely, secured the entrance with a stone, and flew away as fast as he could.

On his way there, he kept repeating the magic words so as not to forget them:

'I have rights that no one can take away. I have responsibilities that keep me on track everyday.'

Khuna's journey to the Forever Forest was long and tiresome. He could barely keep his wings moving when he saw a purple patch in the far distance. The heart-shaped trees! The sight gave him strength and determination, and onwards he flew.

As he approached, he spotted the tallest tree. Landing gently, he climbed down its trunk until he saw the magic door. His wings flapped in anticipation. He cleared his throat and said the magic words:

'I have rights that no one can take away, I have responsibilities that keep me on track everyday.'



The door flew open! Khuna opened it wide and was surprised to see a large room, full of wooden bookshelves. He entered cautiously.

"Hello?" he said. No one answered.

"Hello?" He said again. This time an old owl flew down from a book shelf.

"Hewhoooo!" said the owl. "What brings you here?"

Without any hesitation, Khuna said, "The magical book."

"Ah, who sent you here? said the owl.

"A little earthworm named Fudge."

"Oh, yes, I know him," said Owl, and smiled. He spread his great wings and flew to the highest bookshelf. He then flew back to Khuna and placed a tiny rainbow-coloured book into the Lorie's claws.

"You may read this now, and when you are finished, please place it back on the shelf." Owl hooted once and then disappeared.

Khuna gazed at the shimmery cover, bursting with light and colour. Written in sparkly script was the title, 'Rainbow of Rights and Responsibilities.' Looking at his claws, he noticed how grey and dull they were, and wished he could be just as beautiful. Opening the book, he saw some words written in red:

'You have the right to have food, clothes, and a place to live.'

No sooner had he finished reading, when the Lorie noticed his claws changing colour from stone-grey to luscious red! Khuna was so amazed, he turned to the next page. The second Right was written in warm orange.

'You have the right to be taken care of by adults.'

Within a second, his feathery legs changed to a flaming orange colour. Khuna could hardly believe his eyes, he was so thrilled.



The words on the third page, written in a bright pink, were:

'You have the right to make friends and the right to play.'

Sure enough, Khuna's belly became bright yellow. He quickly flipped the page and read the fourth Right, which was highlighted in emerald green:

'You have a right to an education.'

Immediately, an opulent green spread over his chest. Grinning widely, he turned the page again to see what the fifth Right was. It was written in sky blue:

'You have the right to enjoy your own culture, practise your own religion, and speak your own language.'

He could feel his throat and beak being flushed with blue, and found himself singing a sweet song filled with gratitude.

The sixth page contained beautiful, indigo-coloured words:

'You have the right to think what you like, and to collect worldwide information from the media (radios, newspapers, television, books, etc.,).'

Now, Khuna's crest and wings were painted a rich indigo. He stretched his fan-like wings out with pride. Glancing over his shoulder, he looked at his long tail, still dull and grey. I wonder, he thought, and turned to the last page.

The seventh, and final Right, was written in deep violet:

'You have the right to be alive and no one should hurt you in any way, or put you in prison.'

With delight, Khuna watched how his tail shifted colour. He then lifted his fine violet tail to the sky and bowed to the book.



“Thank you for this rainbow of rights,” he said, “I will take responsibility and make sure I honour them every day.”

The Loerie placed the tiny book back on the highest shelf and left the chamber full of energy. He then swept over the Forever Forest towards the sea, and back to where the little earthworm was waiting.

When he approached the hornbill's nest, Khuna noticed the rain had gone and in its place, the sun was shining brilliantly, making everything appear more vibrant and alive. Khuna moved the stone to one side and looked inside the nest.

Just as he did so, the little earthworm crawled out and squinted his eyes at the Loerie.

“Look at you! I see you found the book, then!” Fudge exclaimed.

“Oh, yes. I sure did!” Khuna nodded. “Thank you very much for guiding me to the forest, and to the book’s teachings. I am so happy to be strong and free. And I am sorry if I scared you, and that I didn’t trust you.”

“I didn’t feel that scared. And I was quite cozy and snug in this warm nest, out of the rain.”

Khuna grinned and stretched a radiant indigo wing towards Fudge.

“Would you like to be friends, little earthworm?”

Fudge nodded.

“Ok, he said. “You have a deal.”



Addendum F

Rights song lyrics and melody

Right with the right of a child

1. *Yes I'm right – not left or right – I am right!
I'm a child we've got rights – children's rights
Ev'ry adult, ev'ry old, ev'ryone on the road
Help my mom, help my dad
Support me, defend me, protect me from the Bad*
2. *Yes I'm right – about my right – day and night
Ev'ry law in our land – holds my hand
Own religion, own nice friends, anyone not just trends
Help my mom, help my dad
Support me, defend me, protect me from the Bad*

Chorus:

*all the children have, all the rights we have
If we are girls, or we are boys, if we are rich or have no toys
Treat me fair, treat me right
That's my right!*

3. *Don't you see what I need to proceed?
No more crime, no more drugs, only hugs
Handicap'd, special care, anyone we all share
Help my mom, help my dad
Support me, defend me, protect me from the Bad*

Repeat chorus + *"Treat me fair, treat me right
THAT'S MY RIGHT"*

Right with the right of a child!

Jans Jonker

Light and jolly

MELODY LINE

The musical score is written in 4/4 time and consists of a melody line and guitar accompaniment. The melody line starts with a 4-measure rest, followed by a repeat sign and another 4-measure rest, then begins with the lyrics. The guitar accompaniment provides chords for each measure. The lyrics are: "1. Yes I'm right not left or right, I AM RIGHT! I'm a child We've got rights CHIL - DREN'S RIGHTS! Ev' - ry a - dult ev' - ry old ev' - ry one on the road: HELP MY MOM, HELP MY DAD: sup - port me, def - end me pro - tect me from the bad! All the child - ren have, all the rights we have; If we are girls or we are boys, if we are rich or have no toys! Treat me fair, treat me right: THAT'S MY RIGHT!"

1. Yes I'm right not left or right,
I AM RIGHT! I'm a child We've got rights
CHIL - DREN'S RIGHTS! Ev' - ry a - dult ev' - ry old
ev' - ry one on the road: HELP MY MOM,
HELP MY DAD: sup - port me, def - end me pro -
tect me from the bad!
All the child - ren have, all the rights we have; If
we are girls or we are boys, if we are rich or have no toys!
Treat me fair, treat me right: THAT'S MY RIGHT!

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5 2 2

3. Don't you see what I need

11 to proceed? No more crime, no more drugs,

15 on - - hugs! Han - di - capped, spe - cial care:

19 An - y one we all share! HELP MY MOM,

23 HELP MY DAD: sup - port me, def - end me pro -

27 tect me from the bad!

31 All the child - ren have, all the rights we have; If

35 we are girls or we are boys, if we are rich or have no toys!

39 Treat me fair, treat me right: THAT'S MY RIGHT!

43 Treat me fair, treat me right: 2 THAT'S MY RIGHT!