

**XIV ANNUAL INTERNATIONAL CONFERENCE
OF THE BCES
Sofia, Bulgaria, 14-17 June 2016**



**South African Curriculum Reform:
Education for Active Citizenship**

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INTRODUCTION

- Racially 19 segregated education systems
- Need for a non-racial system within one single national curriculum

Education system racially divided

Constitution formed basis for democracy

- Constitution cornerstone of democracy
- Quest for active citizenship

- Democratic elections impetus for curriculum changes
- Inclusion of citizenship /human rights education (White Paper 6)

Curriculum transformation

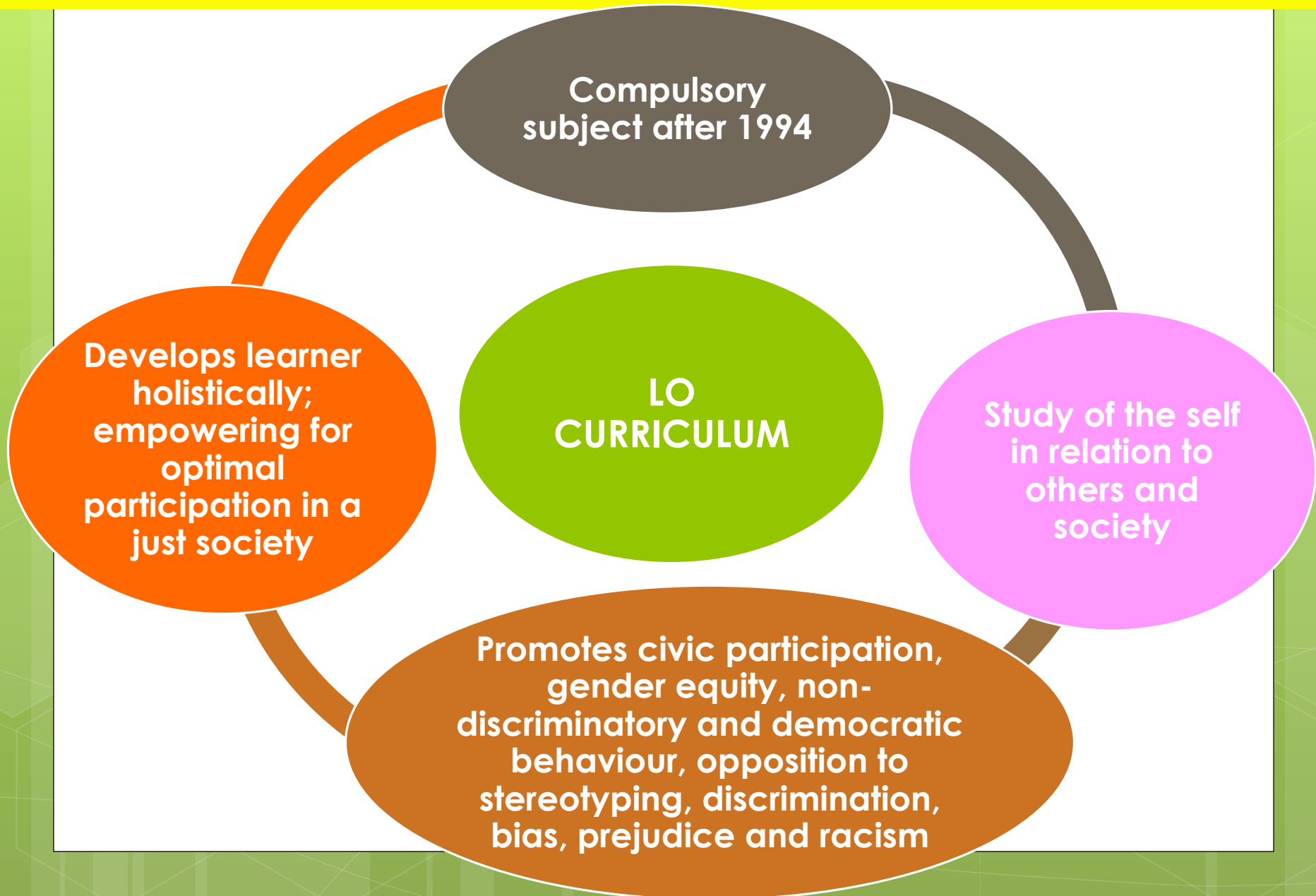
INTRODUCTION

- Democracy, citizenship and citizenship education (CE) are 'complex, dynamic and controversial themes (Arthur, Davies &Hahn, 2008:1)
- CE not just about knowledge transmission, but understanding and awareness
- Citizens to know their rights, but also how these rights operate within a democracy.
- What students learn does not necessarily make them active citizens
- Citizenship when participating in affairs of a political community (Yuval-Davis, 2011)
- Educating for CE, not only understanding meaning of practice, **but to instill capacities for participation to understand one another and engage in matters that affect them** (Roth &Burbules, 2007:5)

AIM

To explore curriculum changes in the Life Orientation (LO) curriculum in preparation of learners for active citizenship in a democratic South Africa.

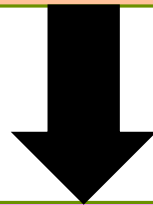
LO CURRICULUM



HISTORICAL BACKGROUND OF CURRICULUM REFORM

From Apartheid

Bantu Education system: Used as one of the strategies to maintain the racial imbalance



To Democracy

National curriculum which promotes the values of non-racism, non-sexism and democracy, and one based on a human rights framework

CURRICULUM REFORM

**Bantu Education
Act (1953)
Apartheid
education**

**1976 Uprising
framed alternative
conceptions of
education: key
features and
principles of
citizenship/human
rights education**

**First non-racial
curriculum 1997 –
Curriculum 2005
(C2005)
Uniting vision of
transforming
apartheid
education**

CURRICULUM DEVELOPMENTS

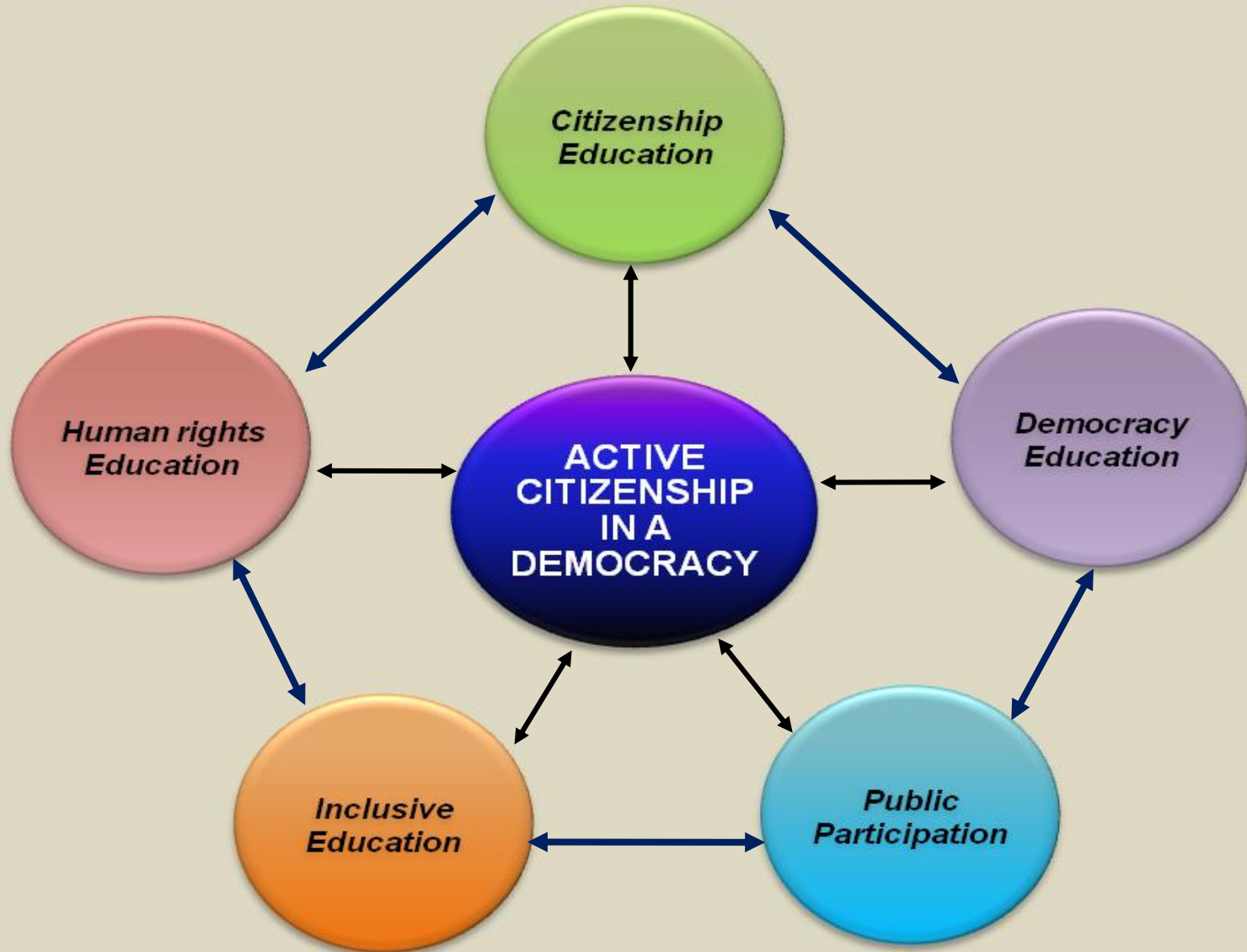
The diagram features a light green arrow pointing from the bottom left towards the top right. Three pink rectangular boxes are placed along this arrow, each containing text about curriculum developments. Small green circles are positioned above the arrow at the start of each box. The background is a solid yellow color at the top, transitioning to a light green color at the bottom.

**1997:
C2005**

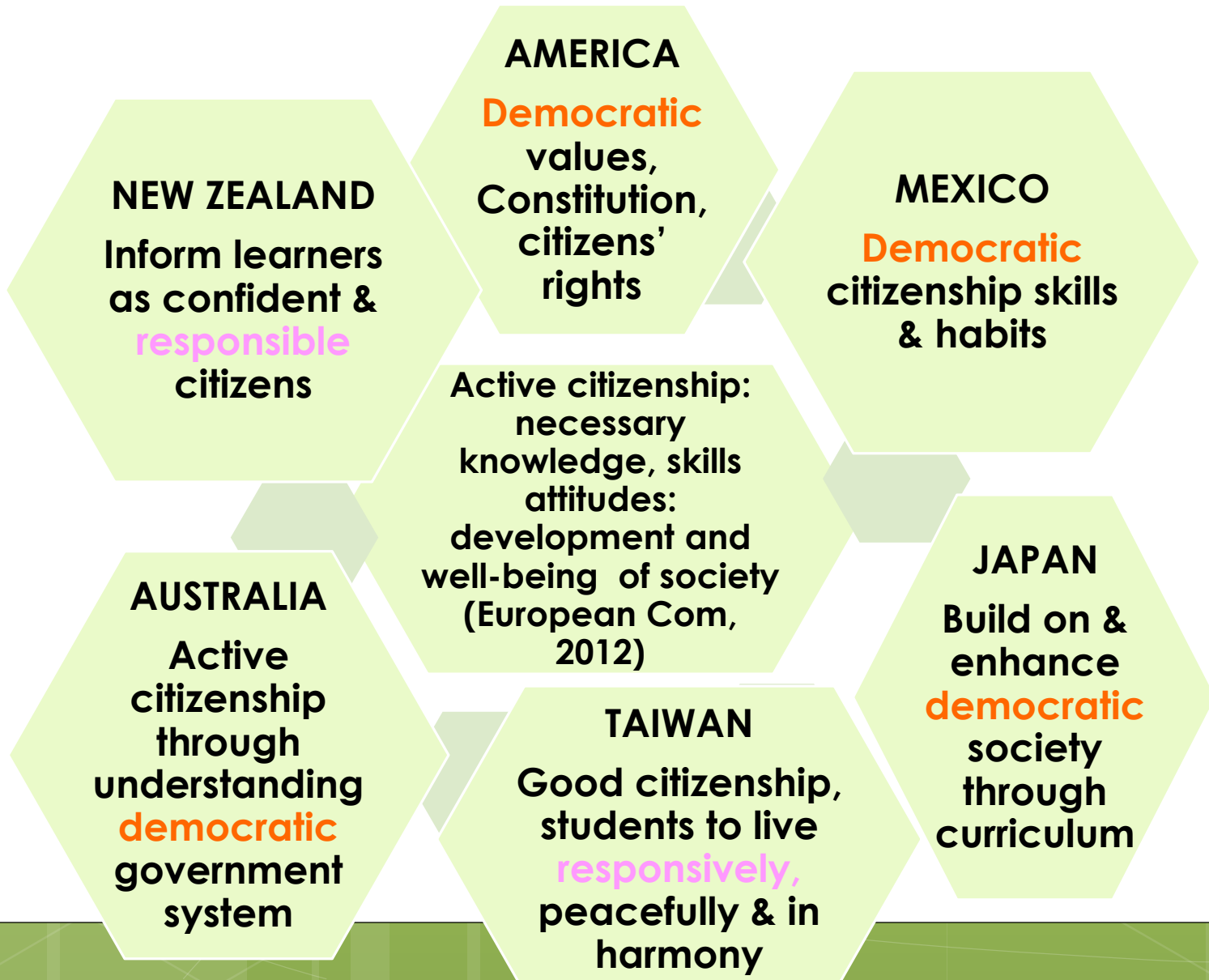
**2001 & 2003:
Revised
National
Curriculum
Statements
(RNCS)**

**2010:
Curriculum and
Assessment Policy
Statement (CAPS)
Grades R-12=
Equipping learners
... knowledge,
skills and values for
meaningful
participation as
citizens in free
society**

CONCEPTUAL FRAMEWORK



GLOBAL PERSPECTIVES



RESEARCH METHODOLOGY

Qualitative paradigm

Interpretive approach

Research design: Case Study

Research instruments: Questionnaires, Focus group interviews

Data analysis: Thematic, Document



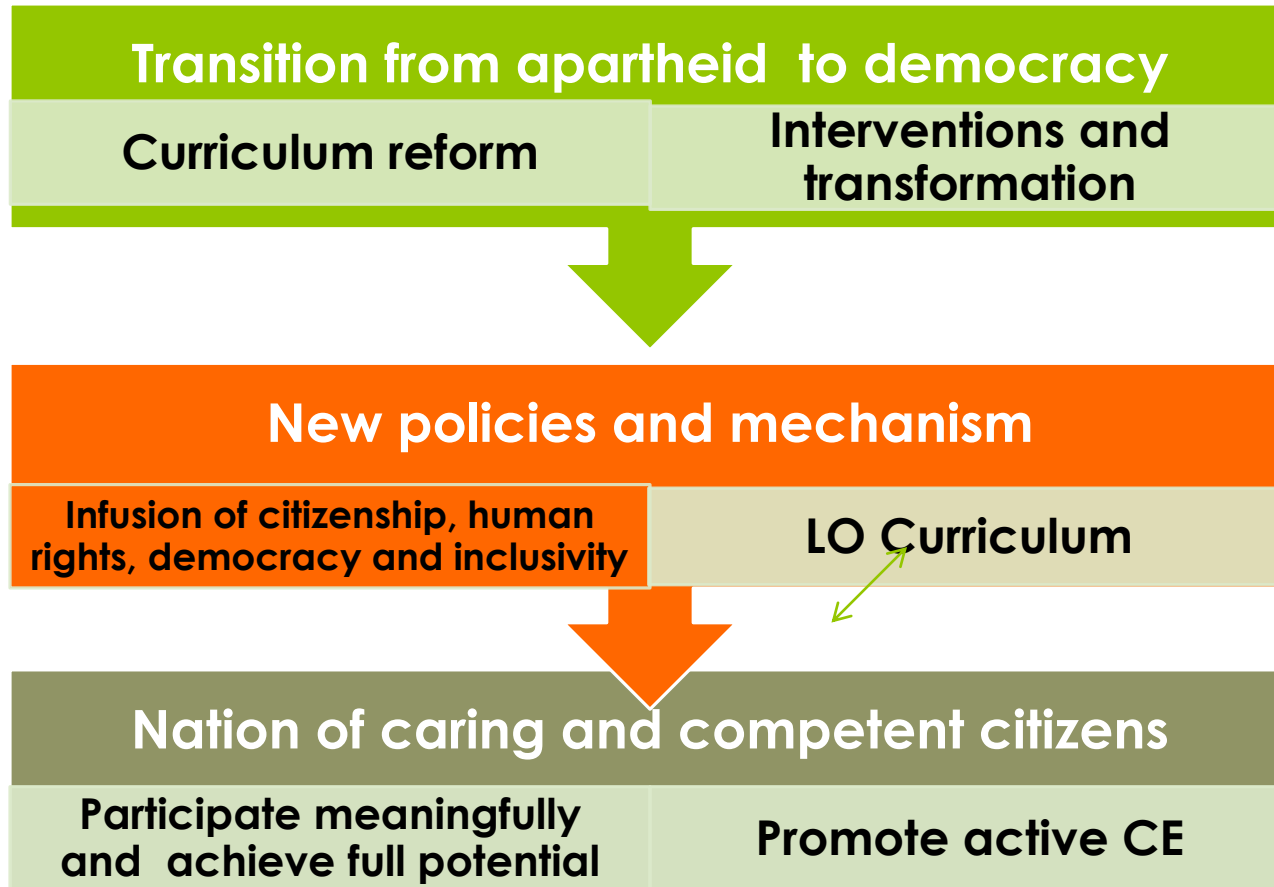
Enables research question to be answered:

To what extent does the Life Orientation curriculum prepare Grade 11 learners for active citizenship in a democracy?

DATA COLLECTION PROCESS

METHOD AND RESEARCH INSTRUMENT	SOURCES OF DATA
Phase 1	
Literature review and document study	Literature, relevant institutional documents, policy documents and policy imperatives
Phase 2	
Questionnaires	Five secondary schools: 461 Gr 12 learners who completed Gr 11 and 7 LO educators
Phase 3	
Focus group interviews	Grade 12 learners and 7 LO educators

FINDINGS



FINDINGS

**Lack of
knowledge
and
understanding**

- **Concepts**
- **Constrain effective preparation**

**Insufficient
guidelines,
infusion and
time**

- **Teaching and learning**
- **Active citizenship in a democracy**

MAIN CONCLUSIONS

- Education is the key to cultivate active citizenship in a democracy and therefore curriculum reform should be taken seriously
- CE should educate, equip and empower citizens to use their human rights to improve their lives as active citizens in a democracy

RECOMMENDATIONS

Curriculum design and development

- LO to facilitate holistic teaching and learning
- More explicit content from Grade R
- Training for educators

Collaborative partnerships between democratic structures: Department of Basic Education, Districts and Schools

FURTHER RESEARCH: LIBERAL UNDERSTANDINGS OF CE IN LO

Deliberative: Dialogue;
right to political co-
existence by diverse
individuals in pluralist
societies

Compassionate:
Ethics of care to
enhance realisation of
compassionate
imagining; receptivity
and humanity

Responsible:
Accounts with
justification for
something and
taking risky
decisions;
showing
responsibility and
humanity



FURTHER RESEARCH: LIBERAL UNDERSTANDINGS OF CE IN LO

DELIBERATE CE . CE involves educating students to re-engage in deliberation through dialogical engagements (**Callan, 1997:215**). When students are educated to be open-minded, freely express themselves, consider a plurality of opinions and respect the limits of reasonable difference when questions of political coercion are stake, they are initiated into a discourse of public reason.

COMPASSIONATE CE. **Nussbaum (1997)** and **Noddings (2002)** offer an account of CE that resonates with compassionate imagining. A person must recognise the vulnerabilities experienced by another person, and through ascertaining the suffering and pain of that person, might be more inclined to recognize that pain, and therefore extend compassion

RESPONSIBLE CE: **Derrida's** (2004: 91) seminal idea of responsibility is to equate it with 'a summons requiring a response'. The way in which people as they respond to a particular situation is, considered by Derrida as acting with 'freedom of judgement' (2004:97).

THANK YOU



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