CONTENTS

Abstract 2

Dedication 5

Acknowledgements 6

Introduction 15

Part One: HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION

Chapter 1: The Origins and Framing of Human Rights 31

- The Origins of Human Rights 33
- "A State of Equality by Nature" 35
- From "Natural Rights" to Human Rights 38
- The Legalistic Framing of Human Rights 45
- Universalism, Generalisation and Depersonalisation in Human Rights 51

Chapter 2: Conceptions of Human Identities 60

- The Social Construction of Human Identities 62
- Conceptions of Human Identity in the United Nations Universal Declaration of Human Rights 68
- Human Rights and Recognition 73
- Making Human Rights Personal 77
- The Proliferation of Human Rights 88

Chapter 3: A Sociology of Human Rights 95

- A Theory of Articulation 98
- Portraiture and Accounting for Individual Lives 107

Chapter 4: Human Rights under Apartheid 115

- The "Field" of Religion 117
  - Afrikaner Calvinism and Colonialism 118
  - Afrikaner Calvinism and Blackness 120
  - Afrikaner Calvinism and Gender 121
  - Afrikaner Calvinism and the Homosexual 123
- The Scientific "Field" 126
  - Science and Racism 127

- Science and Sexism 130
- Science and Heterosexism 131
- The "Field" of Political Economy 134
- Nelson Mandela 138
- Simon Nkoli 147

Chapter 5: Human Rights in the "new" South Africa 160
- The Constitution of the Republic of South Africa 161
- Universalism of Human Identity in the Constitution 166
- Constitutionally Provided Statutory Bodies: Making the Constitution more Specific? 171
  - The Constitutional Court 172
  - Constitution Hill 173
  - The South African Human Rights Commission 174
  - The Commission for Gender Equality 175
- Legislative Measures: Making Human Rights More Specific? 176

Chapter 6: Education, Schooling and Apartheid Education 186
- Some Dominant Approaches to Apartheid Education 187
- Schooling Bodies and Reproducing Discrimination in Apartheid Education 191
  - Schooling in Racial Moulds 191
  - Patriarchal Schooling under Apartheid 195
  - Heterosexist Schooling under Apartheid 197

Chapter 7: Approaches to Human Rights (in) Education 200
- The Right to Education as a Human Right 201
- Human Rights Education as a Human Right 209
- Principles of a Human Rights Education 213
- Current Approaches to Human Rights Education 216

PART TWO: RESEARCH FINDINGS AND ANALYSIS 234

Chapter 8: Methodology 235
- Selection Criteria 236

- Questionnaires 243
  - The National Survey Questionnaire 246
  - The Teacher and Learner Questionnaires 247
- Interviews 257
- Observations 262
- Limitations of this Study 264

Chapter 9: Research Interventionism, Language and Polyangulation 270

- Questionnaires and Interviews 275
- Language and Discursive Foci 277

Chapter 10: Findings 283

- National Survey Findings 286
- Teachers' Responses to Closed-ended Questions 290
- Teachers' Responses to Open-ended Questions 294
  - Human Rights 295
  - The Constitution 296
  - Rights 298
  - Rights and Responsibilities 298
  - Protection of Rights 299
  - Children's Rights 300
  - Elections 300
  - Racists 301
- Learners' Responses to Closed-ended Questions 304
- Learners' Responses to Open-ended Questions 310
  - Human Rights 312
  - Knowledge of the Constitution 313
  - Elections 315
  - Rights 315
  - Rights and Responsibilities 316
  - Protection of Rights 317
  - Breaking the Law 318
  - Schooling 318

- Children's Rights 319
- Racists 320

- 5 School Profiles 324
- School 1 – KwaZulu-Natal, rural, under-resourced 324
- School 2 – KwaZulu-Natal, suburban, resourced 338
- School 3 – Western Cape, semi-urban, resourced 344
- School 4 – Western Cape, semi-urban, under-resourced 358
- School 5 – Gauteng, urban, resourced 363
- Dion 387
- Tulani 392

Chapter 11: Analysis of Data 406

- General and Specific Human Rights 406
- 'Race' and Racism 414
- Sex, Gender and Sexuality 429
- Approaches to Human Rights Education 435

Conclusion 438

- The 'Race' and Values Directorate 441

- Research on Values in Schools (2001) 441
- Production and Release of the *Manifesto on Values Human Rights and Democracy in Education* (2001-2003) 442
- Marking Human Rights Days 443
- Ensuring the Infusion of Human Rights and Values in the Revision of the Curriculum 443
- Dissemination of Learning Support Materials Related to Human Rights and Values (2001) 444
- Ensuring Provision of Training of Educators in regard to the Revised Curriculum (2003 onwards) 444
- Launch of the Advanced Certificate in Education in Human Rights and Values in Education 445

- An Approach to Human Rights (in) Education 446
- Possibilities for Future Research 448

Bibliography 452

Appendix 1: National Survey Questionnaire 473
Appendix 2: National Survey Findings 474
Appendix 3: Teacher Questionnaire 481
Appendix 4: Learner Questionnaire 482
Appendix 5: Teacher and Learner Consent Forms 483

LIST OF TABLES

Table 1: Approaches to Human Rights Education 217
Table 2: Types of Schools Selected 240
Table 3: Number of Respondents to the Learner Questionnaire in Terms of Province, Gender and 'Race' 253
Table 4: Teacher Interview Schedule 260
Table 5: Learner Interview Schedule 261
Table 6: Classroom Observation Schedule 261
Table 7: Research Instruments and Status in this Study 264
Table 8: Learners' Responses to which Organisations they Support 271
Table 9: Teacher Questionnaire Responses by Percentage Frequency and Mean Scores by Province, Gender and 'Race' 291
Table 10: Mean Difference Correlation of Categories of Teacher Questionnaire Responses 292
Table 11: Frequency of Teachers' Responses to Open-ended Questions 295
Table 12: Mean Calculations of Learners' Responses to Questionnaire in terms of Province, Gender, 'Race' and Age 304

Table 13: Factorial Analysis of Responses to Categories in

	Learners' Questionnaire	306
Table 14:	Significance of Variables used in Learner Questionnaire	307
Table 15:	Frequency of Learners' Responses to Open-ended Questions	312
Table 16:	Summary of School Profiles	381
Table 17:	Data Sources of Generalised Views of Human Rights	406
Table 18:	Data Sources of Approaches to Human Rights Education	435

LIST OF CHARTS

Chart 1:	Distribution of Responses to Teacher Questionnaire by Province	251
Chart 2:	Distribution of Responses to Teacher Questionnaire by ‘Race’	252
Chart 3:	Distribution of Responses to Teacher Questionnaire by Gender	252
Chart 4:	Number of Learner Respondents by Province	253
Chart 5:	Number of Learner Respondents by Gender	253
Chart 6:	Number of Learner Respondents by ‘Race’	253
Chart 7:	Learners' Responses to which Organisations they Support	272
Chart 8:	Learners' Responses to which Organisations they Will Not Support	272
Chart 9:	Presence of Human Rights Programmes by Percentage in the National Survey	287
Chart 10:	Responses to Learner Questionnaire by Province	308
Chart 11:	Distribution of Responses to Learner Questionnaire by Province	308
Chart 12:	Responses to Learner Questionnaire by Gender	308
Chart 13:	Distribution of Responses to Learner Questionnaire by Gender	308

Chart 14: Responses to Learner Questionnaire by ‘Race’ 309
Chart 15: Distribution of Responses to Learner Questionnaire by ‘Race’ 309

LIST OF DIAGRAMS

Diagram 1: Polyangulation 281
Diagram 2: Data Sources in this Study 284
Diagram 3: Articulation between the National Survey and Teacher Questionnaire Results 303
Diagram 4: Articulation between National Survey and Questionnaire Responses 322