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“Something generally happens”

Mapping young people’s experiences of Constitution Hill



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A research report submitted to the School of the Arts,
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Abstract

South African heritage sites are places that have the potential to support curriculum learning outcomes, and visits to heritage sites are sometimes included in the school timetable. Learning in museums is difficult to quantify, but it has been suggested that "something generally [does] happen" during visits to cultural sites (Hooper-Greenhill 2007:47). The focus of this research report is Constitution Hill, which is a prominent feature in the heritage landscape of Johannesburg that focuses on the atrocities, and the injustices of the past, while strengthening understanding of democracy and human rights. This research report evaluates the experiences of learners from the Further Education and Training (FET) Phase visiting Constitution Hill and participating in the Saturday Workshops run by Constitution Hill Education Project and attempts to identify what is the 'something' that 'generally happens'. The data was obtained through semi-structured, open-ended interviews with learners, educators and programme co-ordinators. The data was analysed using the Generic Learning Outcomes Model, an evaluation tool developed in the United Kingdom. The research report proposes, despite the best efforts of schools and educators, many learners, regardless of socio economic background, struggle with making connections between South African history and their own daily realities and that this may influence the value they place on their democratic rights. However, the dynamic interaction with Constitution Hill, provided by the Constitution Hill Education Project, resulted in shifts in attitudes and perspectives suggesting that the 'something' that happens is positive and potentially far reaching. This research report also reflects on the interpretive strategies that characterise the engagement at Constitution Hill.

Keywords

Constitution Hill, Heritage, CAPS for History, Museum Education.

Declaration

I declare that this research report is my own original work. Where secondary material has been used this has been carefully acknowledged and referenced. It has been submitted for the degree of Master of Arts in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

_____

Signature of Candidate

30th August 2015

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God for providing hope when despair threatened

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"It always seems impossible until it's done"

(Nelson Mandela)

Dedication

This is dedicated to the thirty-two learners who willingly participated in this study, whose enthusiasm and optimism for education and South Africa blew me away.

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Abbreviations

FET Further Education and Training Phase (Grades 1012)

CAPS Curriculum and Policy Statement

GLOs Generic Learning Outcomes

LIRP Learning Impact Research Project

GDE Gauteng Department of Education

LO The subject Life Orientation studied in all schools in South Africa

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Photographs by Susan Middleton.

"A map does not just chart, it unlocks and formulates meaning;

it forms bridges between here and there, between disparate

ideas that we did not know were previously connected."

Reif Larsen, *The Selected Works of T.S. Spivet* (2009:136)

Chapter 1

Introduction

This research report maps the learning acquired by 32 Grade 10 to 12 learners from their participation in Constitution Hill Education Project Saturday Workshops. The learning is measured according to a set of guidelines developed for museum education which I have applied to my evaluation of learning that takes place at a specific site memorialising trauma.[1] This research report also examines whether the workshop can add value to the teaching of history in the classroom. However, this study is not located in the field of education theory nor is it a critique of the South African Department of Basic Education's curriculum. My area of expertise is not education theory and practice, and rather my skills and my interests revolve around heritage and young peoples' engagement with their heritage. My research is based on a conceptual framework of Generic Learning Outcomes, which although located within the same constructivist theoretical framework, is not related to the Outcomes Based Education policy, which has influenced South Africa's national curriculum.

This research report, despite being based on a small cohort, suggests that despite the best efforts of schools and educators, many learners do not have a working knowledge of South African history that they can draw on to make meaning of their lives. It also suggests that the gap between learners' understanding of themselves in the world and South African history can be bridged, and discernible shifts in values and attitudes can be facilitated through a dynamic interaction with a heritage site.

This research report is the result of listening to and analysing what the 32 learners told me about their experience of attending the Saturday Workshop. Their enthusiasm, optimism and articulation of their reflections on their experience astounded me. Their voices animate the text and it is my hope that the passion with which they engaged at Constitution Hill will permeate throughout this report.

1. Heritage Sites memorialising trauma are variously named, including, but not limited to, Sites of Conscience, Memorial Museums and Sites of Human Suffering.

1.1 The Organisation of the Research Report

Chapter 1: Introduction. This chapter will outline the rationale, aim, research questions and contextual background.

Chapter 2: Literature Review. This chapter selectively reviews the relevant literature relating to the context of the research, museum education in South Africa, evaluation of the museum learning, and museum pedagogies.

Chapter 3: Methodology. This chapter focuses on the research methodology, the sample and instruments used to collect the data, and how the data was collected. This chapter also addresses the issues of ethics and rigour.

Chapter 4: Findings and Discussion. This chapter presents the results and an integrated discussion of the findings.

Chapter 5: Conclusion. This chapter reflects on the nature of a dynamic interaction with a heritage site and the implications of the study.

1.2 Rational

The title of my research report is taken from a quote from Eilean Hooper-Greenhill, Professor of Museum Studies at the University of Leicester in the United Kingdom and a recognised expert in the field of museums and education, who, writing on aspects of the relationship between museums and education, suggests that, for most visitors to museums, 'something' generally did happen, but what and how it could be measured is problematic (2007:47). The struggle to redress what Rankin calls the transfer of "cultural capital" in South Africa has led to a proliferation of museums and monuments, commemorating the atrocities of apartheid and the liberation struggle (2013). These are often beautifully and thoughtfully designed and constructed at great public expense, yet personal, informal conversations with some young people who had visited such museums suggested they found them

'boring and depressing'. Education is an important function of these cultural institutions, yet the effectiveness of their programmes is often untested. This stimulated my concern that these museums, which are often a feature of school tours, were not providing meaningful learning experiences for young people and it was this concern that generated this research report.

Constitution Hill is presented as a place where one can "learn about the injustices of South Africa's past, while also aiming to strengthen public discourse on the commitment of the country to democracy, human rights and constitutionalism as founding principles for a democratic South Africa" (http://www.constitutionhill.org.za/site/). However, a former CEO of Constitution Hill expressed concern to me about how engaged young people are with these issues as a result of their visits and I therefore felt Constitution Hill would be a good focus for my study.

A former co-ordinator of the Constitution Hill Education Project (ConHillEdu) observed that, despite running workshops for several years at Constitution Hill, she had little idea of any objective impact they have on the young people who attend and that attempting to obtain feedback through questionnaires had not been successful or useful. For that reason, I decided that any examination of the learning experience of young people at this site should be done via one-on-one interviews. It was important to me too, that the focus of the study should be from a young person's point of view and the study should foreground them as social actors rather than as subjects of enquiry (Christensen and James 2008:1).

If I was going to explore the learning experiences of young people at Constitution Hill it was important to me that it was grounded and relevant to something concrete. Keene and Wanless (2003) note that museums play an important role in supporting the national curriculum for teaching the subject of History at school. However they also note that, at that stage, no evaluation of specific learning or benefits of school visits to museum sites had taken place. Establishing learning outcomes in cultural organisations such as Constitution Hill is therefore important to demonstrate both to funders and to government bodies that there is some educational benefit to visitors and to specified communities. Therefore correlating learning outcomes to those of CAPS for History (2011) and the

Constitution Hill Education Project's own objectives, was an important part of the research.

I maintain that interactive, interpretative strategies engage learners and facilitate more critical learning, but that in a heritage site where the emphasis is on human rights abuses, implementing engaging, 'fun', activities is difficult and possibly inappropriate and an evaluation of the strategies currently employed is essential.

1.3 Aims and Research Questions

The aim of this research report is to use the Generic Learning Outcomes Model (Hooper-Greenhill 2007) to evaluate the outcomes and impact of learning acquired by learners in the Further Education Training (FET) phase from participating in the Constitution Hill Education Project Saturday Workshop. It will also correlate the learning outcomes acquired with those of the Constitution Hill Education Project and the outcomes of the FET phase of CAPS for History (2011). It also aims to identify the interpretive strategies and learning-based activities that are utilised to facilitate learning and identify those that learners feel enrich the programme most effectively and to reflect on the value of the engagement young people place on Constitution Hill as a heritage site of conscience.

My study therefore addresses the following research questions:

- What learning has been acquired by Further Education and Training Phase (FET) learners from attending the Constitution Hill Education Project Saturday Workshop as analysed using the Generic Learning Outcome (GLO) Model?
- Do these learning outcomes support the objectives of the CAPS curriculum for History?
- Do these learning outcomes relate to the intended outcomes of the Constitution Hill Education Programme?

1.4 Contextual Background

1.4.1 Further Education and Training (FET) Phase Learners

The Further Education and Training (FET) Phase defined by the South African Department of Basic Education covers Grade 10, 11 and 12. These learners are the target audience of the Constitution Hill Education Project Saturday Workshop.

1.4.2 Constitution Hill

Constitution Hill is a prominent feature of the heritage landscape of Johannesburg. It served for over a century of South Africa's history as a fort and a prison. Today it is a multi-purpose complex that includes the country's Constitutional Court and offices of organisations addressing social problems. It is the venue for a host of events and projects related to democracy issues and appealing to a wide demographic. However it is also considered a site of conscience, and is a member of the International Coalition of Sites of Conscience that connects sites, individuals and initiatives around the world that commemorate human rights abuses and works to support the engagement of the public "in connecting past and present in order to envision and shape a more just and humane future" (http://www.sitesofconscience.org/). Other members of the Coalition include the Apartheid Museum, Johannesburg; Aegis Trust-Kigali Genocide Memorial Centre, Rwanda; The Civic Initiative, Liberia and the B92 Fund Museum of Tolerance, Serbia (http://www.sitesofconscience.org/). As a site of conscience Constitution Hill activates a place of memory in a prescribed way to allow visitors to learn critical lessons regarding human rights abuses without loosing site of the need for forgiveness and reconciliation, but which potentially can create dissonance between history and heritage discourses regarding the site. This report does not address this debate since these tensions were not evident from my interaction with the learners who were encouraged to ask questions and challenge the narrative.

1.4.3 Constitution Hill Education Project

The Constitution Hill Education Project is a donor-funded, volunteer-based, community service organisation that operates at Constitution Hill and the Constitutional Court. It serves schools and communities in Gauteng. Utilising the site of the whole of Constitution Hill, including the Fort and the Constitutional Court of South Africa, the Project offers a number of different educational programmes that aim to teach South Africans, particularly children and teenagers, about South African history, democracy and the writing and implementation of the Constitution. These programmes include public speaking and debating competitions. The programme that was the subject of my study is the Saturday Workshop, run on Saturdays throughout the year as the flagship project for the Constitution Hill Education Project.

1.4.4 The Saturday Workshop

The Saturday Workshop is a programme for Grade 10 to 12 learners and their teachers that has been running since 2012 when it was initiated by lawyers working in the Constitutional Court. It is a scripted programme, based on a programme carried out by the Legal Welfare Community Organisation (LAWCO) at the University of Cape Town. It is facilitated by a project administrator, project assistant (Image: 1.1) and volunteers who are predominantly law students or lawyers. It is an interactive programme in that learners are encouraged to ask and answer questions, debate and re-enact various prisoner experiences. It has a strong visual–spatial aspect as there is movement between different spaces and features which are used as to contextualise various aspects of the script.



Image 1.1: The Constitution Hill Education project assistant starts the tour on the ramparts.

1.4.5 Generic Learning Outcomes (GLOs)

Generic Learning Outcomes (GLOs) have been developed in the museum sector in the United Kingdom to develop a framework for capturing and mapping the richness and complexity of multiple learning experiences and the impact of museum learning on individuals and to provide a conceptual framework for developing research questions, designing research tools, and analysing and interpreting research findings (Hooper-Greenhill 2007). GLOs are described in five categories of outcome that are fleshed out with suggested content to indicate how they could be used to group certain kinds of statements. These categories are:

- knowledge and understanding;
- skills;
- values and attitudes;
- enjoyment, inspiration and creativity; and
- activity, behaviour and progression.

(Hooper-Greenhill 2007).

1.4.6 Curriculum and Policy Statement CAPS for History (2011)

CAPS for History (2011) provides the learning aims and objectives and subject matter for the subject History in government schools and, to a lesser extent, in private schools in South Africa.

1.4.7 Heritage

Heritage is a broad, dynamic and much debated concept, ostensibly referring to representations of the past, but it can also refer to objects, places and practices – natural and constructed, tangible or intangible – as well as values, principles and notions of cultural production which speak to social, political and economic spheres of contemporary society. It comes into conflict with history discourses where interpretations are curated to facilitate an accessible or specific narrative at the expense of the more multifaceted realities of the past. Heritage is deeply personal and heritage sites can be a dynamic reference point and positive instrument of change (Ivanovic 2008:81). Heritage can also be seen as exclusive and divisive. The concept of heritage received new energy and direction in South Africa with the introduction of the National Heritage Resources act of 1999, which contributed significantly to a re-definition and re-imagining of the nation's cultural heritage and related legislation (Bredekamp 2007). In South Africa, however, heritage remains a contested arena when histories of a diverse population compete for representation and where historical narratives can be vulnerable to hijacking for political capital gain.

1.5 Conclusion

This introduction has looked at the background to, and context of, the study, identified the aims, described the research questions and established its main argument. The next chapter will address specific literary texts relevant to the research report.

Chapter 2

Literature Review

This literature review discusses the concepts and issues that relate to my research and provides, as Kerryn Dixon and Hillary Janks suggest, an account of the ideas that informed the research and to which the research speaks back (2010), thus setting out basic positions in different literature and beginning a critical conversation that is developed in the body of the research. Texts that are reviewed relate to the context of my research, theories that underpin it, and the critical literature of the conceptual framework this research adopts.

2.1 Contextual Literature

Contextual literature speaks largely to the rationale and context of this project, but also reflects significantly in my findings. This includes highlighting the categorisation of the 'born-free generation', the position and purpose of Constitution Hill within a heritage landscape, history education in South Africa and the role South African museums are playing as a resource for formal learning.

2.1.1 The Born-Free Generation

Thirty-two Grade 10, 11 and 12 learners, the majority of who were aged between 15 and 18 at the time of the study and therefore born between 1997–1999, participated in my research. This is part of a generation that is often referred to, as the 'born frees', a term variously defined and sometimes fiercely disputed (Maimela 2014). The concept is understood by Robert Mattes to apply to those who participate in democratic processes with no direct memory of the apartheid era or the resistance struggles, noting that now one third of the present electorate fit into this category (2011). He notes that South Africans of all races and ages pay lip service to the ideas and values of democracy, and that this disconnect is very evident among 'born-free' respondents who fail to value pro-democratic processes.

What Mattes finds worrying is that the higher levels of formal education, which have attempted to embody democratic values across a range of learning areas, have not made any impact in this regard and he suggests this is the result of enduring unemployment, poverty and corruption (Mattes 2011). Ina Joubert, Liesel Ebersohn and Irma Eloff also note a weak identification with democracy among a younger generation of nine-year-olds and express concerned that this lack of identification may endanger the sustainability of the South African democracy into the future, and highlight the need for citizen education (2010). Paula Rainha, writing on the educational programmes at Constitution Hill, observes that is has emerged from two years of education programmes that high school learners have a poor understanding of how power relations and global forces shape their unequal South African reality, citing spatial immobility, access to readable versions of the Constitution and support materials to "animate the school curriculum" as influencing factors (2013).

2.1.2 Constitution Hill

Promoting democratic values is a significant objective of the Constitution Hill Education Project, as highlighted by Danielle Melville and Thembi Malao, who describe Constitution Hill as a place where freedoms are protected and the values entrenched in the constitution are upheld (2005). However, they suggest even though Constitution Hill contains South Africa's Constitutional Court, it is a multi-purpose site that can be placed within the museum genre. They define museums as places that uniquely contribute to the public sphere by "collecting preserving and interpreting the tangible objects documents, happenings and experiences that shape our society" (2005).

Active engagement with the site and its values often takes place through *lekgotlas*, which Liz Ševčenko, writing on sites of conscience, describes as embracing the concept of a pre-colonial form of democratic deliberation in which villagers gathered under a tree to address issues of conflict (2011). These were a significant feature of the Saturday Workshops I researched. Ševčenko argues that human rights and heritage leaders can tap the power of place to mobilise new forms of civic participation in social issues (2011).

Lauren Segal, who was instrumental in developing Constitution Hill as a heritage site, notes that it has been developed to represent previously marginalized histories, and honour not only those who opposed apartheid, but also the very ordinary people who transgressed the apartheid laws of the day (2009). It can be seen to represent a new paradigm in the cultural arena of South Africa, replacing, what Elizabeth Rankin terms the old racist paradigms (2013).

Constitutional Hill's development as the site of the Constitutional Court, while maintaining aspects of its long history as a fort and prison, typifies what Barbara Kirschenblatt-Gimblett's concept of heritage embraces in the broader heritage context, that it is a mode of cultural production in the present that has recourse to the past (1998:7). She argues that heritage is the "transvaluation" of the "obsolete, the mistaken, the outmoded, the dead and the defunct" (1998:149). She notes this transvaluation not only gives buildings precincts and ways of life that are no longer viable, for one reason or another, a second life as exhibits of themselves, it also produces something new and adds value (1998:150).

Kate Flynn and Tony King take this up in an analysis of Constitution Hill's role, not only as a heritage site but also as a stimulus for urban renewal (2011). They place Constitution Hill within a heritage landscape, noting a narrative of " hope ... in a place of hopelessness" that largely eschews great leader narratives. They consider the Constitution Hill site to be "redolent with symbolism" (Flynn & King 2011). They contest, however, the supposition made in the Constitution Hill narrative that its history relates to a wide demographic, suggesting rather it resonates more for members of the black population group. They also argue that its supposed role as a node of economic and urban re-generation has positioned its heritage role as an afterthought which causes some disconnect with its effectiveness in achieving both objectives (2011). They record visitor figures of 10 000 to 11 000 per year and indicate that school groups and local outreach initiatives are an important feature of its orientation, but note that education programmes and related activities are not as pervasive as many people would like (2011). Eilean Hooper-Greenhill, more focused on the quality of the museum experience than the number of visitors, envisions museums in a postmodern era, playing a role in creating a more "sophisticated understanding of culture, communication, learning, and identity and the

promotion of a more egalitarian and just society, entailing a sense of social and ethical responsibility" (2007:1).

These values underpin the Constitution Hill Project and therefore it can be positioned as a postmodern institution. However, it also fits into the genre of museums termed 'sites of conscience'. Paul Williams examines the role and function and relatively recent proliferation of these in the contemporary heritage landscape, noting that of the institutional spaces converted into what he calls memorial museums, the most common is the former prison (2007:88). He points out that their purpose as museums promoting peace and the "never again" philosophy they are premised on, are contradictory ideas. He questions whether we learn from the worst of human experiences (2013:154), and if future peace might be achieved through personal improvement by using examples of past histories of undesirable behaviour (2013:148). In contrast, Terrence Duffy (2001) argues that museums within this genre have a powerful role to play in the serious research of human rights and their abuse. Louise Purbrick qualifies this by asserting that if positive benefits are to be achieved in these spaces they need to be activated through education programmes and performance, because "viewing is not enough" to fulfil their potential. She argues that viewing images of suffering, catastrophe, war and atrocity can promote inaction, helplessness, apathy and even boredom (2011). The literature outlined above highlights the potential for sites of conscience, such as Constitution Hill, to play a particular important role as heritage sites for a community, but that there are attendant risks of unintended consequences when engaging with such complex sites.

2.1.3 The History Curriculum

The curriculum for the subject History taught in South African secondary schools, to which this research speaks, is guided by the Curriculum and Assessment Policy Statement (CAPS) for History (2011) in terms of anchoring learning outcomes to something concrete. The theoretical framework I adopt for this research speaks to the spheres of knowledge, skills and values that underpin CAPS for History. Peter Kallaway is of the opinion that the CAPS document very competently sets out a table of

skills to be promoted which emphasise the distinctive nature of historical knowledge but critiques the curriculum for being far too ambitious in terms of the factual content to be covered, the conceptual targets for the students to reach, and the demands on the teachers (2012). He also points out that the History curriculum includes the objective of supporting the democratic constitution and civic understanding of citizens in a democracy, but he questions the place of prominence such an objective should have in such a curriculum. Kallaway's overall concept of history is beyond the scope of this research report, but what is important here is his argument that a focus on teaching history as a set of intellectual skills that enable students to think independently is a more effective method of creating a civic understanding of democracy than the citizenship education CAPS outlines (2012).

2.1.4 Museum Education as a Resource for Formal Education in South Africa

In an education landscape where resources are scarce and even prescribed textbooks are not always available, the argument can be made that museum visits could be a valued resource for supporting formal education. School excursions[2] have a long history in formal education, although in South Africa, apartheid education undoubtedly limited these opportunities for black pupils under the Bantu Education system. The intention to use museums as a positive resource in post-apartheid South Africa was evident when in 2002 Professor Kader Asmal, then Minister of National Education, stated that museum education was being taken seriously as a supplement to the school curriculum. Keene and Wanless (2003) agree that museums can partner effectively with the national Department of Education as well as with teachers, parents and learners in providing resources to make history a living and relevant subject (2003), and confirm that education of learners has been prioritised as a central function of museums in South Africa. They acknowledge the extensive work done by teachers and museum educators in aligning curricular and learning areas (2003).

The position that museums are able to offer something that schools can't is promoted by June Bam, a history education theorist who was a member of the South African History Project convened to advise

2. School excursions are also referred to as field trips, visits, outings and tours in the literature.

Professor Asmal when he was Minister of Education. Bam observed, when reviewing the South African History Project, that because schools remain limited sites of intervention in the teaching of history, museums are important "because a new South African history for schools needs a lot of movement and the dynamic interaction with space and place" (n.d.). Museum education theorists like Hooper-Greenhill (2007), John H. Falk and Lynn D. Dierking (2000), and George Hein (1998), all argue that museums are resources that support learning. The extent to which this is happening in South African schools is difficult to ascertain.

2.2 Literature Relevant to the Theoretical Framework

This research report is about understanding the impact of young people's engagement with the Saturday Workshop at Constitution Hill. In order to assess that, this research relies on theories of learning within a cultural environment such as museums, and evaluating learning in museums and pedagogy, which form the focus of this part of the literature review.

2.2.1 Conceptualising Learning in Museums

Identifying what sort of learning is happening and the impact that learning is having, is central to this research project. Hooper-Greenhill investigates types of learning and their impacts through her involvement in the Learning Impact Research Project (LIRP), an extensive research project that was carried out under the aegis of the Research Centre for Museums and Galleries in the Department of Museum Studies at the University of Leicester in the United Kingdom (UK) between 2000 and 2006. This project was charged with finding a way of measuring the impact and outcomes of learning in museums, archives and libraries throughout Britain (2007:25). In her book *Museums and Education: Purpose, Pedagogy, Performance*, Hooper-Greenhill asks the question, "Does learning happen in museums and if so in what way and to what purpose?" (2007:65). She concludes, in response to this question, that museums have "the opportunity to present themselves as powerful sites for learning" (2007:12). Hooper-Greenhill's work outlines a theoretical framework and a methodology that is useful for addressing my research questions and her book is a key reference work for this research report.

Although I recognise that the LIRP was based within a Eurocentric context, it is relevant to the South African context as there is substantial alignment with the outcomes of CAPS for History (2011).

LIRP is underpinned by a concept of learning (Fig. 2.1) that generated a methodology to capture the learning outcomes of users of cultural institutions. This concept of learning acknowledges that there is a move by scholars away from thinking of learning as pure facts. In this concept, learning is inseparable from the formation of attitudes and the development of skills (2007:34), is a lifelong process, always involves the use of what is known and that this prior knowledge is used to make sense of new knowledge (2007:35). While the most basic outcome of learning is personal meaning, learning is also highly diverse and unpredictable and can be obtained in a myriad of ways (2007:47). Learning can occur through a range of different social and environmental encounters, the most important of which Hooper-Greenhill considers to be a real encounter, in real space, with real things (2007:36). This concept of learning embraces the idea that enjoyment is an integral part of learning. Finally, it acknowledges that a baseline of prior knowledge or a measurement of what people knew prior to entering a museum is difficult to obtain but that "something generally did happen" during visits to cultural sites (2007:48).

Figure 2.1: The Concept of Learning Underpinning the Learning Impact Research Project (Hooper-Greenhill 2007:41)

Learning is a set of complex processes that:
• are idiosyncratic, unpredictable
• can be both individual and collective
• relate and shape individual learning through interactions with other people, with social spaces and with specific tools for learning
• involve personal and collective identity and the search for personal and group relevance
• are linked to a physical or subject related context
• generally build upon what learners already know to make prior knowledge deeper, more explicit and more finely developed
• more rarely involve learning things that are completely new
• result in explanations and knowledge which appear meaningful to learners but which are provisional (that is last as long as they are useful or until they become superseded by new meanings

2.2.2 Learning Theories

Hooper-Greenhill's concept of learning embraces several theories of learning that also have relevance to my research and to museum education and this research will be discussed briefly below.

2.2.2.1 Constructivism

George Hein examines Constructivism within the context of museum education and suggests constructivist theory prioritises the role of the learner, rather than the teacher, and what is learnt rather than what is taught. This form of learning therefore requires the active participation of the learner (1998:34). Conclusions reached by the learner are not validated by whether they conform to some external standard of truth, but whether they make sense within the constructed reality of the learner. The learners therefore make their own meaning out of experience and they do so regardless of intervention to control it by any teaching or exhibition objectives. A constructivist paradigm will, among other things, provide experiences that allow students in school programmes to experiment, conjecture and draw conclusions (1998:35).

2.2.2.2 Socio-cultural theory

Explaining this theory within a museum education context, Hein outlines socio-cultural theories of learning, such as those developed by Vygotsky who suggests that the origins of intelligence and making meaning resides in people's social interaction, with complex forms of thinking developing initially under the influence of others, later to be adopted and adapted by the individual (1998:149). The social nature that characterises engagement in cultural institution's programmes such as the Saturday Workshop is relevant here, as social interaction allows learners to go beyond their individual experience, to extend their knowledge and even their own ability to learn (Hein 1998:172).

2.2.2.3 Claxton's theories of learning

Hooper-Greenhill suggests Guy Claxton's theories on depths and levels of learning have relevance to museum learning, where attention runs along a continuum from a tight focus, such as a spotlight, to a low focus, such as a floodlight (2007:38). The spotlight mode segments and analyses. The floodlight

mode is open and receptive, providing the opportunity to detect wider patterns and connections. The floodlight mode is viewed as essential for the generation of new ideas and for coping with familial environments (2007:38).

2.2.2.4 Gardner's multiple intelligences

Howard Gardner, writing in 2011 about his theories of intelligence first published in 1983, continues to argue for what he terms 'multiple intelligences'. He regards intelligence as being wider than merely logical or linguistic, and includes a combination of other intelligences including spatial, bodily-kinaesthetic, musical, interpersonal and intra-personal and naturalistic, which he added in 1995. He theorizes that for reasons that might be genetic and/or experiential, the respective profiles of these intelligences may differ in strengths and weaknesses (2011: xii).

2.2.2.5 Piaget's developmental theories

Piaget's developmental theory is wide and embracing and dominates theories of learning. John H. Falk and Lynn D. Dierking, who have done extensive work on learning in museums, value Piaget's theories on cognitive development as applied to adolescence, and the phase of meta-cognition, specifically. This involves the ability to think about thinking, to 'step outside one's self' and think about what others might think about something, or what others think about what others think about something, or even what others might think about you. This "developmental process dramatically affects the nature of both thinking and behaviour" (2000:30).

2.2.3 Evaluating Learning in Museums

Many museum learning theorists believe that museums have the potential to be sites of learning, but evaluating what sort of learning is happening has proved a difficult task with sites like Constitutional Hill where visitor studies have focused on quantifiable measurement in terms of visitors and number of programmes carried out (Melville & Malao 2005). Given the challenges of undertaking such an evaluative exercise for my research, I turned to Hooper-Greenhill, who through the work of the LIRP, provides a workable, theoretical framework based on generic learning outcomes for evaluating

museum learning. I adopted this for my research (2007). The Generic Learning Outcomes (GLO) Model captures information in five areas of learning that enable researchers to map and describe the learning that happens within a cultural institution (Hooper-Greenhill 2007:9):

- knowledge and understanding;
- skills;
- attitudes and feelings;
- enjoyment inspiration and creativity; and
- activity behaviour and progression.

The process of capturing and analysing these GLOs is described in the Methodology section following in Chapter 3.

Hooper-Greenhill (2007), Hein (1998), and Falk and Dierking (2000), all note that recent objective evaluations of museum programmes have been driven by political, private and public-funding bodies and their not unreasonable demand for accountability. They recognise, however that the vital philosophical questions about the place and purpose of museums can only be answered if and when museums broaden their perspective to include the view of their audiences (Hooper-Greenhill 2006:367). Hein's review of visitor studies indicates that multiple types of evaluation and a wide variety of collection techniques are used, with models that link quantitative and qualitative data being a preferred option (1998). Hein proposes a model that employs a matrix linking the objectives of an exhibition to visitor feedback collected using more than one data collection tool, including observation, interviews and questionnaires, which triangulates the data (1995). He admits however this method still relies on time for an in-depth visitor insight and it works better with quantitative surveys (1995). Hein suggests it is this time factor, coupled with the fact that visitors spend relatively little time in museums generally, that accounts for our “primitive” insight into the visitor’s experience (1995). Falk and Dierking agree that without some sort of evaluation no one really knows whether or not anyone learns in museums, or whether the benefits are cognitive, attitudinal or social (2000:32-

33). They propose a concept of learning called the contextual model of learning that suggests learning is influenced by three overlapping contexts: the personal, the socio-cultural and the physical, and that learning can be conceptualized as the integration of these three contexts. Learning is established and identified by evaluation of eight component parts of these contexts, through various data collection techniques such as observation and interviews. Falk and Dierking (2000:137) identify the component parts as:

- motivation and expectations;
- prior knowledge;
- interests and beliefs;
- choice and control within group socio-cultural mediation;
- facilitated mediation by others;
- advance organizers and orientation;
- design; and
- reinforcing events and experiences outside the museum.

By extracting the information around these component parts a complex map of learning is obtained but this is a time consuming process. There is little agreement on the theory on museum evaluation, but common themes taken from the three approaches of Hooper-Greenhill (2007), Hein (1998), and Falk and Dierking (2000) are:

- looking at the museum experience within a multi-dimensional context;
- linking quantitative and qualitative data; and
- using multiple tools of data collection.

2.2.4 Pedagogy in the Museum

Hooper-Greenhill notes that museum pedagogy is structured firstly through the narratives constructed by the museum displays, and secondly through the methods used to communicate these narratives

(2000:3). In attempting to understand the nature of young people's encounters with the Constitution Hill Project, I examine various literatures regarding museums and their pedagogies. Hooper-Greenhill notes learning theorists argue for settings that facilitate active physical engagement, and that speaking, reading and listening are not enough to engender true learning but the experience of feeling is also necessary (2007:171). Gaynor Bagnall argues that performance and performativity are key social practices at sites, and that the relationship between visitors and sites is based as much on emotion and imagination as it is on cognitions. She suggests meaning is achieved through constructing a plausible experience rather than presenting a series of facts (2003). Hooper-Greenhill refers to a plethora of experiential learning strategies such as crafts, role playing, examining objects, encouragement to imagine different situations, as well as enactments of daily life (2007:139-164) (Image 2.1). David Thelen advocates re-enactment in order to promote individual reflection on the choices faced by people in history, within a framework of the present as well as the past (2003). According to Thelen, re-enactment, ranging from merely playing roles within an historical period, to a process of historical reflection, is valuable pedagogy (2003).



Image 2.1: During Saturday Workshops at Constitution Hill, learners re-enact the prisoners' daily routines of eating facing the toilets.

It was evident during my research that taking photographs could be a valuable pedagogical tool in making meaning by learners. Cynthia Wallace-Casey used *photovoice*, a photographic strategy for enabling youth to identify, represent and bring about change in their communities, to document Canadian 7th Grade learners experience of interacting with museum artefacts about Canada's history (2015). She notes that participants' interaction with the artefacts was motivated by three primary factors in their engagement:

- curiosity and wonder;
- personal identity or prior experience; and
- project assignment.

The largest proportion of students based their choices upon visual interest in the artefact (Wallace-Casey 2015). *Photovoice* is not a feature of my methodology, but Wallace-Casey's observations correlate well with some aspect of my analysis.

2.3 Critical Literature

The critical literature for this literature review focus's on the GLO Model described by Hooper-Greenhill and adopted for this project. Jo Graham, in her evaluation of the use of this model in the United Kingdom, reports that Generic Learning Outcomes are now used widely and provide quantitative evidence of the impact of museums, libraries and archives on learning, nationally (2013). She states that GLOs have gone on to be used in the sector in ways that were not anticipated as part of their original development, such as in the formulation of organisational strategy, planning and policy. Kate Pontin (2012), however, criticises GLOs because of the danger that the results might minimize the data and not reflect the depth of learning, with much of it being lost. The model does also not provide information on the validity of original data. However, she acknowledges that it provides a useful structure to illustrate evaluation outcomes and is a valuable tool to show the breadth of museum learning. Stephen Brown also critiques GLOs for not providing objective measures of performance

(2007). He asserts that in small-scale studies they do not produce valid results. David O'Brien, discussing the bigger picture of cultural policy and management, contends that, as with all methods of gathering cultural statistics, GLOs lead to an overproduction of data that is not directly used in policy making and the model lacks robustness when compared to other forms of evidence gathered for use in other areas of policy making (2014:47).

Although I recognise the limitations of the GLO model, particularly around issues of objectivity and its inability to reflect depth, I consider it a viable method of evaluation that would produce valuable suitable data for analysis, and as such, could suitably be applied in my research. The criticisms referred to above will be addressed in my findings.

2.4 Conclusion

I have summarised the literature that speaks to the themes that thread through this research report. These themes specifically reflect the non-engagement of young people with issues of democracy, the genre of museums memorialising trauma, complexity of heritage sites (especially those burdened with multiple functions), expectations around museums as supplementary learning resources (especially in a context of educational and resource deprivation), the nature of CAPS for History, conceptualizing learning (especially within the museum environment), and the potential and limitations of methodologies evolved to capture the depth and breadth of education taking place. The next chapter addresses Methodology.

Chapter 3

Methodology

3.1 Introduction

This research constitutes a primarily qualitative study with some quantitative elements. de Vos, Strydom, Fouché and Delport note that in qualitative research design the researcher's choices and actions will determine the design or strategy (2014:312). I selected the Generic Learning Outcome (GLO) model developed from the LIRP and outlined by Hooper-Greenhill (2007), and now used widely in the United Kingdom, because I hypothesised that this model could provide opportunities for creative responses from participants on the Constitution Hill Education Project Saturday Workshop, and offer a comprehensive amount of rich data consisting of both simple quantitative results and more complex qualitative material for analysis. My findings within this model could then be analysed in relation to the Department of Basic Education's CAPS for History as well as the Project's objectives.

3.2 The Generic Learning Outcomes Model (GLO)

The Generic Learning Outcome Model (GLO) provides a conceptual framework for developing research questions, designing research tools, and analysing and interpreting research findings. GLOs have five categories of outcome (see Fig. 3.1, below), which represent broad generic categories or classes of learning. They are designed to indicate a degree of progression to reflect learning whether it is slight or profound. In September 2014, prior to the research for this project being carried out, I practised the GLO data collection and analysis model at the Wits Art Museum, using postcards completed by learners following their school visit to the Ngezinyawo–Migrant Journeys exhibition. The postcards had only one statement to analyse, but provided a wealth of evidence that learning in the various categories had occurred. I thereby determined that the GLO model was sufficiently workable to justify its application to my investigation of the engagement of young people at Constitution Hill.

Figure 3.1: Generic Learning Outcomes

Knowledge and Understanding	• Knowing what or about something • Learning facts or information • Making sense of something • Deepening understanding • Making links and relationships between things
Skills	• Knowing how to do something • Being able to do new things • Intellectual skills • Social skills • Communication skills
Attitudes and Values	• Feelings • Perceptions • Opinions about ourselves (e.g. self esteem) • Opinions or attitudes towards other people • Increased capacity for tolerance • Empathy • Increased motivation • Attitudes towards an organisation (e.g. museum, archive, library) • Positive and negative attitudes in relation to an experience
Enjoyment, inspiration, creativity	• Having fun, • Being surprised • Innovative thoughts, • Creativity • Exploration, experimentation and making. • Being inspired
Activity, behaviour, progression	• What people do • What people intend to do • What people have done • Reported or observed actions • A change in the way that people manage their lives

3.3 Curriculum and Assessment Policy Statement (CAPS), History, Further Education and Training (FET) Phase: Grades 10–12 (Department of Basic Education, 2011)

The data gathered in this research project is discussed with reference to CAPS for History published by the Department of Basic Education, and therefore it is necessary to outline here the sections of the curriculum with specific relevance to my study.

CAPS states that the specific aims of the subject History are to create:

- an interest in and enjoyment of the study of the past;
- knowledge, understanding and appreciation of the past and the forces that shaped it;
- the ability to undertake a process of historical enquiry based on skills; and
- an understanding of historical concepts, including historical sources and evidence.

The study of History also supports citizenship within a democracy by:

- understanding and upholding the values of the South African Constitution;
- encouraging civic responsibility and responsible leadership;
- including raising current social and environmental concerns;
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and
- preparing young people for local, regional, national, continental and global responsibility.

The specific aims of CAPS are to:

- understand the range of sources of information available for studying the past;
- extract and interpret information from a number of sources;
- evaluate the usefulness of sources, including reliability, stereotyping, subjectivity;
- recognise that there is often more than one perspective of an historical event;

- explain why there are different interpretations of historical events and people's actions;
- participate in constructive and focused debate through the careful evaluation of historical evidence;
- organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing; and
- engage critically with issues of heritage and public representations of the past and conservation.

Specific topics that are prescribed to be covered over the three years of the FET phase are: slavery; the French Revolution; the Industrial Revolution and the modern world economic system; transformations in southern Africa 1750–1860; mining and imperialism in South Africa; the USSR in the 20th century; capitalism in the 1920s and 30s in the USA; constructions of race and eugenics and pre-second world war Germany; apartheid 1940s–1960s, the cold war independent Africa; civil society protests and the women and peace movements in the USA; civil society protests 1960s–1980s in South Africa; the coming of democracy in South Africa and the TRC; and the end of the cold war and a new global world order.

3.4 The Constitution Hill Education Project Saturday Workshop Objectives

My data analysis included consideration of the Constitution Hill Education Project's (ConHillEdu) objectives which are:

- to use the potential of a unique Heritage Site to stimulate, support and supplement formal education, with a particular focus on the transversal areas of democracy, constitutionalism and human rights;
- to provide for greater awareness and understanding of the work of the Constitutional Court and its jurisprudence;
- to become a *lekgotla* (meeting or assembly) where volunteers, educators and school learners

from diverse socio-economic backgrounds come together to discuss their views on South Africa's present, past and future;

- to tap into the educational potential of programmes run by youth and for youth, allowing volunteers to better understand today's diverse youth culture;
- to offer a triangular learning experience, where all participants – volunteers, educators and students – can learn about human rights but also about democracy, the rule of law, separation of powers and checks and balances; and
- to foster interest in current national and international affairs and help learners develop a spirit of enquiry and critical thinking.

(Memese, 22nd June 2015, e-mail)

Further to the above formal objectives, I included the personal aims for the Workshop extracted from the interviews of the project personnel. These included the following:

- to provide an encounter of reality learners don't usually have access to;
- to view history from other perspectives;
- to interact and communicate with people of different ages and backgrounds;
- to encourage learners to participate in active citizenship;
- to have a strong pool of learners who will plough back knowledge into their community; and
- to inspire, to achieve educational excellence avoiding destructive behaviours, to have a wow effect .

Aims and objectives of CAPS for History and the Saturday Workshop have been correlated with the Generic Learning Outcomes, for easy reference (see Matrix in Appendix 1).

3.5 Sampling

My sample consisted of four to six learners from each of seven schools. At the outset of the research the schools that would be attending the workshop were unknown. The nature of the booking process

employed at the venue meant that it was not always possible to get commitment from the schools well in advance and occasionally schools cancelled close to the booked date and different schools were included to replace them. The workshop administrator and co-ordinator, however, worked very hard to accommodate my request that schools booked to visit Constitutional Hill in the weeks covered by my study would represent a wide demographic. The sampling approach I adopted therefore reflects a more 'purposive/judgemental' approach (de Vos *et al*. 2011:232) since my sample selection was based on my own judgement of what samples, as far as possible, constituted the most characteristic, representative, or typical attributes of the South African population. This could lead to criticism that my judgement as researcher was too prominent a factor in the sample selection (de Vos *et al*. 2011:232), but I attempted to influence the selection of schools visiting Constitutional Hill to include as broad a range as possible of the following factors:

- Type of school – government, former model C, private school;
- School location – urban, peri-urban, suburban;
- Socio-economic circumstances – disadvantaged, advantaged;
- Gender – male, female;
- Ethnic group – Black, Coloured, Indian, White.

The individual learners from each visiting school who participated in the study were chosen at the discretion of the educators who accompanied the learners on the tour. The educators were requested to select, where possible, an even balance of students in terms of gender and ethnic group. The research sample also had an element of the accidental model because of my dependence on the educators to select the sample, which may or may not have been influenced by a number of factors, including their own convenience (de Vos *et al*. 201:232).

FET-phase learners from seven schools were included in my study. The total number of learners who visited Constitution Hill from these schools was 269, while 32 were interviewed as part of this research project. Four to six learners were interviewed from each of the seven schools involved, which

represents about 11.9% of the total number of learners attending on the six Saturdays included in the study. Each of the seven schools attended one Constitution Hill Education Project Saturday Workshop between the 7th February 2015 and the 23rd May 2015. The Saturdays were not consecutive. The length of time between the beginning of the study and the end was affected by half-term holidays, Easter school holidays, last minute cancellations by schools and personal unavailability. Only once did two sample schools participate in the workshop on the same Saturday, although on one occasion one school attended with another school that was not part of this study.

The learners who participated in the study were aged from 15 to 22 years (Fig. 3.2.6), were in Grades 10, 11 and 12 (Fig. 3.2.2), and represented a wide social, ethnic (Fig. 3.2.3) and language demographic (Fig. 3.2.4). Of the 269 Saturday workshop participants from the schools in the study, 69% were girls and 31% boys, which correlates approximately to the gender ratio interviewed, namely 67.7% girls 32.3% boys (Fig. 3.2.1). Just over half the learners had never been to Constitution Hill (Fig. 3.2.5) before and nine learners had never visited a museum or cultural site before. Four learners had experience of visiting international museums and sites of conscience.

Seven educators from the sample schools were also interviewed, as were a former programme co-ordinator responsible for the majority of the initial stages of the Project, the present co-ordinator of the Project and the programme administrator.

3.6 Participating Schools

School A

School A is a government secondary school situated in a peri-urban area and has only been open for two years. Its learners mostly come from disadvantaged communities and poor socio-economic environments.

School B

School B is a large government secondary school in a peri-urban area with 2 237 pupils. Most learners

come from poor socio-economic environments and informal settlements.

School C

School C is a former model C girls' school[3] in a suburb of Johannesburg. Places at the school are highly sought after and learners come from a variety of backgrounds and often travel long distances to attend.

School D

School D is a government secondary school in a peri-urban area. Learners mostly come from informal settlements and poor socio-economic situations.

School E

School E is a former model C secondary school situated in the Johannesburg inner city Most learners are from a very low income group with parental unemployment a significant feature of their socio-economic environment. Many parents struggle to pay school fees. There are many learners on the feeding scheme the school provides, and many are immigrants.

School F

School F is a non-fee-paying secondary school catering for approximately 1 400 learners, mostly from impoverished backgrounds or with parents who are dependent on state social grants. The learners come from an area where a majority of residents are Coloured. They come predominantly from single parent homes, mostly headed by the mother.

School G

School G is a private Church secondary school catering for approximately 350 learners in the northern suburbs of Johannesburg. Its learners come from affluent backgrounds with parents in professional employment. A majority of the learners are white but significant numbers are Indian and black.

[3] A former model C school refers to government schools that were formerly reserved, in the apartheid era, for white children, but towards the end of the apartheid era were changed to give the governing body more autonomy which led to many of them accepting children of all races.

Figure 3.2: Visual Representation of Sample Profile

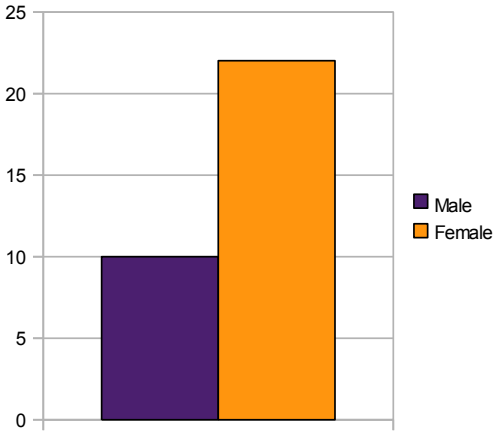


Fig. 3.2.1: Gender of learners

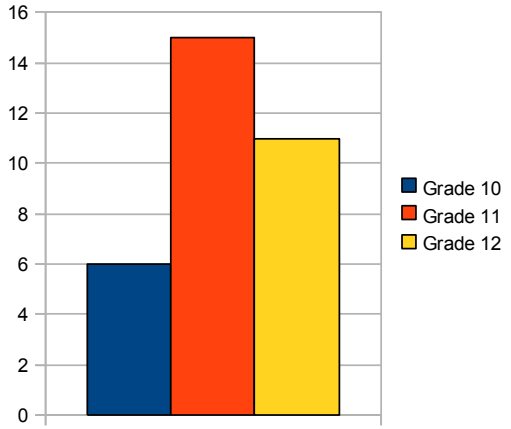


Fig. 3.2.2: Grade of

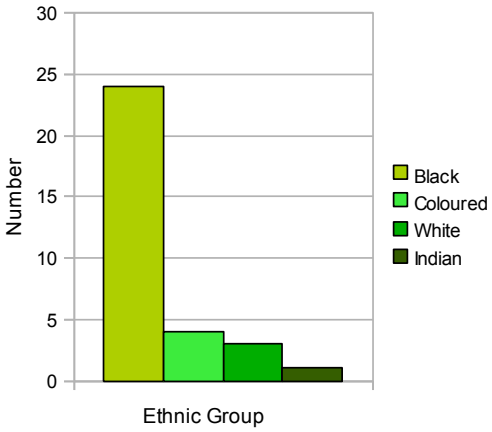


Fig. 3.2.3: Ethnic group of learners.

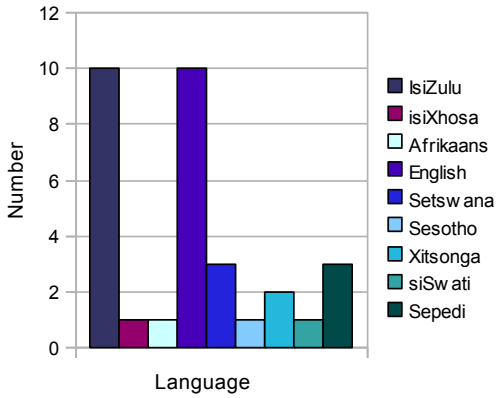


Fig. 3.2.4: Language of learners.

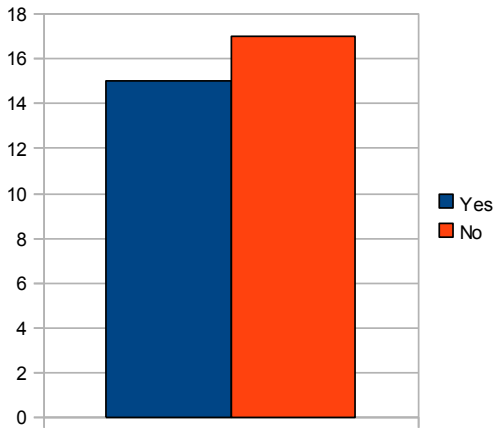


Fig. 3.2.5: Learners who have visited Constitution Hill before

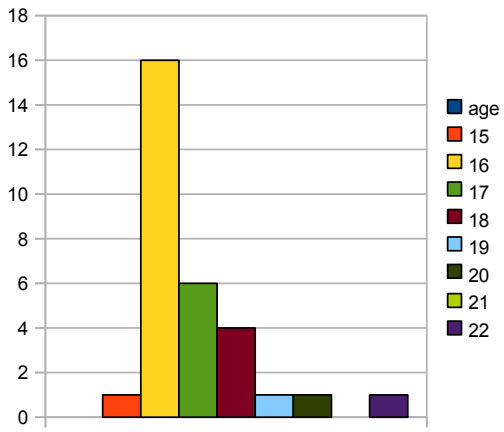


Fig. 3.2.6: Age of learners

3.7 Research Tools

The primary research tool in this research project was semi-structured open-ended interviews with learners, educators and Project personnel.[4] The Museums Libraries and Archives Council of the United Kingdom (MLA) offers guidance on possible research questions within the GLO framework. My questions were adapted from the MLA question bank available on their web site (www.inspiringlearningforall.gov.uk).

In order to gain information for question relevance and an understanding of the learners' workshop experience, the sample schools' tours were observed. However, these observations focused only on the narrative structure of the tour or workshop and the numbers and ages of students. Student responses during the workshops were not included in the research, since parental permission in line with ethics clearance was not available.

3.7.1 Constitution Hill Education Project Saturday Workshop Programme

The programme is carried out weekly and was observed over the six Saturdays of the research project's timespan. It is focused on the three pillars of History and Transformation, the Rule of Law and Separation of Powers and finally the Bill of Rights. The component parts of the workshop are as follows;

> **Part 1. Outside the Constitutional Court**
>
> *Welcome to Constitution Hill on arrival and introductions to the volunteers and facilitators.*
>
> **Part 2. On top of the Ramparts**
>
> *Introduction to the spatial positioning and sections of Constitution Hill and its history.*
>
> **Part 3. Tour of the No 4 Prison**
>
> *This part of the tour includes explanation of the food the prisoners received according to their race, a tour of the eating area, communal cells and isolation cells. It often includes re-enactments of a prisoner eating while being able to see other prisoners using the toilet as well as a re-enactment of the 'tausa' and a demonstration of the rack.*

[4] See Appendix 2.

Part 4. The Awaiting-trial Area

Icebreaker games used to relax and energize and encourage communication between learners

Part 5. In Front of the Constitutional Court Building

Explanation of the establishment of the Constitutional Court and its founding values. The various parts that adorn the facade are explained including the building itself, the writing in eleven languages (Image 3.1), *the awaiting-trial block, the eternal flame of democracy, the History sculpture by Dumile Feni, and the Court door. The 27 Rights, a history of the struggle against apartheid, the advent of democracy, the Freedom Charter and the foundation of the Constitution are referred to.*



Image 3.1: The words 'Constitutional Court' are written in the eleven official languages of South Africa on the façade of the building.

Part 6. The Foyer of the Constitutional Court

Explanation of the various symbolic features of the foyer including the court logo, the 'Justice under a Tree' (Image 3.2) *theme, the watchtower staircase and Ladder of Freedom by Georgia Papa George, and the sign 'A Luta Continua'.*



Image 3.2: The 'Justice under a Tree' symbol represents traditional notions of justice and democracy and is re-enacted by learners in the *lekgotla*-style discussions.

Part 7. In the Courtroom

Other symbolic features are explained including the bricks of the awaiting-trial block which were used in the interior of the court, the glass ribbon window, the carpet, the beaded South African flag, the positioning of the judges' podium, and the Nguni cattle cowhides. The development role and function of the court and how it relates to other courts in the land, the roles of the judges and the court clerks, are also explained. A learning game is played involving running in teams to match the names of the judges to their biographies, and a school group photograph is taken in front of the flag. Learners have the opportunity to explore the courtroom space and sit in the judges' chair. Learners are given a booklet outlining the Preamble, Founding Provisions and the Bill of Rights.

Part 8. The Library Passage

The artwork by Judith Mason entitled 'The Men who Sang and the Women who Kept Silent (The Blue Dress)', and the story behind it is discussed.

Part 9. The Auditorium

Volunteers outline various aspects of the constitution and human rights including history and transformation, democracy and the Constitution, the legal system and the sources of South African law, separation of powers, the Bill of Rights and aspects of human rights, and concepts of Black Empowerment. Learners are encouraged to debate various issues raised during these explanations informally. A play and a mock auction on human rights may be held, depending on the time available.

Part 10. Wrap up and Lunch

3.8 Data Collection

3.8.1 Procedure

Gauteng Department of Education (GDE) ethics clearance was required before staff of the government schools could be approached. Following each workshop the school's educator was informed of this research project and its purpose. During the week following each tour, I met with the Principal of each school and obtained his or her consent for the school to form part of the sample. Once this was in place, district heads were informed and the educator selected the learners to be interviewed. Parental consent and participant assent forms for interviews were distributed and interviews were carried out on the school premises once the necessary permissions had been obtained. Individual interviews were carried with learners and educators within a period of nine to forty eight days, and on an average of seventeen days, after the school's participation in the Saturday Workshop. Interviews with the Project co-ordinators and administrator were carried out in June 2015.

3.8.2 Analysis

Analysis of learner interview transcripts was carried out after the interviews were complete, using the GLO model guidelines outlined by Hooper-Greenhill (2007) and the MLA. Statements from the transcripts of the semi-structured interviews were extracted and grouped according to the specific GLO they represented and recorded using a data spreadsheet. This provided an initial quantitative analysis as the frequency of each GLO could be measured and then more detailed qualitative data was extracted and the significance of the statements made within each GLO was further analysed.

3.8.3 Robustness

Robust research necessitates reliability and validity. In terms of reliability I attempted to be consistent in the manner I conducted the interview and recorded the data. The same questions were asked to each interviewee although the semi-structured, open-ended nature of the questions often prompted the asking of other questions. Following the interviews at the first school, some questions were reworded

to make them more comprehensible.

It was my intention that this research would focus on the opinions and reflections of young people rather than the understandings of the adult caretakers who claim to speak for them, which in this case would have been the educators. Roberts argues that children can be reliable respondents and that they are able to participate and respond in a thoughtful and sophisticated manner (2009:270). This supports my confidence that the learners' responses were accurate reflections of their experiences at Constitution Hill, as reported at the time of the interview. However, as a precautionary measure I triangulated the data and therefore added validity by interviewing educators and facilitators as well. These were also semi-structured, open-ended interviews and included questions on their perceptions of the learners' experiences. Although these interviews put the authenticity of the learners' statements at risk as I potentially adjudicated between them, I was guided by Kate Pontin who refers to Silverman who states that "in qualitative data we are there not to understand, not to judge the truth, and thus if there is a conflict between what participants and providers said it would be difficult to make judgements, however data that complements each other adds weight to such conclusions" (Pontin 2006:158).

3.9 Reflexivity

In the construction of meaning for this research report, I am aware that my position as a British, white, adult female may have shaped the interpretation and subsequent evaluation of the data obtained in this research project, as have my communication skills and the power relations between myself and the interviewees.

As an immigrant to South Africa, my *a priori* perceptions and interpretations in light of my age, different ethnic origin, education and experience of museums in the developed world, may have affected my observations (Kouritzin 2002). I am also conscious, as Christensen and James state, that in all research, relations and contexts within which communication takes place fundamentally shape the nature and outcome of the research (2009:7). I therefore recognise that there are inherent power

relations, reinforced by cultural notions of power, that exist between the adult and children which could influence the relationship between the learner and myself which could affect their responses in the interviews (Christensen and James (2009:7). This could also apply to notions of power between different ethnic groups since I belong to a different ethnic group to 29 of my interviewees, and that could have had an influence on their responses. One of the Constitution Hill co-ordinators reported that learners from a school included in my study had said they regarded me as someone who would necessitate a different type of behaviour from adults of their own ethnic group. It was evident that at times the interviewees were anxious in my presence, and I attempted to dispel their anxiety though informal conversation and humour. Responses from School G may also have been influenced by the fact that my daughter attends this school and some of the participants included in the study were known to me.

Nigel Newton (2010), in summarizing Peter Clough and Cathy Nutbrown (2007), notes that the effectiveness of interviews depends heavily on the communication skills of the interviewee, and Clive Opie (2004) emphasises the importance of rapport between the interviewer and interviewee for effective interviews. Pontin recommends taking the time to build relationships to facilitate effective interviews (n.d.), however this was not possible for this research project. Time factors, such as the necessity of confining interviews to school breaks, meant that interviews could not be as in-depth as would be optimal.

As I do not speak a South African indigenous language, all interviews were conducted in English, which for most interviews was the learner's second or even third language, although it is the language in which they are all being schooled. I was aware that, because of this, interviewees did not always understand the question posed and some had difficulty articulating responses. As well as the language barrier, I am aware that the conceptual understanding and language of the adolescent could also be a factor (Scott 2009:96). When a learner appeared to have difficulty in understanding the question, I rephrased the question and at times asked closed questions instead to elicit a 'yes' or 'no' response. Venues with lots of distractions and ambient noise at some of the schools were not entirely suitable for

interviews, and this not only distracted the interviewees but also affected the quality and later transcribability of the audio recordings.

Finally, assigning learners' statements to a learning outcome was not always clear cut and lack of experience with this model, and the need for a second opinion, is something I reflect on in my findings.

3.10 Ethics Clearance

The participants in my research project are considered vulnerable subjects, since the majority of them were under the age of eighteen years at the time the interviews were conducted. The University of the Witwatersrand's (WITS) Human Research Ethics Committee granted ethical clearance on the 14th November 2014 (protocol number WSOA140904) and was kept updated as additional schools were included in the study. The Gauteng Department of Education (GDE) was approached for approval to conduct research three times as new schools were added to the study. Approval was granted on 4th February 2015, 2nd March 2015 and 13th April 2015. Informed assent was obtained from all the respondents to be interviewed and for that interview to be audio recorded. Informed consent for the interviews was obtained from all the respondents' legal guardians, and for the interviews to be audio recorded. A condition of GDE ethics approval was that the Principals of the sample schools grant their permission before interviews commenced and that district heads be informed. They also stipulated that interviews could only be held before school, after school or at break. Procedures for the assurance of anonymity of all participants and all schools involved, respect for all responses, the secure storing of transcripts and the use of password protected computer files were adhered to in accordance with the ethical conditions for the approval of the GDE and Wits HRE committee.

Chapter 4

The Voices of the Learners: Findings and Discussion

4.1 Introduction

This chapter describes and discusses the quantitative and the qualitative data collected from the interviews that relate to the research questions, which are:

- What learning has been acquired by Further Education and Training Phase (FET) learners by attending the Constitution Hill Education Project (ConHillEdu Trust) Saturday Workshop, as analysed using the Generic Learning Outcome (GLO) model?
- Do these learning outcomes support the objectives of the CAPS curriculum for History?
- Do these learning outcomes relate to the intended outcomes of the Constitution Hill Education Programmes?

In discussing the qualitative data I map the learning that has been acquired in the five generic learning outcomes specified by the Generic Learning Outcome (GLO) Model and how it relates to CAPS for History (2011) and the Constitution Hill Education Programme Saturday Workshop aims and objectives. My discussion of the results obtained in this research project demonstrates that learners gain a great deal from their experience, that it fulfils most of the aims and objectives of the Project itself and that it supports and adds new dimensions to the CAPS for History (2011). It also highlights the potential of sites like Constitution Hill to provide the "dynamic interaction with space and place" (Bam n.d.) that young people need if they are to connect with their history, and by connecting with their history, understand and become more able to value their democratic rights.

4.2 Putting Learning on the Map

From the transcriptions of the 32 interviews conducted, 855 statements made by the respondents were

extracted. These statements were responses to questions, asked during semi-structured interviews, that promoted reflection by learners on their experience of the Constitution Hill Education Programme's Saturday Workshop and they constitute the data for this research report. This data was coded according to the Generic Learning Outcome (GLO) Model outlined earlier in this report (see section 3.2, above). The five outcomes of the GLO Model are:

- Knowledge and Understanding
- Skills
- Attitudes and Values
- Enjoyment, Inspiration and Creativity
- Activity Behaviour and Progression

4.3 Quantitative Analysis

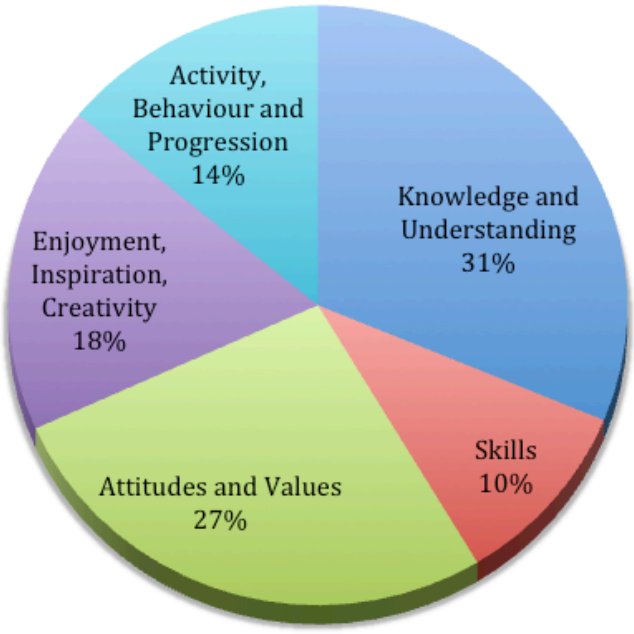
The data was initially analysed in a quantitative manner. Learning statements were coded according to the GLO Model and the frequency of occurrence of each GLO was visually represented in a pie chart (see Fig. 4.1, below).

All respondents made statements reflecting learning outcomes in all areas, but it is clear that analysis using the GLO Model reflects that the workshop impacted in some learning areas better than others. The pie chart visually illustrates the frequencies of the statements made, with 'knowledge and understanding' being the learning outcome that was reflected the most by the learners interviewed, and 'skills' being the outcome observed the least. In terms of frequencies, Hooper-Greenhill notes the most valued outcome from both learners and educators in her research projects was 'enjoyment, inspiration and creativity' (2007:200). The details of the museum programmes that were assessed by her research are not specified, but it is important that Constitution Hill is a site of conscience, and as such, it involves engagement with histories of human rights abuses, and therefore pleasurable experiences are less likely to be elicited, and this may have influenced the lower frequency of the 'enjoyment,

inspiration and creativity' outcome in my research project. According to Dodd, reporting on the LIRP research, the 'skills' generic learning outcome is likely to be the least recorded (2003). She suggests this is because skills need time to develop, time not sufficiently available in the limited five-hour duration of the Saturday Workshop. Time is also a factor which impacts on the frequency of the outcome 'activity, behaviour and progression' which is an important aspect of the objectives of the Constitution Hill Education Project and in CAPS for History (2011), but not easy to evaluate from an interview.

The pie chart presents a superficial landscape of the learning acquired. The qualitative analysis of the responses collected under the different generic learning outcomes that follows, provides a richer map of the learning that was acquired by learners.

Figure 4.1: Pie Chart visually representing the generic learning outcomes acquired by FET phase learners by attending the Constitution Hill Education Project Saturday Workshop



4.3.1 Knowledge and Understanding

> *"Knowledge and understanding includes learning facts or information (knowing what or knowing about) and developing a deeper understanding or grasping meaning more firmly, in relation to diverse specific fields"* (Hooper-Greenhill 2007:53).

In the interviews, 'knowledge and understanding' emerged as the most frequent outcome. For the majority of learners this was their first visit to Constitution Hill, so merely encountering the space provided a wealth of knowledge about the site and its history. The knowledge gained related predominantly to the history of Number Four Prison and aspects of human rights and democracy. Learners also demonstrated they had acquired different understandings of South African history, of themselves and their own personal histories and were able to make links and establish relationships between the past and the present.

This response by a learner who had never been to the Constitution Hill before is broadly representative of the responses coded within this GLO:

> *... we learned that people were treated differently, there was a side that kept whites and then there was Number Four that kept blacks and in that prison there was a leader called Nongoloza ... and the meals were not the same and things like that.* (A4)[5]

Clearly he had gained knowledge of some of the facts relating to Number Four, but he does not offer a response that indicates more profound connections. References to the physical nature of the space and symbolic architectural features were common. These often appeared to act as a mnemonic for the facts and information the learners acquired.

One learner reflected on the link between the eternal flame and democracy (Image 4.1):

> *... what was interesting to me was the fire, because the fire it can not go out even though it rains, it meant that the freedom and democracy is still going.* (A6)

[5] Extracts from interviewees' responses are referenced by Letters A-G according to school followed by a number distinguishing different learners, Letters A-G followed by E and a number for Educators and P for Project personnel



Image 4.1: The Flame of Democracy inspires learners to contemplate the nature of democracy in South Africa.

Falk and Dierking (2000:53) point out that it is often the physical context of a site that provides the enduring memory. One learner's remembrance supported this contention:

> *... there is quite a lot I can remember, I can picture it now that confined space of the isolation cells, that really touched me. I was really sad to go into that space and the actual court, being able to see any South African walk by, I will remember that, I can vividly remember the toilets area being next to the eating area.* (C4)

Claxton's concept of modes of attention (1999, quoted in Hooper Greenhill 2007:38) is also reflected here with learners fixing their attention, like a spotlight, on individual components of the environment, possibly to anchor, help negotiate, and make sense of what, for some, was a very unfamiliar space.

Some learners were able to use what they had seen to make connections between what they were seeing and their own lives, to relate the present and the past:

> *... it actually showed how people of different races lived and how you were categorised because of your own race, how you were degraded and maybe humiliated and how it*

decreases you as a person maybe, because I think what the whites did to the black and coloured people probably belittled them it made them feel like they were absolutely nothing so just incorporating that it showed they were really living a difficult life and I don't think as South Africans we should be complaining about how we are living because [the present situation] is totally different to what the people who fought for the freedom we are living, [lived]. (C6)

It was not unusual for learners to make the connection between the atrocities of the past and the freedom in terms of human rights they experience now. One educator concurred with this finding, noting that the workshop had an impact on how the learners value their democratic rights:

... most of them enjoyed their day out, understanding what people went through for their freedom and at the cells they really came to realize what these people had to sacrifice, so they begin to value their human rights, and its also no longer in a vacuum ... a lot of them don't truly value their rights and truly don't understand the process the country has gone through. (FE1)

This is interesting in light of Mattes' explanation of why, what he terms the 'born-free generation', places little value on their democratic rights. He puts it down to the socio-economic climate that is their daily reality (2011). One educator suggested that what learners need is a tangible engagement with human rights issues to really appreciate them, because they are the generation with little direct experience of apartheid and the struggle and further to this he makes a connection between appreciating their rights and knowing their past

... if you look at the current crop of learners at the school, they are not learners born in 1994, they are born around 1998, where they had a second president, where these rights were already entrenched by the time they reached high school ... you find there is a gap in their knowledge. (FE1)

It is interesting to reflect that while the CAPS for History (2011) is being studied by a generation of

young people who have no direct connection to the abuses of apartheid, it was written and influenced by people who do have one.

The observation that there is a gap in knowledge and engagement with history is not confined to those from disadvantaged communities. Interestingly, the only school from which no learners in either Grade 10 or 11 had been to Constitution Hill before was the most affluent school participating in the study. It is important to note that most of the learners interviewed who had previously been to Constitution Hill and other cultural institutions, had visited while on school outings. This highlights the important role the Department of Basic Education, non-governmental organisations and privately funded institutions play in providing extra-curricular educational opportunities.

It was interesting to note that, even though all the learners studied History as a subject at school, some of them appeared disconnected from it on a personal level. One learner was amazed about what she found out about her own community's history during her visit to Constitution Hill:

> *... for me, as a black young girl ... I found it interesting that I [now] knew what my ancestors lived through and I found out my own roots in history ... I wasn't told of the apartheid ... I was just told about the things my parents experienced. I was never told about the things other people experienced like time in jail and punishment ... I found out more about my history going to the Constitution Hill than I did from my parents.* (G4)

She reflected on the importance of this later in her interview:

> *... I find it very sad [my parents] don't know these people and being black I feel they are supposed to know it, or read up on it, to know their history, because I feel they are going to lose it over time and I feel if they are not telling me then what can I tell my children?* (G4)

Knowledge acquired through the workshop provided her with a better understanding of herself and her own identity. This was also the case for a learner from another country:

> *... they gave us a small booklet about the Bill of Rights and I actually wasn't aware. I knew*

there was a Bill of Rights, but not what was inside, so actually receiving that I know my rights or what rights I have. I believe I have the right to everything, except not political, because I can't vote. (E4)

Taking these thoughts further, he refers again to this topic when making connections between what he has learnt and current events:

... [when] we were there [at Constitution Hill] the xenophobic attacks were actually happening so it was one of the topics we were debating about and I was sitting there next to a volunteer and she actually opened up the book, I don't remember which section it was, but it said that South Africa is a country that belongs to all that live in it so I believe that most of people who are having the xenophobic attacks do not actually know that ... that whether you are a foreigner or South African we are all one. I was grateful, I didn't know that, I was just afraid for my life, so knowing that actually helped me to actually speak to people and let them know that South Africa is for everyone. (E4)

For some learners, connections between what they saw and learnt from the workshop lead to greater understanding of their own family history, as two learners' responses demonstrate:

... because my uncle he was in exile, so he told me that people weren't treated very good, so that cell, because at the door there were just some writings and I just saw I live to suffer ... because he used to say those words. (B4)

… so in a way it helped you to understand your uncle a bit. (Interviewer)

... yes, because I didn't understand him at all because he always says I live to suffer and I would ask him what do you mean. (B4)

... well I would say it makes a lot of sense to what my grandmother used to say because my grandmother used to live in Soweto and she used to experience this sort of stuff and also my grandfather died in the Sharpeville massacre ... so I got to experience most of those things

they used to tell me at home. (B3)

Several learners made links and established relationships between what they were learning and current events, such as the State of the Nation address by President Zuma in February 2015, the defacing and removal of the Cecil John Rhodes statue at the University of Cape Town in March 2015, and the xenophobic attacks occurring at various places in South Africa in April 2015. However, considering some learners came from very difficult socio-economic circumstances, very few learners made connections between apartheid and how it influenced the way they live now. One of the few learners to make this connection said:

... I think with my parents being black, they have been delayed in a way because of education, it's been quite hard to get money and everything, so we don't really have a car and it's difficult for me to travel so I guess that's just the only way it has affected me but it hasn't been a huge thing. (C4)

This raises some concern about how successful the workshop was in terms of achieving its aims, as stated by one of the Project personnel interviewed:

... to develop a critical sense, it was very much a political education for me getting people to question their assumptions, question things like the places they come from, their realities. (P1)

'Knowledge and understanding' was often related to personal interests, and the facts or information learners absorbed often reflected their own interests and background. Falk and Dierking note that people seem to recall most vividly exhibitions that built upon prior knowledge rather than those that presented totally novel objects and ideas (2000:16, 27). One learner gained some more understanding about the death of one of his heroes:

... the cause of [Stephen Biko's] death was in prison, so I just wanted to know how it was back then. (E3)

Some learners demonstrated an appreciation of history from other perspectives, a desirable outcome mentioned in both CAPS for History (2011) and the Constitution Hill Project objectives. Jack Mabaso and Nogoloza Mathebula, two former inmates not incarcerated for struggle-related activities, but names that resonate in today's popular culture, were mentioned frequently by learners in the interviews and were apparently people that learners related to.

It is highlighted in both the CAPS for history (2011) and by personnel from the Constitution Hill Education Project the importance of learning history from different perspectives. One learner commented that:

> *... at school, yes, we mostly learn about Mandela, Steve Biko, things like that, but at Constitution Hill we learnt about everyone, everyone's feelings and things like that.*
>
> ***… When you say 'everyone' who do you mean?*** (Interviewer)
>
> *... I mean the prisoners who were in there, the inmates, families, the guards, everyone so it involved everyone rather than [just] Mandela*. (B1)

Gaining new knowledge and understanding was not restricted to learners who had not visited Constitutional Hill before. Most learners who had been there before made clear distinctions between their experiences then, and now, which reinforces the finding that learning generally builds upon what learners already know to make prior knowledge deeper, more explicit, and more fully developed (Hooper-Greenhill 2007:41). This was reflected in the comments made by one learner:

> *... [this visit] developed my own understanding and my own thoughts and ... I have learnt from this much better, other than just what all the different things mean and where prisoners slept and everything.* (C5)

Although much of the knowledge and understanding acquired related to Number Four Prison, aspects of human rights and democratic processes were also significant features recalled in the interviews. One learner summed up what he learnt from the workshop:

... basically it tells us we are equal, there's no one beyond the other one, no matter how much power you have you are all equal, are protected. (D2)

Despite the comprehensive amount of information provided on the history, origins and workings of the Constitutional Court, very rarely did respondents respond with detailed information about what they had learnt on that topic. When asked what they thought learners would take away with them, two of the project personnel interviewed responded that they didn't expect any of them to remember what the project administrator called the 'nitty gritty' of the workshop, but felt it was still valuable. This is not to say they did not learn anything about this, but it might have been in the form of what Hooper-Greenhill calls 'latent learning', acknowledging that much museum-based learning happens at the tacit and unconscious level and needs to be drawn out later by educators following through on the visit. This highlights the important role educators need to play in the success of a visit for learning.

Most educators were able to build on the visit with discussion back in the school environment, as one educator explained:

... it created a very interesting discussion which went beyond the curriculum and into the LO [Life Orientation] curriculum, where we looked at the purpose of a prison and should political prisoners be in a prison, is it about restorative justice or was it about punishment, then we looked at if it is about punishment, how far do we go, what is acceptable, what is not, what about torture, and it was interesting they brought up Guantanamo Bay and the irony of a country which stands for human rights and is one of the biggest human rights violators. (GE1)

The same educator acknowledges that the visit didn't relate to much of the Grade 10 CAPS for History (2011) syllabus, but felt it was valuable because she would be able to follow up on it later:

... I thought it would be good prior knowledge engaging with the work beforehand. (GE1)

All the educators felt the workshop supported the History syllabus, notably the topics of South African

history and African nationalism, eugenics and social Darwinism, with one educator responding that:

> *... [the workshop] covers the whole syllabus especially South African history so if you check exactly you will find parts of Constitutional Hill they were prisoners such as Nelson Mandela and others which we always refer to them in History so it assists them to understand.* (EA1)

Most educators felt the workshop added a level of relevance, which helped learner understanding:

> *... they touch on in Grade 10 the idea of race superiority and inferiority, eugenics, and racism and for them Hitler becomes a bit abstract so ... I think they get a feel when they get there, what it actually meant for someone to feel inferior and someone to feel superior, by the things they would understand. In Grade 11 and 12 it works very well for them because it's paper two[6] when we deal with South African history so the [workshop] sort of summarizes, everything so now they can see what we are talking about and they are able to see it from another perspective apart from the text book.* (EE1)

Some responses did reflect knowledge and understanding related to specific topics in the CAPS for History (2011). When asked if anything she learnt on her visit would be relevant for her History studies, a Grade 11 respondent made a direct connection between what she is studying in History and her visit to Constitution Hill:

> *... we are studying the Russian Revolution, although with that people were separated in classes and that in a way is the same in South Africa, how people were separated in terms of race, the low classes like the blacks suffered the most, they worked the hardest.* (C2)

Although not in extensive detail, some responses reflected that, apart from Communism in Russia, facts and information relating to CAPS had been acquired about the advent of democracy, civil society protests from the 1950s to the 1990s, and civil resistance in the 1970s and 1980s in South Africa.

6. This is a reference to the way the subject is examined in two sections, world history and South African history.

This section has summarised the statements that were coded within the GLO of 'knowledge and understanding'. The outcome of the visit for many learners was the acquisition of a wealth of facts and information and a demonstrable ability to make links to and establish relationships with other contexts as well as their own personal histories. However, there is evidence that some learners had difficulty in relating to history, especially in relating the past to the present. While learners might not be absorbing detailed information about the history of South Africa and the Constitutional Court, the workshop appears to be providing a framework upon which further learning in the classroom can be built.

4.3.2 Skills

> *"'Skills' refers to knowing how to do something. Skills outcomes result from the experience of doing something. Skills can be broadly divided into cognitive or intellectual, social, emotional and physical dimensions, and some skills overlap two or more dimensions" (Hooper-Greenhill 2007:54).*

'Skills', as a learning outcome of the Saturday workshop reflected in the interviews, were predominantly communication and social skills, which were promoted by means of engagement in the *lekgotla*-style open discussions and debating in the auditorium with the volunteers and other learners. Other skills practised were literacy, critical thinking and group interaction skills.

It was obvious from the interviews that at many schools, even the better resourced ones, a perceived lack of time prevented open discussion from being a regular feature of the classroom. One learner described her experience of the *lekgotla*-style open discussion in the auditorium:

> *... this visit has allowed us to voice our opinions. At school you can voice your opinions, but not actually that much because people get offended if you say something, people might take it too seriously. There, it was an open debate and people were allowed their opinion, no matter what people thought, because there the Constitution Court supports everyone's opinion and sometimes there is a wrong and a right, but that day we were allowed to voice our opinion no matter how wrong or right it was, because everyone is entitled to their own opinion, and that*

was really nice that people were allowed to voice their opinion, and it was really nice that people were allowed to take the things around them that affect them today and voice them out like on that day. (C1)

Hooper-Greenhill (2007:174) suggests that museums offer a different environment, outside of the classroom, which can give learners the opportunity to shine. For some learners, being able to express themselves in a public space was a surprise learning outcome and one that fed into their development of a positive sense of identity:

... that's the irony, 'cos in class I am quite reserved and shy ... that's what I found shocking, because when I got there something clicked and I thought I have got to ask questions, because this is my history and so I asked questions and questions. (G4)

The *lekgotla*-style of unstructured, open debate focused around issues that, although moderated by the administrator, were often initiated by the learners. The subject matter of these open debates therefore varied, but it often reflected current events and issues relevant to the learners' communities, such as black business economic empowerment and child grants for unmarried young mothers. For one learner, the unstructured nature of the debate was frustrating and another learner felt too intimidated to express herself, but for most it was the most meaningful and engaging part of the workshop. One learner expressed how it encouraged her to think in different ways:

... then someone raised up their hand and said something different, I was like whoa! I never actually thought about it in this way and then it helped me to open up my mind like when you focused on something specific then you think its only this way, but actually there are many other ways. (C5)

Critical thinking was also an important outcome of the open discussions and several learners and educators referred to this. One learner demonstrated how the human rights auction made her think critically about which human right is the most important:

> *... I said if you have freedom of expression ... you can actually express that people have the right to life, you can actually express every right that is there in the constitutional book, you can actually express that children and everyone has a right to life, ... freedom of expression gives you the right to say I don't want to be hurt, I have the right to life with the freedom of expression, you can express a lot of things about yourself as long as you not hurting anyone else.* (B2)

And this educator concurred with how the open discussions and debating facilitated critical thinking:

> *... I think the debate puts the learners in a position to debate about these things, to critically think about aspects of history and not just make arguments for the sake of it using sources to evaluate events. I think that it was a practical way for the learners to see how they could do that. So the parts where they had to engage and not just look at the facts, just have to engage in what is happening, that is very helpful.* (DE1)

One educator felt it was the more articulate learners who dominated the discussions but that expressing themselves in a different situation to the classroom had a long-term benefit:

> *... yes, there were ones that speak that don't usually speak, and maybe one or two were maybe there more comfortable to speak, but also when they came back, they were either more enthusiastic to learn and come to class and learn because the teacher who sat with you all day, and she was like a student, so there was like this other side, the picture that you have of your teacher can also be quiet and sit there and be part of the learning process, and some of them have come back ... where they were not talking they are now talking and if they are not talking they are more engaged.* (EE1)

Social skills was another learning impact coded in this section. These results were mainly from responses to interactions with the volunteers and facilitator, and for schools C, D and E, from their interactions with learners from other schools and across different social backgrounds. Learners were encouraged to chat informally with the volunteers, who were mostly young lawyers or law students.

… did you speak to the volunteers? (Interviewer)

... yes, I spoke to almost everyone. It was not about the site [or] the constitution ... most people there were doing law and I am interested in doing law, so I asked them about bursaries and how to apply and things like that. (E1)

Seventeen of the respondents were interested in law as a career, so this was a valuable opportunity to find out something about this career and most informal interactions between volunteers and learners focused on this. One educator felt this was a very important aspect of the workshop and summed up the potential of this interaction:

... being able to interact with others, especially to realise that learning does not just end in the classroom, but just see what other youngsters are doing out there and what they have achieved at a younger age and what they are at the same time, what they are giving back, so at the same time educating them, that there are these youngsters who are young, energetic and giving back, so I think it gives them a sort of role model who are still very young and that they can identify with them. (EE1)

Schools C and D participated in the same workshop and school G participated in a workshop with another school not included in the study. This provided what, for some, appeared to be a rare opportunity to communicate with peers from different socio-economic backgrounds as two learners expressed:

... I talked to some of the students at [the other school] and I was finding out their perspective on what they thought about apartheid and their view on the whole of the visit. (C3)

... basically they were an all black school so their reaction to everything, I felt like we had a connection because of that. We didn't know each other, but because of their reaction and my reaction we started talking to one another, discussing. (G4)

For several of the students this interaction with learners from a different socio-economic background

was significant in influencing their attitudes and values and is discussed in greater detail later on in this research report (see section 4.3.3).

Another skill learners were able to practice was reading the signboards that described various aspects of Number Four Prison in English. The facilitator often encouraged individual learners to read various extracts to the others out loud, but most respondents used their literacy skills to read the information boards to themselves (Image 4.2).

> *I tried my best [at reading the boards] at some chance I was passing through and I had to read fast.* (A1)

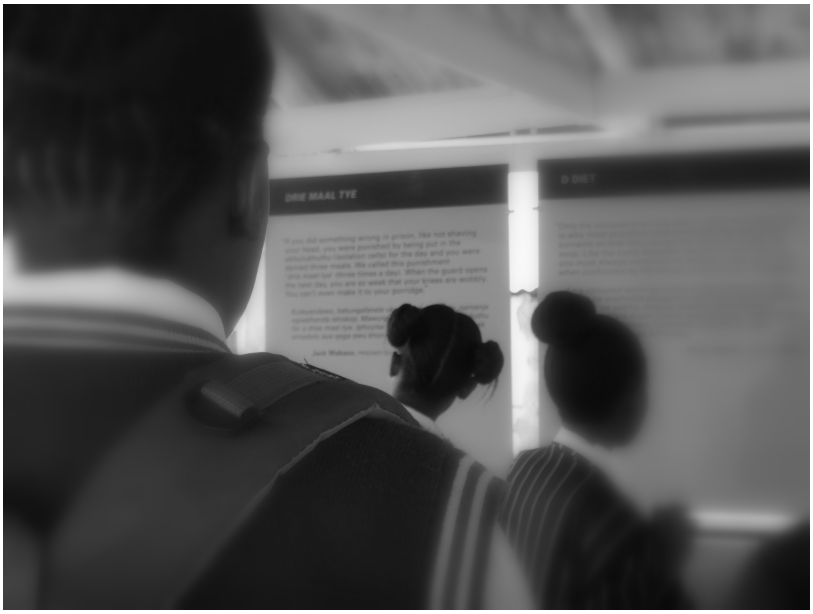


Image 4.2: Learners practice literacy skills reading the information boards.

Some learners recognised that they had practised listening skills, such as listening to others' opinions, as well as leadership skills, especially in the team games. One learner described the skills he used in the judges game:

> *... it was nice, it required time strategy and focus and team work and to be quick.* (E2)

CAPS for History (2011) notes the importance of extracting and interpreting information from a number of sources. One learner recognised the visit to Constitution Hill as a potentially valuable

resource she would be able to use elsewhere:

> *... it has been opening my mind when it comes to learning history, I have seen it from a different point of view and now I have more knowledge so now I will be more able to engage in the topic in regard to history. I have something different to share.* (F1)
>
> ***… so you have more of a different resource to draw on?*** (Interviewer)
>
> *... Yes.* (F1)

One educator referred to the importance of behaviour, in terms of the correct behaviour in a formal situation:

> *... yes, I think when they got there they had to behave, even in the debate you didn't just go in and say whatever you wanted to say, you had to raise their hand they had to wait their turn so they had to control their emotions.* (DE1)

Apart from running, which formed part of the judges game, neither learners nor educators referred to physical skills during the interviews.

In analysing skills gained from this workshop, it is clear that interpersonal communication was the skill most practiced. Hein notes that social interaction is a powerful tool in developing complex forms of thinking (1998:149), and the *lekgotla*-style of discussion promoted this. Many of the skills evidenced meet the objectives set by the Constitution Hill Education Programme, specifically, critical thinking, expression of opinions and interacting with others. The workshop did not, however, provide the opportunity for practising all of the skills identified for CAPS for History (2011), such as writing an assignment, for which there was no opportunity, given the nature of the workshop programme.

4.3.3 Attitudes and Values

> *Visits to museums, archives and libraries may result in shifts or change in attitudes and can sometimes alter the values that people hold.* (Greenhill-Hooper 2007:54).

The ‘attitudes and values’ outcome was recorded only slightly less frequently than ‘knowledge and understanding’. However, for me it provided the most surprising, and, at times, most moving parts of the interviews. Hooper-Greenhill suggests that museums are places where cultural stories are produced that can affect how individuals feel about others, themselves and their place in the world (2007:162). It was evident in the interviews that the tour of Number Four Prison and the Constitutional Court and the subsequent interactions in the auditorium, had, in some cases produced seismic shifts in attitudes and values. These responses that reflected the changes of opinions towards others, and the increased empathy and capacity for tolerance, were for me the most significant. One learner, responding to the question “*how valuable or useful do you think heritage sites like Constitution Hill are?”,* summed up what many other learners also expressed:

… they tell us about our past and motivate us to not go back to the past and they change us. Somehow I felt when we were out there something had changed. Some of the things I had thought about had changed. And it shows us where we are going and who are we? By going there we can search for answers, who are you, and where are you from, where the country is heading, how our leaders, who are our leaders, things like that. (E2)

To encourage him to explore this a bit further, I asked him the question “*what sort of things could you tell me you have changed your mind about?”* He replied:

> *… OK right, the way I thought about the people who [ran the jail] I had so much hate for them, the white people and it all changed after that visit, there were feelings I couldn't understand, but when I was out of there I could understand that better ... Before I was this person that believed I couldn't understand why Nelson Mandela forgave the people and I couldn't understand why it all happened and why would another human being do that to another person and after that I could understand that it wasn't their choice,… it had to be done because they were a minority so they needed something to hold on to which was violence and changing the law.* (E2)

Another learner was also challenged by the discussions in the auditorium about human rights and foreigners, in the light of the spate of xenophobic incidents occurring in some parts of South Africa at that time, and reported a change of attitude:

> *... I always felt to think foreigners were coming in the country to take our jobs but now my opinion has changed.* (A2)

These moving testimonies to the power of cultural institutions to alter values for the better speaks to Piaget's 'meta cognition phase', as the learners were able to step outside of themselves and think about other perspectives (Falk and Dierking 2000:30). Hooper-Greenhill is of the opinion that "as new information is absorbed, attitudes to that information are developed and these attitudes contribute to the formation of values that inform the decisions people make about how to live their lives" (2007:54). This process of development was identified by one educator:

> *... I think what it helped them to do was to help them to be able to accept somebody else ... acceptance by understanding the background and understanding what happened there and even though it is, who did what to whom ... but being able to look at it and critically say this is OK, this is what was done, this is what happened, this wasn't good, now we move on, how can we make it better.* (EE1)

She went on to relate that as a consequence of participation in the workshop, learners are frequently better able to demonstrate tolerance of others from different ethnic groups and backgrounds in the classroom situation. This challenge to move beyond stereotypes was also seen to result from interaction with learners from other schools. Many respondents who had participated in the Saturday Workshop were aware of undergoing a process of moving from some initial unease towards greater acceptance and understanding, as one learner demonstrated:

> *... when we first got there we said oh those girls are from model C schools and we are from a township school, so how are they going to look at us, but it seemed as if we had the same problems, so I thought that people with money don't have any problems but I think money is*

not an option, we all have the same problems, we all eat no matter the colour of the skin. (D1)

For one learner, the workshop helped her to understand why members of her family are reluctant to talk about the past and increased her empathy with their experience:

... I asked them about the past, they were like no we don't want to answer that, our past wasn't very nice, I was like OK I understand why you are like this, I have seen how people lived during apartheid and I do not blame you if you do not want to talk about it because I have seen everything. (A4)

The workshop was an emotional journey for many learners and this lead to the development of an appreciation of multiple perspectives and a greater understanding of difference. Williams (2007:146) notes there is little qualitative research about the emotions visitors experience at memorial museums, but that in one study results were dominated by the feelings of sadness, followed by thoughtfulness, anger, melancholy and revenge. When learners were asked about the feelings they experienced during their visit, sadness was the most frequently reported response, followed by pain, horror, shock, and guilt. But some learners also reported feeling thoughtful about what it all meant. Williams notes that the forceful displays at memorial museums aims to produce "a negative revolution that can spur positive action" (2007:149). One learner spoke about this:

... its hard being in pain but I like feeling it because it makes me change my life. (C4)

However, because of the nature of the site, with its tangible representation in the shape of the Constitutional Court embodying the ideals of the new South Africa, many learners also expressed experiencing more positive feelings by the time they left at the end of the workshop. One learner attempted to articulate her feelings:

... honestly, heart sore, being in prison was torture already and under the circumstances they were in, like the searching for instance in winter, they had to strip down all their clothes, whatever their age, it made me heart sore and emotional. (F3)

… and in the court? (Interviewer)

... there I had a feeling more like closure, OK I am protected. (F3)

… that it was worth something? (Interviewer)

... it made me feel like, yes, I am human, an individual. (F3)

Williams speaks of feelings of guilt and personal inadequacy that can be generated by such a site (2007:144). Two of the three white respondents talked about guilt and being ashamed of being white. Two learners experienced feeling the need for closure, suggesting that the visit generated conflicting emotions that demanded some resolution. Asked about why she felt the need for closure one learner responded:

... that people fought for our freedom but we didn't get any chance to thank them. (B4)

The responses offered by the learners speak to the paradox of the memorial museum pedagogy, that the negative stories are capable of producing positive attitudes and values.

Changing attitudes to themselves was also evident and, importantly, the workshop contributed to an improvement in self-esteem and confidence for many learners, and a greater awareness of personal identity. This related to the contributions they had made by answering questions, asking questions and participating in the auditorium discussion. One learner talked about her feelings of self worth after having answered a question well:

... after that they started asking us questions about what democracy is, about what is democracy, and what is it about, and I remember I was the only one to get the answer right, I even got a sweet. "Democracy is government of the people, by the people, for the people" so I got a sweet and I felt so proud and that's when I got inspired to say a lot of things. (B2)

Finally, for some learners, this visit encouraged reflection on their place in the world and motivated them to be more engaged and study harder, as one student explained:

... even though I was sad I left happy because I have seen what they worked for, they have motivated me to work hard and to change the nation, so I am happy because I am where I am because of them. (D1)

Attitudes to an organisation are also considered under this GLO. This was a significant feature in the results of the LIRP (Hooper-Greenhill 2007:157), as it was in this research study. All learners expressed a positive attitude to Constitution Hill and rated its value highly as a cultural institution. For many it was important as a reminder of the atrocities of the past, in order that they should never happen again, as one learner expressed when asked about why she would recommend a young person visit Constitution Hill:

... to remember where we come from and not to repeat the same mistakes 'cos racism is still in South Africa, it's not yet finished, and if we go there people would, like, change their perspective about South Africa and would change the way they treat other people. (D1)

Learners also compared visiting Constitution Hill to learning in the classroom, and it was seen as a different but valuable resource:

... I think it is very, very useful because due to educational reasons most of us don't get access to the internet and to go there broadens your horizons so you see what it was like because a book can't explain what you can see with your own sight. (F3)

When asked if they found any part of the workshop boring, the answer was a unanimous 'no', although three learners later expressed experiencing some boredom in the auditorium session, as it had been too long. One learner stated that is wasn't always easy to understand the English used, which highlights the difficulty for most learners that the workshop had not been in their first language.

Explaining why he hadn't been bored, one learner said:

... the thing is, we moved from one place to another ... and everywhere we went we got a different view of everything rather than talking about the one thing and being at one place,

we were all over. (B1)

The structure of the workshop as a series of movements from one activity to another was seen as a strength of the programme by one educator:

> *... every step along the way they are anticipating and its nice that they don't tell them along the way we are going to do one, two, etc., like what's going to happen next, so they get drawn back to it even if they are going to get bored.* (EE1)

The results from the 'attitudes and values' learning outcome indicate that Constitution Hill and the Saturday Workshop facilitated the development and modification of attitudes and values on a personal, inter-relational and cultural-institution level, and for many, a changed perspective on the world. One of the aims of CAPS for History (2011) is to encourage support for the values of the South African Constitution, which the workshop succeeded in achieving. It also facilitated discussions that caused learners to question their own assumptions about current events and their perception of others and themselves. This met the stated objectives of the workshop. These developments speak to themes, brought up in discussions presented above, that engagement with a dynamic space helps integrate formal learning with other experiences and provides places and opportunities for the shaping of new identities (Hooper-Greenhill 2007:178). As one leaner noted:

> *... so that's the difference, it's like a practical and school is the theory.* (D1)

4.3.4 Enjoyment, Inspiration and Creativity

> *Enjoyment as an outcome of learning is likely to lead to the development of positive learner identities and to the desire to repeat the experience*.(Hooper-Greenhill 2007:55)

> *... I [imagine this] to be a WOW experience for them.* (P2)

> *... I was like YO! this place is nice WOW!* (A1)

Hooper-Greenhill asserts that when learning is enjoyable, it is easier, and it can lead to learners being

inspired to produce creative thinking and new ideas (2007:162). While enjoyment could seem incompatible with a site of conscience, it was more than clear from my interviews that, despite being an emotive and challenging experience, a visit to Constitution Hill was a fun, exciting, surprising, interesting, and inspiring engagement. This was in line with the aim of the workshop to make the educational experience stimulating:

Two learner responses also reflected their enjoyment and suggest how that facilitated learning:

> *... it was just enjoyable, fun, nice and very helpful, at the same time educational. I know we went there for educational purposes but it was also fun.* (D2)

> *... we played games so it wasn't just information overload, we also got to understand what they were teaching us but through a fun interactive way, so in that way we would remember what we had been told.* (G4)

Running around the court, playing games and sitting on the judges' chairs were named as specific 'fun' activities. The Saturday Workshop experience, which involved moving, debating, listening, arguing, exploring, acting, and playing, provided what Hooper-Greenhill refers to as 'serious play', where learning happens through the activity and the involvement it demands (2007:188).

Learners were surprised by things they hadn't expected to see such as the artworks, especially the blanket crafts done by prisoners, but also by seeing things differently to how they had imagined them, such as the Court, which they thought would be like other South African courtrooms they had seen on television, for example, during the Oscar Pistorius trial in 2014, which was the first trial in South Africa to be televised.

Inspiration was a big part of the experience at Constitution Hill. Many learners left feeling particularly inspired by the judges, especially Judge Zakeria Yacoob, who is blind, and Justice Edwin Cameron, who is HIV positive. These men were seen as individuals who had conquered difficulties and managed to succeed despite seemingly overwhelming disadvantages. This spoke powerfully to one learner and

his own difficult situation:

> *... I cannot remember the name but there was a judge ... who was gay and he had lots disadvantages he had to overcome? ... they were able to overcome... their backgrounds.* (D4)

Learners were also inspired by the volunteers with whom they interacted:

> *... I took pictures with the lawyer called 'S', I really love her because she really inspires me a lot, she fought for her rights to be a lawyer, she believed she could be a lawyer, she really went to school and pursued her dream and she is a lawyer today because she believed she can be a lawyer. So me, here at school, I can follow her steps, I can actually fight for the reason why I am here at school, to build my future, so she did the same thing, that's why I love her.* (B2)

Many learners took photographs during the workshop to record their visit. Wallace-Casey (2015) notes that taking photographs for her study in a museum was motivated mostly by curiosity and wonder and I decided to place this response by a learner within this GLO as an example of how they were inspired. When questioned as to why they took photographs one learner responded:

> *... we just took pictures of us standing by the flame. It's a common thing teenagers do now. It's a very nice site and the fact it is Constitution Hill and the flame is eternal so taking a picture of so much symbolism is really nice.* (C5)

Hooper-Greenhill (1997) states that a positive learning experience can lead to creativity, including innovative thoughts. During my interviews with them, several learners expressed original thoughts stemming from their visit to Constitution Hill and the workshop experience. One learner highlighted the need for a day to remember the ordinary people who participated in the struggle, rather than only focusing on remembering the heroes like Nelson Mandela.

While it is possible to reflect some of these learning outcomes in quotations from the interviews with learners and educators, it is sadly not possible to capture the accompanying paralanguage conveying

positive emotive meaning, which almost without exception, was an integral part of the interviews. This is perhaps not surprising since, for several learners, this was not only their first visit to a cultural institution, but it was also a rare trip out of their impoverished communities, as several educators mentioned:

> *... there is a gap, they never thought that life was the same when in Johannesburg, they thought how they live in their own area that is how it is. So when they were outside they found out that no, you are like other people, it is normal there is nothing big that which will make them feel small, so they realized they were all the same and it was a very interesting ... [they] can share a place with someone who is a judge, so to them it was something they thought would never happen, they never thought it would happen in their lives, it was very interesting to hear from them because see they are like living in a cage, they never been outside and they thought life was like is all about what was happening in their own area.* (AE1)

This section has reviewed the power of enjoyment as an outcome in facilitating learning. What is worth reflecting on here briefly, in a moving insight into the difficulties these learners are living, is the use of the word 'gap', mentioned again in the quotation above as it was by an educator in a quotation presented under the 'knowledge and understanding' GLO (see 4.3.2, above). This educator drew attention to the fact that due to their restricted experience, it is difficult for many learners to relate to the broader modern-day life, let alone their own cultural histories. One learner expressed her feelings of excitement about coming to Constitution Hill and participating in the Saturday Workshop:

> *... yes he said we were going to a trip. At first we never believed him because they always promise trip and they do not qualify at the end, then we asked him are we going to pay and he said like no we are not going to pay it is free, I am doing it for free, I am doing this for your future ... On the bus we were excited, we were singing and dancing on the bus and then when we got there we saw you guys we were nervous, so then OK when we saw the buildings and Number Four we got to know how people lived during apartheid.* (A4)

The written objectives of the Saturday Workshop do not mention factors such as enjoyment and inspiration, although interviews with the co-ordinator and administrator reveal that those are certainly intended outcomes. It is not difficult therefore to imagine that a visit to Constitution Hill was, for many, a 'WOW' experience. CAPS for History (2011) states that it aims to create an interest in and enjoyment of the study of the past, which the evidence recorded in the interviews shows that the tour to Constitution Hill has succeeded in doing.

4.3.5 Activity, Behaviour and Progression

> *One of the outcomes of learning is action, learning how to do something, doing something new or in a different way, or sustaining a change in behaviour in the mid or longer term. Progression in learning frequently requires that things be carried out in a different way* (Greenhill-Hooper 2007:162).

One of the strengths of this study was the time lapse between the learners' visits to Constitution Hill and their interviews, which were sometimes conducted quite a while later. This enabled me to ask questions about how the learners followed through on their visit, either personally or at school. Responses reflected short-term outcomes and some of the longer-term outcomes proposed by CAPS for History (2011) (see section 3.3, above) and fulfilled the Saturday Workshop's objectives (see section 3.4, above).

All learners shared their experience with their family and/or friends, disseminating the information they had acquired and in some cases building on their knowledge through discussions with their family:

> *... they were like wow ... they were really surprised and they actually learn something from me, there were things that they didn't know [like] the toilets ... and the food ... they were really surprised.* (B2)

One learner felt he managed to use what he had learnt to change his friends' minds about what they

think about history:

> *... I am a historian, but they have a different view about history, so I think I managed to change the way they think about history. They thought it was boring ... but ever since I shared that with them, what I went through, what I saw, what I learnt, I think I am sure they have a different idea. They are interested in it now more than they were.* (D4)

Both educators and learners noted that conversations about the workshop began on the bus on the way home. One learner explained:

> *... normally we don't talk about stuff like that, but a whole group of us, we spoke about the Constitution and I remember when we climbed on the bus two of our learners, they had a commotion and we were saying they must do the 'tausa' before we get on the bus so Mr A said no-one is getting on the bus unless you do the 'tausa' and the next day at school I told my friends about what happened and they wanted to come.* (F4)

Learners shared their experiences back at school and generated great interest amongst others learners, but in at least one school this caused some discontent, since learners who had not been included in the visit felt left out and thought it was unfair.

Learners demonstrated various types of activity during their visit that stimulated and enabled subsequent activity at home or at school. Some learners took notes to read later, and one learner who has learning difficulties took video footage of the visit and the presentations that occurred, so as to reflect on them later because she knew the information was 'too much to process' at the time. As discussed above (see section 4.6.4, above), many learners were inspired to take photographs, and some of them went on to use these photographs in productive ways. One learner photographed the judges and then looked them up on the Internet when he got home in order to find out more about them. Another learner printed her photographs out to display in her room, and others used their photographs as profile pictures or posted them on social media sites. One learner gave the photograph of herself in a judge's chair to her mother who is going to frame it to inspire her daughter:

... she told me I want to put this in a frame so when you are a lawyer or a judge you can look up to that picture and tell yourself I wanted this when I was very young. (B3)

Re-visiting Constitutional Hill and attending one of the Court hearings were practical things some learners intended to do. Some learners aspired to changes in behaviour and more than a few felt they wanted to do something to 'make a difference' in the world:

... I would like to teach other people more about their rights rather than know more about my rights, because I learnt something and I feel would like to pass it on to the people who can't go the Constitution Court because of certain reasons and to inform people about their rights, because people don't know their rights. (E4)

However, several learners expressed frustration at the feeling of wanting to do something but not being sure of what it should be, or what, given their youth, they could do.

The visit to Constitution Hill changed behaviours in a variety of significant ways. A number of learners indicated they intended to study harder. For two learners the visit to Constitution Hill caused them to rethink their career pathway, with one learner recognising that law was perhaps more suited to her personality than medicine. One learner reported how she had applied the new confidence she had acquired from the discussions in the auditorium:

... I think it help[ed] me to learn how to be able defend myself ... look because people see me as ... the quiet one, she always does everything she supposed to like her homework [so usually] when I go "no you have to stop" people are like just [not listening but] yesterday this one girl was going to do this and she said you must ... I said "no this is your responsibility to hand it in and bring it tomorrow"... and she was like wow surprised I never heard this before. (C1)

I asked learners in the interviews if they thought there was anything they could take from their visit to Constitution Hill that they thought would be useful for their studies in subjects other than History. One

learner thought there would be:

> *... LO definitely because we are studying human rights and the Constitution is all about our rights as a human as a person, in Art as well to make art about what you feel about things and I know that comes up in matric, art that comments on things going on past or present.* (G1)

Several respondents felt the information they gained would be useful for other subjects they are studying at school, not only for LO and Art, but also for Tourism, English Comprehension even Business Studies.

All workshop participants were given a booklet summarising the Constitution of the Republic of South Africa and the Bill of Rights (Image 4.3). During the interviews, many respondents referred to reading some, or all of it, and carrying it around with them in their bag or blazer pocket. I observed this several times. The book informed their knowledge of human rights and they referred to it as being helpful in school assignments. In one school, it was used in an LO class to debate the right of a girl to attend the matric dance with a girl partner.



Image 4.3: Learners are given a booklet summarising the Constitution of the Republic of South Africa and the Bill of Rights, which many found useful after the visit.

Only a few learners mentioned doing written assignments at school that related directly to the visit:

> *... yes there was even now there is an assignment in LO, we were asked to talk about the human violations so I got to refer to what I learnt from the Constitutional Hill about the lives of the people, what is happening right now in KwaZulu-Natal about the xenophobia attacks and such things.* (D4)

One learner used the experience at Constitution Hill in an essay that formed part of a scholarship application and another learner felt the information she gained would be a valuable source for future essays or discussions:

> *... it can be background information ... it can be source-based questions not in sources but to know what happened if people want to have a conversation with me outside school I can say something without sounding like I want to know it but I actually don't. I can hold conversations.* (C3)

Analysing responses about the post-visit activity indicates that for many learners it was a valuable learning experience that they were able to apply to their daily lives, with some learners recognising that they had an important part to play in their community and the democratic processes of their country. This result correlates well with CAPS for History (2011) (see section 3.3, above) and the stated objectives of the Constitution Hill Education Project (see section 3.4, above).

4.3.6 Other Outcomes

There were 30 statements that did not fit into a specific learning outcome as structured according to the GLO Model, and are not included as part of the quantitative analysis in the pie chart (Fig. 4.1). These were statements where learners felt disappointed with aspects of the workshop or where they expressed what they would have like to be included, and I reflect on this briefly below.

The biggest disappointment for many learners was the limited time available for the workshop and being unable to see other parts of the prison When asked what more they would have like to learn,

learners' responses showed a high degree of correlation. They focused on four areas, namely the Women's Prison, the lives of the prisoners, the lives of the judges (including meeting them) and some would have liked more activities such as debating and role playing being a lawyer. Only one learner complained about the food that was provided at the end of the workshop.

4.4 Conclusion

This chapter has examined the Generic Learning Outcomes in order to map the learning that happened for learners participating in the Saturday Workshop and attempted to identify the 'something" referred to by Hooper-Greenhill that 'generally happens' when learners visit a museum (2007:47). It is clear from the results that a fruitful landscape of learning has been revealed and that, as a result of their visit, the learners have been enriched by the process. They have gained knowledge and understanding, practised skills and left inspired with positive attitudes and values that some learners have applied to their daily life and which may have an impact on others in their communities. Furthermore, the learning that happened has been shown to support aspects of the CAPS for History (2011) It has also addressed many of the objectives of the Constitution Hill Education Project, although interest in national and to a lesser extent international affairs was demonstrated, the depth of critical thinking around these areas has not been captured by the GLOs model of evaluation.

One of the project personnel reflecting on what she felt learners gain from the workshop stated:

> *... I don't think they have learnt all the details, technical core workings of government etc. But they have learnt there is a history that happened in South Africa which they don't always know to that extent, so seeing it they become alive to that, alive to our history, they are alive to the fact there is a Constitution, and not even all adults know that this exists and to some extent they also have become alive to the fact there are opportunities out there that go beyond circumstance.* (P2)

The evidence gathered during the interviews indicates this indeed happened for many learners.

However, an apparent ‘gap’ exists that results in some young people having difficulty relating to their South African heritage. Whether the gap is a result of limited exposure to the wider context of South African society or a lack of direct connection to the apartheid era and the resistance struggles, I propose that it impacts on the value those learners place on their democratic rights. Engaging with their own and their country’s past in the ways that are made possible by the productive programme at the Saturday Workshop suggests that in ‘becoming alive’ to their history and their Constitution, the gap is being bridged. Bam (n.d.) contends that a dynamic interaction with space and place can support the teaching of history, and the workshop offered at Constitution Hill facilitates connections between history and democratic values. This demonstrates the potency of the pedagogy of the museum environment to bring history and democracy to life.

The conclusion of this research paper will determine what is it that characterises the workshop experience at Constitution Hill, evaluate how effective the Generic Learning Outcomes Model is as a method of museum evaluation and what its potential is for other South African heritage sites.

Chapter 5

Conclusion

Bridging the gap – Drawing the map

In conclusion, the analysis of the qualitative data has mapped the learning that was acquired by the 32 learners interviewed. It has established that the Constitution Hill Education Project Saturday Workshop constitutes what June Bam terms a dynamic engagement with space and place, which has brought history and the Constitution alive in a new way for most of the learners who participated and this has facilitated an engagement with democratic values and identity at a personal level. This chapter will conclude this research report by considering what it is about the specific nature of the Saturday Workshop and the museum pedagogy at work there that makes it such a dynamic engagement with space and place. This research report applied the Generic Learning Outcomes Model to the findings obtained from the semi-structured interviews and this concluding chapter will go on to consider how useful this was as an instrument of evaluation for the Constitution Hill Education Project Saturday Workshop.

5.1 Characteristics of the Saturday Workshop

In mapping the learning acquired by the 32 learners interviewed, it is clear that there were specific characteristics of the Saturday Workshop that are not always accessible within the formal learning environment of school that were especially helpful in facilitating learning. These demonstrate the potential of South African Heritage sites memorialising trauma to contribute to learners' engagement with and understanding of the past, and the formation of identity.

Many learners expressed a sense of 'seeing is believing', which is why they found the workshop useful. As Falk and Dierking point out, the experience of seeing tangible examples of previously-learned verbal or pictorial material plays a major role in facilitating long-term learning (2000:27).

... when you are learning you need to see things because the more you see things the more you learn things. (A1)

When you study history, you can be a bit detached, it just becomes dates ... but you forget the real people behind it. (G1)

Annie Coombes points out that the 'effectivity' of spaces like Constitution Hill lies largely in the power of "oral testimony and the notion of witnessing both survivors and place" (2003:88). Oral testimony at Constitution Hill is limited to videos and quotes from information boards but these were referred to several times in the interviews, and every learner made reference to the characteristics of the space. Rankin suggests that innovative concepts are deployed in new South African museums since they lack comprehensive collections of artefacts. These include the "metaphoric deployment of sites and the architecture itself, to create affective audience experiences and recount South Africa's tragic history under apartheid" (2013). For many of the learners the encounter with the authentic space of the prison and the Constitutional Court was an encounter with a reality they don't usually have access to and the site provoked powerful, emotional, imaginative and pleasurable responses which exposed them to ways of learning that are not always available to them in the classroom. This speaks to Gardner's concept of multiple intelligences and learning styles (2011) which was attested to by one learner describing how the workshop was different to learning at school:

... I am a kinaesthetic learner, I got to learn by doing, by seeing things ... and at school you don't get to do that. (F4)

Fun while learning was a feature of the workshop. Hooper-Greenhill argues that when complex information is presented in a way that is enjoyable, it becomes intrinsically rewarding and this then motivates further learning (2007:173). Fun and human rights abuses seems an anachronous and sacrilegious mix, but the dynamic place and space of the museum environment appears to have provided these here in an acceptable way and expressions of 'fun', 'Wow!' and 'Yo!' demonstrate the pleasurable experience of effective learning.

Hooper-Greenhill states that the museum experience is able to spark powerful reactions through stimulating activities that are also beyond everyday experiences (2007:174), and that learners learn best when their bodies are immersed in physical experiences that engage their feelings and emotions (2007:165). The workshop's pedagogical approach employs various activities to engage learners, including interactive presentations, rewarding correct answers and interesting questions with sweets, enacting short plays to illustrate aspects of the Constitution, laying on games and re-enactments of aspects of life in the prison including the 'tausa' dance, and standing in an isolation cell for 23 seconds to represent the 23 hours a day the prisoners would spend there. Respondents often connected these interactive activities to learning. Two learners reflected on their experience of some of the activities and demonstrated the importance of mind and body working together:

> *... the judges game was good, I definitely learnt about the judges a lot more than I knew. I enjoyed it. Afterwards though when we could sit in the chairs and see what it is like I felt it was very nice in just understanding what it was like being a judge.* (G1)

> *... the part where they had lunch ... we actually stood [there] but we were not aware of what was there. Then they made us kneel down so you could see what was happening [in the toilets while we were pretending to eat].* (E1)

> ***… so it was the action that helped you imagine?*** (Interviewer)

> *... yes, it was actually the action because someone that hadn't been there would just think oh OK its where we are stood then they ask you to kneel down.* (E1)

Greenhill-Hooper notes that it is often the "imagining of the self in the historical situation that helps children develop their knowledge and understanding of the past" (2007:150). This was evidenced many times in the testament of the learners as they responded imaginatively to the opportunity of reliving the authentic space a site of conscience can offer. Two learners' responses demonstrate how imagination was linked to learning:

... when they took us to the isolation cells, yes it was very emotional, I could imagine how they felt because they [closed us in for 23 seconds] but for them it was 23 hours a day, I could imagine and that place was so tiny you could stretch your arms and touch the sides, so I think they were very traumatised and ... the rack when I was on it, I could feel the emotion and pain as the guard beat them and gave them a bucket so they could wipe their arms ... I could feel the embarrassment of both people. (F1)

... yes, and we had to close the door and it was totally dark in there and I am terrified of the dark, it was cold that day so I just imagined being naked in the cold and dark, being disorientated, confused and asking myself, what did I do to get here, my family and I started to think about what if I was captured in here, would I see my family again, would I ever come out here alive, so I just got those emotions and the writing just gave me a perspective of what they went through. (G4)

These imaginative responses were facilitated by re-enacting being in a prison cell. Other re-enactments included miming collecting and eating while watching others pretending to use the open toilets, and the dancing of the *tausa*. These potentially disturbing perfomative experiences produced responses of horror and disgust and some educators expressed concern about the appropriateness of this for all learners:

... most of the people are not strong enough emotional when they go to a place like that, it can give them a negative impression. (BE1)

... it definitely worked on drawing the emotion from them, it was an incredibly emotional visit. Monday was interesting and we had a feedback lesson and there were some girls who said I am ashamed of being white. (GE1)

Hooper-Greenhill asserts that learning about potentially frightening events is possible within a context where learners are among known friends and peers and accompanied by familiar teachers who could be relied upon to keep the group safe (2007:180). This is a characteristic of the workshops at

Constitution Hill. Clearly the feedback session the second educator quoted above facilitated was a valuable activity in addressing the emotional issues raised.

Re-enactment during the workshop did not only focus on the more sinister events and sitting on a judge's chair was something most learners responded to:

> *... oh it was painful, painful, but I was happy to sit there on top and stare at the learners, it was fun.* (D3)

> *... yes I felt like the boss [with that] microphone and things like that.* (E1)

> *... sitting in chair was a wonderful feeling, I was the first person to sit in and the last one to leave.* (A3)

Finally two very important factors should be noted: Firstly, this workshop is a supported, guided and facilitated engagement with the site and the issues it raises. One learner compared her experience at Constitution Hill with her experience visiting Auschwitz concentration camp in Poland:

> *... [at Auschwitz] It's all about sight seeing, you learn a little but you don't actually go into depth about what you learn and you don't interact with the people you just ask questions.* (C1)

Secondly, the personal interactions of the Saturday Workshop also contribute to the acquisition of learning, providing space and opportunity for interaction with volunteers and learners from other socio-economic backgrounds. These encounters break down stereotypes and broaden learners' perspectives by causing them to step out of themselves to see other people's points of view, which contributes to healthy attitudes to, and consideration for, others.

5.2 Generic Learning Outcomes

This research applied the Generic Learning Outcomes Model, developed as part of an extensive project in the United Kingdom to map and evaluate learning in museums. Applied to the Constitution Hill Education Project Saturday Workshop, it has provided useful amounts of both quantitative and

qualitative data to map the learning that 32 FET-phase learners acquired. The quantitative data provided frequencies of the occurrence of five different generic learning outcomes, which cover a broad range of learning. The quantitative data revealed that learners gained most in 'knowledge and understanding' by attending the workshop, with the practising of 'skills' being the least evident generic learning outcome. However, the quantitative data was not able to offer any specifics and in some ways is misleading. The acquiring of knowledge in terms of facts and information that learners did not previously possess, in a space they had not encountered before, could be seen as a given. In contrast, the changing of attitudes, which had less frequency, but was a far more significant outcome, would not necessarily have been an assumed outcome. I consider that this model would be more appropriate when evaluating multiple choice questionnaires where answers would not be open to a range of creative responses and they would be easier to code with a less subjective quantification on the part of the researcher.

The qualitative data proved a much more effective measure for mapping the learning that happened, providing space for the learners' voices to be heard and enabling detailed learning to be plotted. However, the model is time consuming and relies on the researcher's subjective interpretation of the Generic Learning Outcomes. Further, I acknowledge, along with Hooper-Greenhill, that although it has been possible to separate learning outcomes at a conceptual level to provide a conceptual framework as a tool for assessment, it has been hard to disaggregate the five Generic Learning Outcomes at an analytical level (2007:165). In mapping responses, it can be seen that the lines between the domains of 'knowledge and understanding', 'practising skills', 'attitudes and values', 'enjoyment and inspiration' and 'activity, behaviour and progression' are sometimes blurry as they feed into and influence each other. Pontin (2012) expressed some concern about the model reflecting the depth of learning and I feel this is also a valid criticism. However, the model provided a lot of reliable evidence of learning, some of which has already been used to inform a recent restructuring of the Saturday Workshop at Constitution Hill. This is a tool that can be applied to other South African museums and it would be interesting to explore how effective it would be for other heritage sites.

Evaluation is a time consuming process. However, it was interesting to me that the map I produced of the learning acquired by learners correlated almost exactly, although not in as much depth, with what the project personnel I interviewed felt would be achieved, as one respondent demonstrated:

> *... seeing the court, I don't think they learn a lot of the court, I think we try to present an alternative way of looking at things they are engaging with already, like the issue with xenophobia. I think we try to provide another way of look at it and I think even just for a day they look at it different. I think the book with the Constitution in is an eye opener, having it, so knowing where to look for something.* (P1)

It is a testament to the hands-on and interactive nature of the workshop that the project personnel have such a deeply intuitive approach to their project. Arguably, in today's climate of accountability, collecting valid data on the effectiveness of programmes is a necessary activity, as is listening to the voices of service users, but this indicates instinctive feedback from facilitators can also be a source of reliable information.

This research report posed the question of what FET-phase learners gain by participating in the Saturday Workshop, and a rich map of learning has been identified. It also asked whether the workshop relates to CAPS for History (2011) and results suggest it supports the general aims and speaks to many aspects of the curriculum. Finally, it questioned whether the workshop met the objectives of the Constitution Hill Education Project itself, and to a large extent it did. Based on the data obtained from my interpretation of the voices of the young people, educators and project personnel, it is clear, however, that despite the best efforts of schools and educators some learners do not have a working knowledge of their history that they can draw on to make sense of their daily realities. I argue this is due firstly to what Robert Mattes (2011) calls "diminishing links to the past," and secondly to a lack of experience outside their daily realities. This supports Paula Rainha's contention that the physical (im)mobility of many learners hinders access to a vital "cosmopolitan, eye opening" type of learning (2013).

The experience of the Saturday Workshop provides educational engagement with history and constitutionalism and demonstrates that the study of history supports citizenship within a democracy in accordance with CAPS for History aims. However, the workshop also emphasized that these connections must be facilitated and made tangible and concrete if young people are to engage with them and become active citizens in the democracy of South Africa.

The Saturday Workshop only lasts five hours but the responses collected in my interviews indicate that it makes a huge impact on the learners by relating to their development personally and educationally. Never the less, only one learner had ever visited Constitution Hill before in a visit that was not a school trip, and similarly, nearly all visits to other cultural institutions that learners had made, were school trips. Very few visits to heritage sites were made with families, regardless of the learners' socio-economic backgrounds. Furthermore, for four of the schools surveyed, this was their only regular excursion, for the sole reason that transport, lunch and all other costs, were funded by the Constitution Hill Education Project. This highlights the important service the Project and its funders provide and the crucial role the schools and their educators play in activating it, but it highlights the potentially important function the Department of Basic Education could serve in providing access to cultural learning engagements with South Africa's heritage sites.

Finally, this research report demonstrates that South African heritage sites potentially facilitate meaningful engagements for South African learners (Image 5.1). I give the last words of this research report to one of the amazing learners I have had the privilege to listen to, as she summarises what she feels about such heritage sites, the potential such experiences holds for others and identifies the changed perspectives and attitudes that constitute the 'something' that has happened for her:

> *…[places like Constitution Hill] are very valuable because I feel like I feel like the kids don't know about our history, we learn about other countries history but we don't really know our own roots, people never, like, visit these places. I feel like most of the problems we have in current society are because people don't understand what happened in South Africa…*
>
> *… [and] it has helped me finding a roundness in me, completeness, and like I am a whole human being because of this now.* (G4)



Image 5.1: Learners being prepared to spend 23 seconds in a cell at Constitution Hill engaging with the dynamic space and place of this South African heritage site.

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Appendix 1: Matrix of Aims and Objectives

Generic Learning Outcomes	CAPS for History Outcomes	Constitution Hill Education Project Objectives
Knowledge and Understanding • Knowing what or about something • Learning facts or information • Making sense of something • Deepening understanding • Making links and relationships between things	understanding and upholding the values of the South African Constitution, understanding the range of sources of information available for studying the past, recognising that there is often more than one perspective of an historical event, explaining why there are different interpretations of historical events and people's actions, knowledge, understanding and appreciation of the past and the forces that shaped it, knowledge and understanding of prescribed topics related to world and South African history	promote greater awareness and understanding of the work of the Constitutional Court, human rights, democracy, the rule of law, separations of powers and checks and balances, provide an encounter of a reality that they usually don't have access to, viewing history from different perspectives
Skills • Knowing how to do something • Being able to do new things • Intellectual skills • Social skills • Communication skills	extract and interpret information from a number of sources evaluate the usefulness of sources, including reliability, stereotyping, subjectivity, participate in constructive and focused debate through the careful evaluation of historical evidence, organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing, engage critically with issues of heritage and public representations of the past and conservation	help learners develop a spirit of enquiry and critical thinking, to interact and communicate with people of different ages and backgrounds
Attitudes and Values • Feelings • Perceptions • Opinions about ourselves (e.g. self esteem) • Opinions or attitudes towards other people • Increased capacity for tolerance • Empathy • Increased motivation • Attitudes towards an organisation (e.g. a museum, archive or library) • Positive and negative attitudes in relation to an experience	upholding the values of the South African Constitution and helping people to understand those values	participate in a *lekgotla* to discuss their views on South Africa's present, past and future, bringing all sorts of populations together to discuss about whatever effects their lives, encouraging them to question things like the places they come from, their realities, to leave with the idea they are active agents of, to foster interest in current national and international affairs, democracy and to see themselves as a part of that
Enjoyment, inspiration, creativity • Having fun, • being surprised • Innovative thoughts, • Creativity • Exploration, experimentation and making. • Being inspired	create an interest in and enjoyment of the study of the past	to inspire, to achieve educational excellence avoiding destructive behaviours, have a 'wow' effect
Activity, behaviour, progression • What people do • What people intend to do • What people have done • Reported or observed actions • A change in the way that people manage their lives	preparing young people for local, regional, national, continental and global responsibility encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns, promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia	to have a strong pool of learners who will plough back into their community, to encourage learners to participate in active citizenship

Appendix 2 – Interview Schedules

FET Learner Interview Schedule

Initials	Date of interview
Date of tour	Type of tour
	School
Age	Grade
Sex	First language

Q1 Broad contextual questions

a) If you had to describe yourself in a sentence what would you say?

b) What subjects are you studying?

c) Have you visited before Constitution Hill before?

d) What other museums or places of interest as part of school visits have you visited ?

e) Were you looking forward to this visit to Constitutional Hill, why?

f) Was this visit to Constitution Hill discussed at school before you came with your teacher what was said?

g) What were you expecting to learn from this visit?

Q2 Questions based on Knowledge and Understanding;

a) What do you remember about your visit to Constitution Hill from the moment you got on the bus to come to the moment you left?

b) What South African history did you learn from this visit?

c) What did you learn about the about the Constitution from this visit?

d) Did anything you see hear or do today relate to your life yourself self or your family's history?

Q3 Questions based on Skills;

a) There are lots of information boards and labels especially around no 4 which ones if any did you read?

b) What if anything did you do or say in the games and workshop ?

c) Who did you speak to during the visit?

d) Was there anything you did or saw or heard that helped you imagine life in prison or in court?

g) Is there anything you did today that you had not done before?

h) Did you take photographs what of, why, what did you do with them?

Prompts: Social skills; Speaking and listening skills, Research skills; Thinking skills; Problem solving skills; Creative or making skills; Observation skills; Any other skills

Q4 Questions based on Attitudes and Values;

a) How has this visit been different to learning at school?

b) How valuable/useful do you think places like Constitution Hill are?

c) Is there anything you feel more strongly or less strongly about since your visit? What?

d) What feelings/emotions did you feel from the visit?

Q5 Questions based on Enjoyment, Inspiration and Creativity;

a) What were you most

Surprised by…

Most interested in…

Inspired by…

Disappointed by any part of the visit…

Bored by…

Most enthusiastic about…

b) Which part of the tour did you enjoy or not enjoy?

Q5 Questions based on Activity, Behaviour and Progression;

a) What did you do with the book you were given?

b) Did you get any ideas to do something practical in the future?

c) Who did you tell about this visit (class to friends and family), what did you say, how did they react?

d) How do you think you can use any information or knowledge of what you have learnt here? Will it be useful for your studies in history\LO\other subjects?

e) Has visiting Constitution Hill helped you in any way?

f) What more would you like to learn about any of the issues that have been raised here? Is there something you would have changed?

Q6 Wrap-up and summary questions;

a) What is the single most important thing that you will remember about your experience here?

b) If a friend asked you why young people should visit Constitutional Hill what would you say?

Educator Interview Schedule

Initials Date of interview

Type of tour Date of tour School

Job title and official responsibilities

Sex

How did you know about Constitution Hill?

Why did you take this particular class to a Constitution Hill?

Is your visit related to your curriculum in any way? How?

How did you prepare your class for this visit?

Did you receive any information about what you wanted your learners to see in the museum?

If yes: is the information sufficient for you or would you have wanted more information in order to prepare?

What facts and information relevant to CAPs have the learners gained from this visit?

What cognitive intellectual social emotional physical skills do you think the pupils used in this visit?

How has this visit affected their:

- motivation to learn
- cultural understanding
- confidence
- ability to do assignments?

What were the strengths of visiting Constitution Hill?

What were the weaknesses of the visit?

How will they/did they follow up on the tour with assignments or projects or discussions?

Are students involved in the planning of the visit?

If yes, how?

Will you be visiting the site again?

-

Co-ordinator Interview Schedule

Initials	Date of interview	
Type of tour	Date of tour	School
Job title and official responsibilities		
Sex		

What is your job title?

How long have you been in this job?

What are the duties?

Who are your target audience?

What are the intended objectives of the programme/workshop?

What other outcomes would you also envisage?

What is your gut feeling about what they have learnt?

How did this programme originate, who wrote the script

How has this /programme developed?

How is it funded? Changes?

How is it staffed? Changes?

What are the strategies to encourage learning you employ?

What do you feel are the strengths of the programme?

What do you feel are the weaknesses of the programme?

How would you describe the response of the teachers?

Do you know if this programme links in any way to the National Curriculum e.g. for History?

What do you think are the advantages/disadvantages of using a site commemorating human rights abuses?

Any other comments?

Appendix 3 – Participant Information Sheets and Consent Forms

Participant Information Sheet for Learners

Research on learning in museums

My name is Susan Middleton. I am a student at Wits University doing a Masters degree in Heritage Studies undertaking a research project in museum learning entitled "Something generally happens: Evaluating what young people learn at Constitution Hill, Johannesburg. The objective of the project is to find out if school visits to Constitution Hill in Johannesburg are helpful to learners studying history. This will involve interviewing learners who have visited Constitution Hill as part of your school tour.

I would like to invite you to participate in my study. If you do so, I would like to interview you about your experience of your visit to Constitution Hill sometime after your visit. The interview will take approximately 30 minutes and take place at your school either before school during break or after school. I would also be grateful if you could give your consent to audio record these interviews.

Please note that participation in my study is absolutely voluntary and no harm will come to you. I will treat all the conversations with confidentiality and anonymity and transcripts of your interviews will be kept secure in a digital file in a locked safe until it is destroyed. If you choose to participate, you may withdraw from the study at any time.

I hope to publish the results of my study in academic journals and conference proceedings. To protect confidentiality, all names I use will be fictitious. Please feel free to contact me or my supervisor at any time if you have any queries or questions

Thank you

Mrs Susan Middleton: Researcher (083 298 1631 honeywithhackles@gmail.com)
Professor Cynthia Kros: Supervisor (082 856 5605)

Informed Assent Form – Learner

Research project: Learning at Constitution Hill

I, _____, a student at _____
consent to participating in the study to be conducted by Susan Middleton undertaking a research project in museum learning at Wits University, Johannesburg. I fully understand the following points:

1. The study will cause no harm to me and that the study is being conducted for educational purposes.
2. Even if verbatim (exact) quotes from me are used in the research report, they will be reported so that my identity is anonymous. I understand that the results of the study may be published, but my identity will be anonymous.
3. Everything I say will be kept confidential by the researcher. I will only be identified by a pseudonym in the transcript.
4. I participate voluntarily and understand that I may withdraw from the study at any time.

Name _____
Signature _____
Date _____

I further consent to myself being audio recorded as part of the study.
Name _____
Signature _____
Date _____

Participant Information Sheet for Parent/Guardian

Research on learning during school visits to Constitution Hill

Dear parent/guardian

My name is Mrs Susan Middleton. I am a student at Wits University doing a Masters degree in Heritage Studies, undertaking a research project in museum learning entitled "Something generally happens: Evaluating what young people learn at Constitution Hill, Johannesburg.. The objective of the project is to find out if school visits to Constitution Hill in Johannesburg are helpful to learners studying history. This involves interviewing some of the learners who have visited Constitution Hill on the recent school tour your child attended.

If you agree to your child participating in my study I would like to interview your child and I also would appreciate your further consent to audio record that interview. The interview will take approximately 30 minutes and take place at the school either before school during break or after school. I would be grateful if you could also give your consent for me to audio record these interviews. I will treat all the conversations with confidentiality and anonymity and transcripts of your interviews will be kept secure in a digital file in a locked safe until it is destroyed.

Please note that participation in my study is absolutely voluntary and no harm will come to your child. I will treat all the conversations with confidentiality and anonymity. If you choose to have your child participate, she/he may withdraw from the study at any time. I hope to publish the results of my study in academic journals and conference proceedings. To protect confidentiality, all names I use will be fictitious. Please feel free to contact me or my supervisor at any time if you have any queries or questions.

Thank you

Mrs Susan Middleton: Researcher (083 298 1631 honeywithhackles@gmail.com)
Professor Cynthia Kros: Supervisor (082 856 5605)

Informed Consent Form – Parent/Guardian

Research project: learning during school visits to Constitution Hill

I, _____, parent/guardian of my child

_____ consent to her/him participating in the study to be conducted by Mrs Susan Middleton for her research on learning at Constitution Hill.

I realise that no harm will come to my child, and, that the study is being conducted for educational purposes.

Everything my child says will be kept confidential by the researcher. My child will only be identified by a pseudonym (different name) in the transcript.

Verbatim quotes from my child may be used in the research report, but they will be reported so that his/her identity will be anonymous. I understand that the results of the study may be published, but my child's identity will be anonymous.

I allow my child to participate voluntarily and understand that s/he may withdraw from the study at any time.

Name _____

Signature _____

Date _____

I further consent to my child being audio recorded as part of the study.

Name _____

Signature _____

Date _____

Participant Sheet for Educator

Dear Educator

My name is Susan Middleton. I am a student at Wits University doing a Masters degree in Heritage Studies undertaking a research project in museum learning entitled

"Something generally happens: Evaluating what young people learn at Constitution Hill, Johannesburg.

My research topic is **"to evaluate the outcomes and impact of learning, acquired by learners in the Further Education Training (FET) phase, from participating in the Constitution Hill tours and Constitution Hill Education Project workshops, in relation to the intended learning outcomes of the programme co-ordinators and the outcomes of the FET phase curriculum for history (2003, 2011), using the Generic Learning Outcomes Model (Hooper-Greenhill 2007)"**. I would like to conduct interviews with four of the learners you take to visit Constitution Hill but, with your permission, I would also like to interview you about your experiences of the visit.

Please note that participation in my study is absolutely voluntary The interview will take the form of semi structured questions and, I would also appreciate your consent to audio record your interview. Interviews will be carried out at school a time convenient to you either before school during break or after school and will be completed in approximately thirty minutes. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only. I will treat all the conversations with confidentiality and anonymity and transcripts of your interviews will be kept secure in a digital file in a locked safe until it is destroyed.

If you are willing to participate in this study, please the accompanying consent form as a declaration of your consent. Please feel free to contact me or my supervisor at any time if you have any queries or questions

Yours sincerely and with many thanks

Mrs Susan Middleton: Researcher (083 298 1631 honeywithhackles@gmail.com)
Professor Cynthia Kros: Supervisor (082 856 5605)

Educator Consent Form

Research project: Evaluating learning on school tours of Constitution Hill

I, _____, consent to participating in the study to be conducted by Mrs Susan Middleton for her research on learning at Constitution Hill.
I realise that the study is being conducted for educational purposes and I will only be identified by a pseudonym in the transcript.

Verbatim quotes may be used in the research report, but they will be reported so that my identity will be anonymous. I understand that the results of the study may be published, but my identity will be anonymous.
I participate voluntarily and understand that I may withdraw from the study at any time.

Name _____
Signature _____
Date _____

I further consent to my interview being audio recorded as part of the study.
Name _____
Signature _____
Date _____

Co-ordinator Participant Information Sheet

Dear Co-ordinator

My name is Susan Middleton. I am a student at Wits University doing a Masters degree in Heritage Studies undertaking a research project in museum learning entitled "Something generally happens: Evaluating what young people learn at Constitution Hill, Johannesburg.. My research topic is " to evaluate the outcomes and impact of learning, acquired by learners in the Further Education Training (FET) phase, from participating in the Constitution Hill tours and Constitution Hill Education Project workshops, in relation to the intended learning outcomes of the programme co-ordinators and the outcomes of the FET phase curriculum for history (2003, 2011), using the Generic Learning Outcomes Model (Hooper-Greenhill 2007). " I will be conducting interviews with the learners on your tours of Constitution Hill but with your permission I would also like to interview you about your experiences of the programme

The interview will take the form of semi structured questions. I would also appreciate your consent to audio record your interview. Interviews will be carried out at a time convenient to you at Constitution Hill and will be completed in approximately thirty minutes. I would also like to observe the tour you conduct. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only. I will treat all the conversations with confidentiality and anonymity and transcripts of your interviews will be kept secure in a digital file in a locked safe until it is destroyed.

If you are willing to participate in this study, please complete the accompanying consent form. Please feel free to contact me or my supervisor at any time if you have any queries or questions
Yours sincerely and with many thanks

Mrs Susan Middleton: Researcher (083 298 1631 honeywithhackles@gmail.com)
Professor Cynthia Kros: Supervisor (082 856 5605)

Co-ordinator Consent Form

Research project: Evaluating learning on school tours of Constitution Hill

I, _____, consent to participating in the study to be conducted by Mrs Susan Middleton for her research on learning at Constitution Hill.
I realise that the study is being conducted for educational purposes and I will only be identified by a pseudonym in the transcript.

Verbatim quotes may be used in the research report, but they will be reported so that my identity will be anonymous. I understand that the results of the study may be published, but my identity will be anonymous.
I participate voluntarily and understand that I may withdraw from the study at any time.

Name _____
Signature _____
Date _____

I further consent to my interview being audio recorded as part of the study.
Name _____
Signature _____
Date _____

Principal Consent Form

Dear Principal

RE: REQUEST FOR PERMISSION TO DO RESEARCH

My name is Mrs Susan Middleton. I am a student at Wits University doing a Masters degree in Heritage Studies. I am undertaking a research project in museum learning entitled:

"Something generally happens: Evaluating what young people learn at Constitution Hill, Johannesburg".

I would be very grateful if you would give your permission to conduct part of my research with four to six of your FET learners who are to attend an educational tour of Constitution Hill in 2015. My research topic is:

to evaluate the outcomes and impact of learning, acquired by learners in the Further Education Training (FET) phase, from participating in the Constitution Hill tours and Constitution Hill Education Project workshops, in relation to the intended learning outcomes of the programme co-ordinators and the outcomes of the FET phase curriculum for history (2011), using the Generic Learning Outcomes Model (Hooper-Greenhill 2007). "

This study will involve interviewing four learners and the teacher who visited Constitution Hill, about their experiences on the tour. The interviews will take place within two months of their visit to Constitution Hill and, with your permission, while they are at school either before school, during break or after school. I envisage these interviews will last no longer than thirty minutes. Providing I get the participants permission I plan to audio record these interviews. This research project will also involve semi-structured-interviews with the teachers who attended these tours with the learners, after school hours. These interviews will also be recorded providing consent is given. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only. I will treat all the conversations with confidentiality and anonymity and transcripts of the interviews will be kept secure in a digital file, in a locked safe until it is destroyed.

Before commencing with any data collection exercise I will explain the research to the relevant participants. It is my presumption that the research findings will make a creditable contribution towards identifying the value of visits to museums in supporting the teaching of history.

If you are willing for your school to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process. Please feel free to contact me or my supervisor at any time if you have any queries or questions

---

I agree for ….....to participate in this project and understand that I may withdraw my school from the research project at any time.

Principals signature: ..... Date: .....

Researcher's signature .....: Date: .....

Yours sincerely and with many thanks

Mrs Susan Middleton: Researcher (083 298 1631) honeywithhackles@gmail.com)
Professor Cynthia Kros: Supervisor (082 856 5605) cynthia.kros@wits.ac.za

Appendix 4 – Wits and GDE Ethics Clearances

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (NON MEDICAL)
Susan Middleton

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: WSOA140904**
PROJECT	"Something generally happens". Evaluating what young people learn at Constitution Hill
INVESTIGATORS	Susan Middleton
DEPARTMENT	Wits School of Arts
DATE CONSIDERED	25.09.2014
DECISION OF THE COMMITTEE	Approved

Unless otherwise specified this ethical clearance is valid for 2 years and may be renewed upon application

DATE 14.11.2014 **CHAIRPERSON** .....
(Dr. Tanja Sakota-Kokot)

cc: Supervisor : Prof Cynthia Kros

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10005, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to a completion of a yearly progress report.**

Signature

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2015 / 397 A

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	**4 February 2015**
Validity of Research Approval:	**9 February 2015 to 2 October 2015**
Previous GDE Research Approval letter reference number	**D2015 /386 dated 22 January 2015**
Name of Researcher:	**Middleton S.**
Address of Researcher:	**111a 1st Street; Melville; 2092**
Telephone / Fax Number/s:	**011 726 2489; 083 298 1631**
Email address:	**honeywithhackles@gmail.co.za**
Research Topic:	**"Something generally happens". Evaluating what young people learn from visits to Constitution Hill**
Number and type of schools:	**SIX Secondary Schools**
District/s/HO	**Ekurhuleni South; Gauteng East; Johannesburg Central and Johannesburg East**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Makhado
2015/02/05

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2015 / 422 A

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	**3 March 2015**
Validity of Research Approval:	**3 March 2015 to 2 October 2015**
Previous GDE Research Approval letter reference number	**D2015/397 A dated 4 February 2015 and D2015/386 dated 22 January 2015**
Name of Researcher:	**Middleton S.**
Address of Researcher:	**111a 1st Street; Melville; 2092**
Telephone / Fax Number/s:	**011 726 2489; 083 298 1631**
Email address:	**honeywithhackles@gmail.co.za**
Research Topic:	**"Something generally happens". Evaluating what young people learn from visits to Constitution Hill**
Number and type of schools:	**SEVEN Secondary Schools**
District/s/HO	**Ekurhuleni South; Gauteng East; Johannesburg Central, Johannesburg East and Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

2015/03/04

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2016/030 A

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	**13 April 2015**
Validity of Research Approval:	**13 April 2015 to 2 October 2015**
Previous GDE Research Approval letter reference number	**D2015/422 A dated 3 March 2015** **D2015/397 A dated 4 February 2015 and** **D2015/386 dated 22 January 2015**
Name of Researcher:	**Middleton S.**
Address of Researcher:	**111a 1st Street; Melville; 2092**
Telephone / Fax Number/s:	**011 726 2489; 083 298 1631**
Email address:	**honeywithhackles@gmail.co.za**
Research Topic:	**"Something generally happens". Evaluating what young people learn from visits to Constitution Hill**
Number and type of schools:	**EIGHT Secondary Schools**
District/s/HO	**Ekurhuleni South; Gauteng East; Johannesburg Central and Johannesburg East**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Makhado
2015/04/15

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
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