“It is good! It always reminds us that they have rights and we have rights”.

-A STUDY ABOUT WORKING WITH CHILDREN’S RIGHTS IN A FEW PRESCHOOLS IN SOUTH AFRICA.

Jessica Trägårdh
Abstract

Course: Lärarprogrammet, inriktning mot förskolan: 210 högskolepoäng. Examensarbete ”Att utforska pedagogisk verksamhet” 15 högskolepoäng i utbildningsvetenskap. Minor Field Study

Title: It is good! It always reminds us that they have rights and we have rights – A study about working with children’s rights in a few preschools in South Africa.

Keywords: Children’s rights, participation, corporal punishment, South Africa

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BACKGROUND: The rights of the child are a subject that never stops to be of immense significance and import. All people are bearers of human rights yet children are, due to their vulnerability, always subordinated adults. It is therefore of great magnitude that we learn to respect and treat the child with dignity. It is our duty as preschool teachers to implement these rights and to raise the children in a democratic spirit, to achieve this we need to act accordingly. This can sometimes be a complex matter. South Africa has a history of violence and discrimination; nonetheless the country has made substantial progress in these areas. I decided to go and see for myself how the work with children’s rights was coming along.

PURPOSE: The main purpose of this study is to find out how a few preschool teachers work with children’s rights in the country of South Africa. I decided to focus on children’s participation and on corporal punishment and the teachers own views on these topics.

METHOD: This study takes a hermeneutic scientific conduct, through ethnographic research I try to analyze and interpret a few preschool teachers’ views and actions concerning children’s rights. In this field study data was collected through interviews and observations.

RESULT: Earlier research and concluding observations say that South Africa is having difficulties in realizing children’s rights in numerous areas. Both the child’s participatory rights and the continuous use of corporal punishment are expressed as concerns. In this thesis I find that teachers are unfamiliar with the UN Convention on the Rights of the Child and that they receive no education or support from the government in these matters. The teachers are however aware of the concept “children’s rights” and they have some understanding of what it is relating to. The teachers states that the work with children’s rights every day and in all activities but no organized situations about this is observed. The child’s possibilities to participate are scares and the teachers are relatively novel towards the involvement of the child. Most teachers consider benefits from corporal punishment and the continuous use is evident.
Preface and acknowledgements

This study in South Africa was made possible by a grant from SIDA who provided me with a Minor Field Study scholarship. With the support from the International Secretary at Högskolan i Borås I formed my application and from there on my journey begun.

When performing a Minor Field Study you are depending on the help and willingness of other people. Without them this adventure would have been impossible. First and foremost I would like to thank Marianne Shaubeck who invited me to the preschool and who arranged my person of contact in the country, Mr Peter Mabila. My greatest gratitude to Peter who arranged for my arrival, my study and my living in the village of Justicia, his commitment and engagement was irreplaceable. Second I want to express my deepest thank you to Linda who invited me in to her home, her work and her life. She gave me the opportunity to experience and meet the genuine culture of the Xitsonga Shangaan people in South Africa and she was the key in the procedure of this study. I am forever in dept to you! Next I would also like to thank the participants of my study, the children who accepted me and the teachers who shared their thoughts, time and knowledge with me.

I am ever so grateful to my supervisor in Sweden Kristina Bartley who agreed to guide me trough this thesis. Her own experience and wisdom about my subject made our discussions especially giving and the result enhanced.

I would also like to state thankfulness to my very close friend Hanna who inspired me to go through with this field study and who provided me with practicals.

Last but not least, a special recognition to my loved one, Kenny. Thank you for your patience, your confidence in me and your encouragement during the process of writing. Also, thank you for paying me a visit in South Africa!

Jessica Trägårdh

Göteborg, 2009-01-26
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## Abbreviations

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<tbody>
<tr>
<td>CRC</td>
<td>The UN Convention on the Rights of the Child</td>
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<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>SIDA</td>
<td>Swedish International Developing Agency</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
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CHAPTER 1 INTRODUCTION

1.1 Introduction

All over the world children are being subordinated and discriminated by adults in various ways. But children have rights and they are constituted in the UN Convention on the Rights of the Child (UN, 1989). As a becoming preschool teacher I find it very important to be aware of these rights and to practice them. It is in our duty to do so according to the curriculum (Utbildningsdepartementet, 1998) and it is also our obligation as adults and human beings to treat our children with the respect they are worth. Of extra magnitude is the employment of these values and principles in preschools since they lay the foundation of children’s learning process and since we to some extent will represent society in the eyes of the child. We therefore have the essential mission to teach the child what they can expect from an adult and what rights they have so that they are able to say no to ill treatment and abuse. Moreover the children are the adults of tomorrow and if we want a democratic force to rule in the future the need to implement these morals and ethics to them means everything. A qualified pedagogue should without a doubt have knowledge about this to be able to exercise a professional and fine occupation.

Children's rights include an amends of values and principals so in this study I had to make some restrictions. I chose to concentrate on how they work with the CRC in general, the child’s participatory right as it is stated to be lacking in South Africa (Moses, 2008) and on the approach towards corporal punishment. Physical discipline is deeply rooted in the South African culture and the government is having trouble with realizing the abolishment of this disciplinary form in schools and social institutions. I therefore found my interest to examine what active teachers think about it.

1.2 Purpose and Questions at issue

The purpose of my thesis is to study how a number of teachers work with and think of children’s rights in a few preschools in South Africa. I have chosen to focus on children’s participation and on the teacher’s views on corporal punishment.

I have selected these following main questions to answer my purpose;

- How do the teachers work with the Convention on the Rights of the Child?
- How do the teachers view children’s participation and how do they work with it?
- Which approach do the teachers have towards corporal punishment?
1.3 Definition of Concepts

There is a few concepts that I would like to define before proceeding any further, this is to avoid any misinterpretations or any confusion. First of all I feel the need to define the expression “children’s rights”, when I use this term I aspire at all the articles in the UN convention on the Rights of the Child (UN, 1989). In short detail these rights are equalizing the human rights but are specified for all people beneath the age of 18. The main principles of this convention are the rights to: non-discrimination, the child’s best interest at first, the right to life and development and the freedom of expression.

The word participation is in this study used as a word for the child’s part taking in decisions that affect them, especially concerning their own situation preschool. This term has a democratic meaning. (Nordstedts Ordbok, 1997)

One of my main questions is concerning corporal punishment, when I apply this concept I let it represent physical and bodily punishment with a fostering aspect. (Nordstedts Ordbok, 1997)

The word discipline can have a number of definitions but in this thesis I intend the meaning of discipline as an act of fostering and schooling the child. (Nordstedts Ordbok, 1997) When I write about “disciplining someone” it concerns correcting a not wanted behavior.

More concepts will be occurring in this thesis but they will be defined as I proceed.

1.4 Significance of the Study

The significance of this study does almost speak for itself, every child is worthy of an educational form that promotes and works in favor of their rights. However a more specific importance of this study is stated by the UN committee on the rights of the child when disclosing their concluding observation of children’s rights in South Africa who stresses the difficulties on the full implementation of the Convention on the Rights of the child. They also converse the lack of coordination between the responsible ministries. The committee desires efforts from South Africa to make sure the convention is made known to professional groups working with children and to the public. The child’s participatory rights are needed to be raised in South Africa and a concerned about corporal punishment still being used in social institutions and schools is also expressed (UN committee on the rights of the child, 2000)

1.5 Outline of the Thesis

This paper is consistent of seven chapters. In this first chapter I introduce the reader to my subject and stress my purpose. Chapter 2 will share information about the country of South Africa and Chapter 3 presents earlier research and information with relevance to my purpose. In Chapter 4 my theoretical framework will be reveled and I will let you know how come I chose those theories. The next Chapter is number 5 and it will revolve around the methodology of the study, the selection of methods will be explained and I will argue for my
reasons to use them, how I proceeded this study will also be shown. In Chapter 6 the results will be revealed and analyzed, followed by chapter 7 where the discussion combining background, theories and result will take place. In addition I will discuss didactic consequences, my used methods and further research in this chapter.
CHAPTER 2 THE COUNTRY OF SOUTH AFRICA

In this chapter some background information about the country of South Africa will be given. It might be of interest to the reader and it will also contribute to the understanding of the result of this thesis.

2.1 General Facts

The republic of South Africa is situated in the south tip of Africa. This country is three times the size of Sweden and governs about 48 million people. South Africa has three capital cities; Cape Town, Pretoria and Bloemfontein. Cape Town houses the parliament, Pretoria the government and Bloemfontein the High court. The nation is divided into nine different provinces; Limpopo, Mpumalanga, Gauteng, Western Cape, Eastern Cape, Northern Cape. KwaZulu-Natal, Free State and North West Province. (http://www.landguiden.se/pubCountryText.asp?country_id=161&subject_id=0, 2008-10-17, p.1)

2.2 The Population

Official statistics divide the population of South Africa into four groups; the Africans, the Europeans, the Colored and the Asians. The Africans makes eighty percent of the inhabitants and this mostly refers to the blacks of the nation.

The largest part of the white minority is originated from the Netherlands, they came to the country sometime around the sixteenth century, and they are commonly named Boer or Afrikaans. A small amount of the white people in South Africa has their origin in Great Britain and they arrived in the eighteenth century, at the time the findings of South Africa’s riches in diamonds and gold was acknowledged. Most of the Asian population was brought to the country from India; they were used as work labor by the English. The Colored is originated from the Boer, the primitive population Khoisan and the slaves brought to South Africa from Asia and other parts of Africa. ((http://www.landguiden.se/pubCountryText.asp?country_id=161&subject_id=0, 2008-10-17, p.2)

South Africa is now called the rainbow nation due to its great diversity of people. They have eleven official languages; one tenth has English as their mother tongue but many uses it as their second language. The black people most commonly speak various forms of the Bantu language. (http://www.landguiden.se/pubCountryText.asp?country_id=161&subject_id=0, 2008-10-17, p.3)

2.3 Modern History

In 1948 the Nationalistic party run by the Afrikaans won the election, they then started to exercise apartheid. The goal was to separate the blacks from the white and the blacks was
suppose to live in detached “homelands”. These homelands were established for each and every African folk group. In the “white” areas the black people’s access was restricted and they had to wear special passports. The government prohibited marriage between the racial lines and the people was separated in all public places, like in restaurants, public transport, hospitals and toilets. Even park benches were noted for whites or not whites. Violations were seriously punished.

The party of African National Congress (ANC) was trying hard to defeat the injustices by nonviolent measures but failed. In 1960 a peaceful demonstration ended in a massacre when white police officers killed 69 black people. This concluded in a forbid against the government’s opposition parties the ANC and the Panafrican Congress. So the opposition went underground and started to respond to the apartheid regime with weapons and riots. The regime answered with an effective police power and in 1962 numerous members of ANC was imprisoned, among them the leader Nelson Mandela.

While the government started to suffer from a lack of educated people and manpower in their commercial and industrial life, the homelands were pore and overcrowded. This soon led to the growth of new politics. In 1991 Nelson Mandela was released from prison and three years later, in the first democratic election of South Africa, the ANC won and Mandela was voted president. The new government now had a lot of work to do trying to equalize and rebuild the country. New policies were made, new homes was to be built, all children should have the right to free education, reasonable priced healthcare to the population and clean water to all. Unfortunately these goals were only partially for filled due to low economical growth and bureaucratic hindrance. Still up until today great changes is needed in South Africa.

2.4 Economics

South Africa is one of Africa’s richest countries but due to the heritage of the apartheid regime large gaps exists is society. Most white people has a standard of living comparable with the finest in this world, however a sufficient number of black people are existing and living in minimal levels.

South Africa has a large supply of minerals and it forms the foundation of their economy. Minerals like gold, coal and diamonds is dominating the exports. Profits from the mines have made a great and growing industrial sector possible for the country. The agricultures part in economics has decreased but fruits and wine are still important exports.
South Africa is still receiving a lot of funding from the rest of the world, but the economics prime problem is the uneven distribution of means and welfare.

2.5 Social Relations

Street children and child prostitution is common in South Africa. Children are sold to the country by the rest of Africa, Europe and Asia. The economic and social tensions lead to increasing alcohol- and drug abuse and the criminality is widely spread.

The social security system, which during apartheid discriminated the black people, is still not benefitting the entire population. Social security is largely dependent on private charity organizations. The health of the people is poles apart between folk groups. The child mortality amongst black people is very high, while in white groups it is as low as any of the world’s most developed countries. Millions of black South Africans are estimated to suffer from malnutrition and a lot of them is said to be less than five years of age. The private healthcare in South Africa is of a very high quality, most of the black people is however directed to the governmental health center. The care is much more developed and accessible in towns than in rural areas but the ANC-government is trying hard to repair this situation.

HIV and Aids is South Africa’s worst enemy, medically, socially and economically. In 2005 about six million people was infected by the virus, the leading number in any of the countries of the world. One third, by the age of 30-34, is estimated to be infected and the average lifetime is only calculated to be 48 years of age. Besides human suffering the HIV-pandemic is causing enormous costs in healthcare. And it is draining the industrial and commercial life of educated workers. The mine companies and other large firms supply their workers with free medication.
In this chapter I will provide background information and earlier research of relevance for my purpose in this study. I will begin with supplying information on both universal and South African documents that states the child’s rights. The Convention of the child is the document that I base my definition of children’s rights upon, implementation of this convention will also be mentioned. Furthermore I will give an understanding on the general situation for children in South Africa and on how their rights are fore filled. I have put special focus on participation and corporal punishment in accordance with my purpose. There after specifics on Early Childhood Development and its Guidelines will be provided. I will finish this chapter with a short conclusion.

3.1 The Convention on the Rights of the Child

After the Second World War a joint understanding of human rights as a mutual and global responsibility arose. The human rights are declared in the UN convention on human rights from 1948. According to Brodin. & Lindstrand (2004) the convention constitutes thirty articles that is batched in the following central groups: civil and political rights, protections against discrimination, economic, social and cultural rights, national minorities and primitive populations, women's rights, the child's rights, asylum questions and other subjects including trafficking and armed conflicts. (p.94)

The UN: s convention on the rights of the child was assumed 1989 and is a part of the human rights; I will at some points shorten the current convention as the CRC. Due to children’s special dependent relationship towards adults a need for a particular convention on children’s rights was enforced. The convention contains 54 articles and is divided into three parts. The first section covers the rights of the child, the second the Un-committees composition and the third includes the forms for countries joining for membership. Four fundamental principles will govern how one interprets the other articles in the convention namely: non-discrimination, the child’s best interest at first, the right to life and development and the freedom of expression. It is also of interest to know that the convention regards any person less than eighteen years of age a child (UN, 1989).The convention is signed by all the world's countries, except for Somalia and USA, and is more or less a universal document. Through the ratification of this document the State is obliged, by law, to respect the unique value in each individual person and child. Unfortunately, the convention is not always realized and followed in desirable ways. South Africa ratified the CRC in 1995. (http://www.regeringskansliet.se/sb/d/1919/a/14658, 2008-10-25)

The articles of most importance to my study are those concerning participation and protection from abuse like physical punishment. Article 12 and 13 in the convention regards the child’s participation and right to involvement therefore I choose to quote them below;

Article 12; 1 of the convention says;
States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (UN, 1989, p.4)

Article 13; 1 of the convention says;

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice. (UN, 1989, p.4)

Article 19 and 28 are principals that states the child right to protection from mental and physical violence and the responsibility to make sure that school discipline is performed in ways in favor of the child’s dignity. They will also be quoted below;

Article 19; 1 of the convention say;

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. (UN, 1989, p.6)

Article 28; 2 of the convention say;

States Parties shall take all appropriate measures to ensure that school discipline is administrated in a manner consistent with the child’s human dignity and in conformity with the present Convention. (UN, 1989, p.9)

Other articles promotes that measures shall be taken to protect the child from all forms of discrimination, the state parties shall also make sure that institutions and facilities in care of children conforms the standards established by authorities. Another important regulation is the states responsibility to implement the rights in their country and to make the values and provisions widely known to both children and adults. (UN, 1989)

3.2 African Charter on the Rights and Welfare of the Child

This convention was adopted by the Organization of African Unity and was enforced in November 1999(AU, 1999). The charter is largely coherent with the UN Convention on the rights of the child, thus a few differences in formation and subjects of articles occur. The document states the members shall undertake necessary measures to implement and realize the provisions, the child’s right to participation and expressing opinions, schools or parental discipline shall be proceeded with humanity and respect and that all harmful social and cultural practices affecting the child shall be eliminated. One article that separates the CRC and this charter is number 31, were the child also is given responsibilities. This does not occur at all in the CRC. Quote;
Article 31; the charter says;

Every child shall have responsibilities towards his family and society, the State and other legally recognized communities and the international community. The child, subject to his age and ability, and such limitations as may be contained in the present Charter, shall have the duty;

(a) To work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need;

(b) to serve his national community by placing his physical and intellectual abilities at its service;

(c) to preserve and strengthen social and national solidarity;

(d) to preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society.

(e) To preserve and strengthen the independence and the integrity of his country;

(f) To contribute to the best of his abilities, at all times and at all levels, to the promotion and achievement of African Unity.


3.3 Children’s Charter of South Africa

In 1992 the South Africa government wrote a charter about the rights of the child. It recognized that their children not had been treated with respect and dignity during the apartheid regime. They had been subjects to violence, discrimination and racism. They promote urgent attention for improving children’s lives and wants to protect them from violence, political unrest and poverty.

In their third article they promote the child’s right to participation and to express their opinion. In the fifth they uphold the child’s protection against violence; they say that every child should be free from corporal punishment in schools and preschools.

(www.anc.org.za/misc/childcht.html, 2008-12-20)

3.4 UN Committee on the Right of the Child

In 1991 the United Nations Office of the High Commissioner for Human rights produced the Committee on the right of the child; their purpose is to monitor how the implementation of the Convention on the Rights of the Child is succeeding by each State. The members of the
committee should a highly moral reputation and a large admitted knowledge about the subjects in CRC. The members are chosen by the people of the State country and should serve in own personal quality and not as a represent of the country who made the nomination.

The committee gathers three times a year to monitor reports and to meet with invited Convention States. The committee employs 18 experts, they are elected every 4 years and selection of half the committee in made every other year. (Hammarberg, 2006)

Concluding observations of the Committee on the Rights of the Child: South Africa

In February 2000 the Committee on the Rights of the Child published there concluding observations and comments on South Africa’s implementation of the CRC. The result of the observations will be provided below; I have chosen statements that are of relevance to my purpose. (UN Committee on the Rights of the child, 2000)

The positive aspects of these observations were that of the legal reform that South Africa has taken on. They have now increased the age for criminal responsibility from seven to ten years of age. They are also trying to harmonize the domestic legislations in order to be better suited with the articles of CRC.

In 1996 the project of started the South African School Act. This act is working to abolish corporal punishment in schools and pre-schools around the country.

A National Primary School Nutrition Program is also taking place. It encourages non-discrimination and inequalities in education.

The Committee states that South Africa’s difficulties impending full implementation of CRC are due to the fact of still trying to overcome the legacy of apartheid. The vast economic and social disparities between segments of society are a reminder of this. South Africa also has a high unemployment rate and the country suffers from poverty.

The committee purposes subjects of concern and recommendations in aspects of the CRC. I will mention the subjects of most importance for my study;

Although the harmonization between domestic legislation and the convention was mentioned as a positive aspect the committee encourages the state to introduce even more measures to ensure greater conformity linking the documents. They want South Africa to establish a law which prevents violence in the family. A greater protection of children is considered necessary, grave concerned about the high incidence of domestic violence, ill-treatment and abuse of children, including sexual abuse within the family, is uttered. The committee therefore recommends that the State party undertake studies on domestic violence, ill-treatment and abuse to understand the scope and nature of these practices. South Africa is also encouraged to reinforce its efforts to formalize a widespread strategy to prevent and combat domestic violence, ill-treatment and abuse. Other adequate measures and policies used to change attitudes are desired. Another action which should be taken is the expansion of the child-care system.
Concern is expressed because of the insufficient efforts made to involve community-based organizations in the promotion and implementation of the CRC. The committee is aware of the lack of coordination between responsible ministries.

There is an absence of a clear procedure to register and address complaints from children.

The committee also desires efforts to insure provisions for CRC and for it to be known among professional groups working with children. There is a need for promoting the values of the CRC to the public. Awareness concerning the child’s participatory rights needs to be raised and should be known and practiced at home, is school and social institutions. The child’s right to express their view should also be respected in these settings. The importance and the must to educate teachers on the CRC are also stressed.

As earlier mentioned South Africa’s prohibit of corporal punishment, by law, in schools, care institutions and the juvenile justice system is a positive aspect. However it remains a worry that corporal punishment still is allowed within families. And it is still recurrently used in some schools and care institutions as well as within society in general. The committee recommends that the use of corporal punishment should be illegal in all care institutions and within the family. They also see the need of raising awareness on the negative effects of corporal punishment and to change cultural attitudes. This is to ensure that discipline is used in a behavior consistent with the child's dignity and in conformity with the Convention.

Against the article on non-discrimination is the fact that insufficient measures has been taken to guarantee all children access to education, health and other social services.

### 3.5 Implementation of the CRC

Englund (2008) wrote a thesis that focused on the problems of learning processes in an organization that has decided to implement the UN Convention on the Rights of the Child. The result of the study shows that implementations of various kinds are complicated and are in need of having very organized procedures. The thesis is based on the theory of the interdependency between learning about the CRC and its implementation. (p.30)

Research on the specific subject is still limited, evaluations on the implementations is also inadequate. (p.31)

The outcome of the thesis shows that the implementing organization not only needs to create knowledge about the implementation act but also about the question itself, otherwise the risk of marginalization is too great.

The force of implementation is depending on important ingredients and prospects to succeed such as learning, adaption and exploration. There are many criteria’s that needs to be filled; the implementation should be anchored in terms of cause and action, plenty of time and resources, agreements about and understanding of goals and also the organ that is performing the implementation should not be depending on other organs for accomplishment.
It is also important that the start of the implementation is clear, that tasks are specified for each person and that agreement about who is in charge of action is made and known. A network system seems to be the best solution for achievement, this system inspires to cooperation between different actors and participation is based on position or interest for the subject.

And at last, it is very evident that a lack of or absence of governmental steering will have a negative effect on the implementation.

3.6 The Situation for Children in South Africa

With focus on the non sufficient implementation of the CRC in South Africa Berry& Guthrie (2003) constitutes how the present situation for children, in coherence with the articles of the convention, seems in 2003. (p.4)

Since the democratic election 1994 the government has a formulated a large amount of documents and legal regulation to protect the child and to increase their rights. Great success and progress has been made since then. There is however existing difficulties for the different institutions involved to collaborate with each other and with the civilian society. This is cooperation is required to reach a holistic insight on the children's situation and to find mutual understanding and goals. Because of this lack of joint efforts from the government a great deal of work falls on Non Governmental Organizations. These organizations, NGOs, often have limited means, these are charity-organizations and personnel mostly work for free. Realizing what the policies declare is hard. This complex problem contributes to there still being many areas around the child's rights that needs to be improved. (p.4)

The main challenges that South Africa and its children meet are that of poverty, violence, exploitation of children and the health aspects around HIV/AIDS. Moreover, children's participation and the rights to a safe environment are limited. (p.4)

The number reported crimes against children in South Africa has got alarming proportions, in year 2000 over 72 000 chargers was reported. The most common violations are physical and sexual assaults. The extremely high use of violence and corporal punishment is of great concern. The statistics shows an increasing use of corporal punishment, child-neglecting and exploitation of children in South Africa. Poverty is an influencing factor here. (p.5)

During a period of 5 years the child mortality has increased steadily in South Africa. This is a result of HIV/AIDS's pandemic and the health standard is thereby low. (p.5)

In connection with the low standard of living that exist in parts of the country many children suffers from the placement in unsafe environments. For example, one often burns carbons and wood in their houses and therefore children are exposed to unhealthy particles in the air that they breathe. Restroom facilities are often unsanitary and the access to clean water is low in many areas. (p. 6-7)
Save the children (2002) in Sweden did a survey in South Africa, in a child rights perspective, concerning their possibilities to express themselves. The results showed, according to the children themselves, that the right to participation is of great shortage. They meant that they were deprived of the right to make own decisions, to be listened to and to be taken seriously by adults. Moreover, those difficulties asserts in expressing own opinions and ideas.

3.7 Participation

3.7.1 Children and Participation
The concept of children and participation has gained amplified attention since the adoption of the CRC; the document outlines the right to participation in Article 12 and 13. However a assortment of different practises and interpretations of the concept has emerged due to its broadness. The notion is variously used to refer to adults consulting children; children’s civic participation; children taking part in programmes and interventions initiated and facilitated by adults; children organising them self’s in informal situations; and children’s own decision making among others. However defined children’s participation takes part in two arenas; the private or personal domain, within families and homes, and the social and public domain, such as community, schools and government. (Moses, 2008, p, 1)

3.7.2 Benefits of Children’s Participation
Participation is not only about having a voice or being involved in decision-makings but also about being included in human relationships where children can learn to be capable, caring and responsible members of society. Participation is also about equality. It’s about the values and worth’s of being a person and practices that undermine and discriminate human dignity is not sought after. The feeling of belonging and being included is also part of participation. (Ramstden & Prest Talbot, 2007, p.7)

Being allowed participation results in getting your views acknowledged and many times that alone can make a child feel important and its needs can be met. Another benefit the child will get is that of the protection that follows being involved in a group. Protection also comes with the child’s knowledge of its own rights, in an abusive situation the child will then be more likely to challenge and get help. (Ramstden & Prest Talbot, 2007, p.9)

Participation also encourages the growth of a healthy self esteem and it is emotionally developing and empowering for the child. This involvement also lets the child start to learn partnership and to share responsibility for consequences of decision-makings. It is also the nature of democracy and if we expect our children to be the leaders of tomorrow it is vital that they be taught these skills and get to practise them. (Ramstden & Prest Talbot, 2007, p.9)

An opportunity for developing social skills is also given by participation. Working together with others and learning to understand their expectations and views may give you great skills negotiation, communication, leadership and conflict management. (Ramstden & Prest Talbot, 2007, p.9)
3.7.3 Children and Participation in South Africa
Moses (2008) did a survey on children’s participation and current policies and practice regarding the subject. She finds it hard to provide a summary on the current practise since the implementation of participation of children in South Africa has been sporadic and limited. There is a lack of research concerning children’s role in the South African community and on the practice of participation. South Africa is lagging behind in the debate of various forms of participation and interpretations of the expression. Nor does the discussion of participation in the context of historical or economical and social equalities exist. (p.328)

As mentioned many times before South African policies and constitutions has a very strong and excellent view on human and children’s rights. However, Moses (2008) argues that many of these policies are aimed to give rights to adolescents and there are very few provisions which create room for younger children. Although the policies have given progress on the area, meaningful and actual child participation is scares. The perception of children’s competence, concerns about protecting children from being burdened with too big responsibilities, non child-friendly institutional cultures, lack of adult skills and procedures and structures to engage children, all form restrictions for children’s participation in court proceedings and schools. Children’s public participation is also very limited. (p.330)

At the level of school governance and community services children, in theory, have opportunities for participation through bodies and policies. In practice, schools and community organisations serve them little possibilities. Ethnographic studies shows the some adults do not find it appropriate to involve children in planning stages, Moses (2008) suggests it shows that they assume they know what children want and need and undervalues their competence. (p.334)

Participation should never be examined in isolation from other societal forces. In South Africa influences like socio-economic conditions, conception of childhood, power dynamics between adults and children, race and class relations and international development models are influences that should be taken in to consideration. (p.339)

3.7.4 Conceptualisations of childhood in South Africa
The way that childhood is conceptualised affects the outcome of power functions in adult-child relations and therefore also has an impact on the spaces that are given to children relating to participation. Whether it is about possibilities to articulate opinions, to have their inputs and opinions taken seriously or to actually being allowed to make decisions the attitude towards childhood plays a part in the conclusion. It is therefore important to examine power dynamics and conceptions of childhood when discussing participation. (Moses, 2008, p.331)

South Africa is a country of many cultures and this contributes to a diversity of views on childhood and roles of the child. However various social and cultural settings have one thing linking them: the inequality in status and power between children and adults. (Moses, 2008, p.331)

Obedience by children and adult control is valued in both “coloured” and “black” townships, moral, religious and cultural values justify adult authority. In “white” communities children’s
autonomy is seen as the end goal of childhood development and therefore nor they are given much room for independence. This results in that children seldom speak their mind and they feel that they are not listened to and that their ability is undermined by adults. One child expressed that adults make the decisions because they have the power. (Moses, 2008, p.332)

Across the economic spectrums in South Africa children contributions to households are significant. They care for younger siblings and ill elderly; they cook, clean and perform many tasks. Some even work to support their families and neighbours. Unfortunately these contributions get little acknowledgements from the adults. Little attention is paid to the competence this demands and to the relevance this has to children’s abilities to contribute in other processes like decision-makings. (Moses, 2008, p.332)

3.8 Abolition of corporal punishment in South African schools

During three years Franchi and Payet (2008) performed a research revolving the abolition of corporal punishment in South African schools. It is their belief the manifestations of violence in schools has much to do with the residues of violence inherited from life during the apartheid regime. (p.157)

This abolition is seen as a symbol of the fall and political break from the former apartheid system in 1994. This government lauded authoritarian educational practices. It is also considered a celebration of the new South Africa, whose Constitution is presented as one of the most respectful of human rights. (p.159)

The results of this survey shows that most of school personnel is well informed about the changes in policies relating to school disciplines and the expression “children’s rights” was used frequently. In addition to this general knowledge diverse interpretation, experiences and approaches towards corporal punishments were found among teachers and learners. (p.159)

It was found that most of the teachers and principals denied the continuing use of corporal punishment; meanwhile the learners of the establishments did not hide this fact. Results say that this form of discipline was still used in three out of four studied schools. It seemed like a majority of teachers was not happy about students “abusive” use of their rights, saying they only talk about rights not their responsibilities. (p.160)

The attitudes found among teachers in favor of corporal punishment can be characterized as ambivalent. Most of them seem to understand that it is not the best solution but their opinion is still that a smacking will help to “straighten someone out”. From own experiences as children they recon it enhances good behavior. (p.160)

The learners also vary in their views on corporal punishment. Some interprets the act as old-fashioned, it is a relic of apartheid past and it is contradictory to newer conceptions of learner’s rights and pedagogically philosophies in modern South Africa. Other students view corporal punishment as a necessary practice because of its efficiency. In accordance with their expectations on the teachers role to keep the class in control, to reprimand when rules are not obeyed and to provide good conditions for learning, corporal punishment is justified.
However they don’t appreciate deliberate and excessive violence. A last opinion among learners revolving corporal punishment is validation through the good it does for the school community. This attitude springs from frustration and suffering of the students who do not disturbs the class. A history of minimal opportunities for education and very scares resources may make some learners very serious about their schooling and therefore disturbance is considered illegitimate not the corporal punishment (p.161-163).

3.9 Early Childhood Education

3.9.1 Education for All
In year 2000 164 countries of the world came together, in management of UNESCO, in order to as partners develop and increase the access of education for children. The project is called Education for All and will hereafter be referred to as EFA. One does this on the basis of human rights and in awareness of the importance of learning in all ages. Special initiatives are done in order to reach the most exposed, the poorest and the most venerable children in society. The main goal, which is aimed to be met in year 2015, is that all children in the world are involved in some kind of schooling. South Africa is one of the countries included in this initiative. While the education system is being improved and is increased it is also struck by more complex and specific challenges. Education must now take considerations to a bigger diversity among the children and to offer each individual an education of quality. (UNESCO, 2007, p. 6)

The first goal of EFA, out of six paragraphs, is to broaden the preschool activity in developing countries. Here, one reefers to preschool activity as Early Childhood Care and Education and is abbreviated as ECCE. UNESCO (2007) asserts in their report that national governments tend to prioritize and support the development of higher school forms rather than the ECCE. Particularly subordinated is the educational activity for children under three years of age, this tendency is most visible in the Arab states and in Africa south of Sahara. Generally it is the least privileged children, in greatest need, which has minimum access to ECCE. (p.11-14)

3.9.2 South Africa and Early Childhood Development
In South Africa, one review to preschool activity as Early Childhood Development, this term is abbreviated as ECD and includes children in 0-9 years of age. However, the mandatory school begins at 7 years of age. (Department of social Development, 2002)

The government in South Africa is continuously working to develop access and quality on the ECD. A guideline for how this activity should be carried out is formed and should be followed, but it is not yet statutory. The government is of the opinion that also small children need care and education of good quality in order to develop to their full potential, in tune with the child convention’s articles and values. Among other things, one forbids physical punishment, psychic damage and a humiliating behavior against the child. One also argues that all children shall know about their rights and obligations. (Department of social Development, 2002)
The standard on South African preschools vary a lot, ECD activity in towns and more economic stable areas are often much more developed the ones in villages and suburbs. These separate institutions are pursed in different forms; on the local level, in villages, the civil population in running the ECDs but in towns the governmental involvement and steering is more obvious. Within the educational system in South Africa the heritage of the apartheid regime can still be found, at that time selected groups of children were given inferior educational prospects. It is the economical resources that vary. (Berry & Guthrie 2003, p.25).

Fees for education are demanded and this works against everybody’s right to education since the poor has little funds to pay these. (Berry & Guthrie 2003, p.25).

### 3.9.3 Guidelines for Early Childhood Development services

In 2002 a new guideline concerning ECD service was released, this document includes everything from information about the importance of early development to standards and guidelines revolving care and behavior towards the child (Department of social Development, 2002). Below I will account for parts of the text which is relevant for my purpose.

Principals have been formed and are used as a basis for the Guidelines. Some of these principals will be mentioned here. The government promotes the child-centered mind, meaning that the needs and rights of children are central to all services and provisions in ECD. A holistic view on children’s development is sought after, and social, emotional, intellectual and physical development should be valued equally. The rights of children must be protected and young children and their parents should actively participate in the utilization of the facilities. (p.9)

In the first chapter of this document information and history about the CRC is provided and the articles that relates to the Guidelines follows (p.15-16). This first chapter also constitutes the ECD services responsibility in educating children about their rights and responsibilities as a part of their developmental programs. The Guideline is saying that children have the right to be listened to, respected, protected, educated and cared for. It is also argued that children also have responsibilities towards others. They have to listen to others, care for and respect their peers, siblings, parents and other members of the community. (p.14)

Chapter four in the guidelines accounts for the legislative frameworks for all places of ECD care, one of them is Regulation 30A (p. 28-29) and it expressly forbids:

- Physical punishments
- Group punishment for individual behavior
- Isolation from service providers and other children admitted to the place of care, other than in support of the immediate safety of the child or the providers.
- Measures which demonstrate discrimination on the basis of cultural or linguistic heritage, gender, race or sexual orientations.
- Verbal, emotional or physical harm

The same Regulation 30A (p 29) constitutes all children in a place of cares the right to;
• Know their rights and responsibilities
• To participate in forming their plan of care and development, to be informed about their plan and to make changes to it
• To be consulted and to express their views, according to their abilities, about significant decisions that affects them.
• To care and intervention which respects their cultural, religious and linguistic heritage and the right to learn about and maintain this heritage
• To be free from physical punishment
• To positive disciplinary measures appropriate to their level of maturity
• To protection from all forms of emotional, sexual and verbal abuse

The Guideline also shapes a few circumstances that can lead to the closure of a place of care. Among these is the act of physical abuse of the child and discrimination which leads to violation of the rights of the child. (p.38)

3.9.4 Children in Early Childhood Education

Despite the government’s great work in creating guidelines and efforts to increase the access to ECD for South Africa's children the implementation and realization is slow and troublesome. South Africa's department of education carried out a survey in year 2000 showing that only one sixth of all children, from 0 to 7 years of age, were involved in some kind of ECD-activity. Half of these learning children were between 5 and 6 years of age, this result in very few children of lower ages taking part in preschool activity. (UNICEF statistic, 2007)

Berry & Guthrie (2003) argues that the ECD programs in particular are neglected by the government. They also assert that children from industrialized areas are more inclined to go to preschool than children from rural areas. To a large extent this has to do with the consequences of poverty and health problems. Many children are deprived the possibility to education when one is needed for work in the household. Moreover living in rural areas, far from civilization, creates the need of transport and since most of the minimal economic means are used for teacher’s salaries, it submits little founds for example school transports. (p. 25-26)

The staff of ECD often lack in education, most commonly the personal exists of well meaning women from the villages that has started the preschool and now works within there. Berry & Guthrie (2003) asserts that especially the knowledge about the children’s rights and education about alternative and respectful forms of discipline needs to be increased among the personnel. If we want corporal punishments in schools and preschools to diminish education is the key. (p.26)

It is not unusual that one uses corporal punishment in order to raise and teach children right from wrong in South Africa. This act is deeply rooted in the culture and therefore, despite laws about abolishment in school and preschool, the use of physical punishment is difficult to get rid of. (Berry & Guthrie, 2003, p.27)
3.10 Concluding this Chapter

The government of South Africa has applied and formed many documents, legislations and conventions which all promote the rights of the child in their country. The child’s right is supported. However there are difficulties in the realization of these, the different departments involved have trouble cooperating and many parts of the country is suffering from poverty which implies limitations.

Berry & Guthrie (2003, p.4) tells us that the main challenges that South Africa and its children meet are that of poverty, violence, exploitation of children and the health aspects around HIV/AIDS. Moreover, children's participation and the rights to a safe environment are limited. The use of corporal punishment is also occurring in schools and preschools.

The fact that South Africa is a country of many cultures contributes to a diversity of views on childhood and roles of the child. However various social and cultural settings have one thing linking them: the inequality in status and power between children and adults. (Moses, 2008, p.331)

The access of ECD programs are limited for South Africa's children, only one sixth of all children, from 0 to 7 years of age, were involved in some kind of ECD-activities. Berry & Guthrie (2003) argues that the ECD programs in particular are neglected by the government. The government is trying to in force the values of the CRC but progress is slow and complicated.
CHAPTER 4 THEORETICAL FRAMEWORK

Due to my purpose I consider it important to reflect around the adult world’s view of children and childhood. How we think of children reproduces our behavior towards them and symbolizes the measures we use to let them be people who earns respect. To acknowledge perspectives and theory’s of childhood I have chosen sociologist William Corsaro as a referee. Moreover I will look at Bartleys discussion about the diverse perspectives of the child in the CRC. To get a pedagogic view I have complemented with the developmental theories of Lev Vygotskij. I also wanted my study to have a power perspective to recognize the position teachers have against children; therefore I will, in addition, declare Michel Foucault’s concept of power below. To accomplish him, Bartholdssons theory about the “kind use of power” is mentioned as well.

4.1 Childhood

4.1.1 Childhood Sociology

Traditional theories about childhood have focused on the way that children has internalized and adapted to society. The early socialization in family and the process of becoming a part of society has dominated the research. This way of looking at childhood leads to a picture of the child as something apart from society that needs to grow and to be shaped into a full scaled member. A child then loses its own worth and identity in being a child, instead they are visualized as incomplete beings just waiting and needing to become adults. They therefore often become marginalized and subordinated. (Corsaro, 2005, p.7)

The deterministic model is one, out of two, proposed models of the socialization process. Here the child principally plays a passive role and is seen as a “novice”. The second model is that of the constructivists were the child is seen as an active agent who is eager to learn and is constructing her social world. Here the child appropriates society not the other way around. (Corsaro, 2005, p.7-11)

4.1.2 Childhood as a Structural Form

Seeing childhood as a structural form includes seeing childhood as a category or part of society. Children are active members of their childhoods; however childhood is simply a passing period of their lives. But for society childhood is a permanent structural category, however its members change and its form differ through time and history. Childhood is as a structural form also interrelated with other categories like gender and class, these categories structural changes will also affect the character of childhood. (Corsaro, 2005, p.30)

4.1.3 Structural Childhood Perspectives

The sociologist Jens Qvortrup has proposed a structural perspective on the study of childhood. Qvortrup bases his approach on three different assumptions.

The first outlook is that childhood constitutes a particular structural form. This view is typically psychological; it is individual and personally orientated. Childhood is seen as
something anticipatory, this sight could be compared with the earlier mentioned deterministic model where the child is just “waiting” to become an adult. The second attitude towards childhood is of a psychoanalytic form and is also individualistic and personally oriented. But the interest in individual adulthood is focused and for that the retrospective of individual childhood experiences is needed. The third assumption is a life course perspective. It combines an individualistic and a non-individualistic point of view. It follows individuals from childhood to adulthood, or the other way around, while at the same time taking the importance of societal and historic events in to consideration.

Qvortrup means that if we could put this individualistic view, adult-orientated and time-focus behind us we can find many answers to questions about childhood. He argues that if we see childhood as a structural form we can get a wider perspective and the opportunity to explore new areas and inquiries. For example he suggests the exploration of how the conceptions and nature of childhood has varied over time and in particular societies or cultures. (Corsaro, 2005, p.29-30)

### 4.1.4 The Sociology of Childhood

Corsaro (2005) presents a relatively new perspective in childhood sociology. He is a believer of the constructionist theory where the child is active agent but he also gives this reasoning a greater dimension. Corsaro offers the notion of “interpretive reproduction”. He means that socialization is not only about adaptation and internalization. It also includes appropriation, reinvention and reproduction. These words all remind us of the creativeness of the one involved and the collective culture in a socialization process. “Interpretive reproduction” stands for the innovation of children as participants in their cultures and the appropriation of information from the adult world to address their own concern. It also captures the idea of contributing to cultural production and change. Children are in this term not only shapers of, but also controlled by, existing social structure and by its reproduction. (Corsaro, 2005, p.18-20)

Cultural routines is a very important element of “interpretive reproduction” since they provide children with the protection and shared understanding of belonging to a social group. Cultural routines also create opportunity to produce socio cultured knowledge and it lets this knowledge be interpreted. Its serves as a safety net where you can try new comprehensions and still remain comfortably secure in your group. (Corsaro, 2005, p.19)

Corsaro (2005) has developed a model to demonstrate his theory about childhood and “interpretive reproduction”. By this spider web model (se figure 1) he wants to capture the full process of internalization, interpretation and participation of childhood sociology.

By using the structured form of a web he shows the complexity of childhood and diversity of areas which effects socialization. Corsaro means that the orb web is the important function of the “spiders”, the child’s, foundation and conceptual requirements, the radii symbolizes a variety of field of social institutions. These institutions where different interaction transpires are such as religious, political, economic, education, culture and family. Interactions of education for example take place with teachers, in a classroom or at the library, while family
interactions may occur at home or in the car. The fields remain stable but the structure of them changes depending on how the “spider” weaves the web. It is the cultural information which flows around all parts of the web that makes the different ways of weaving, and the family of origin is the absolute center of this contribution to construction. Its trough the family that the child first gets in contact with any kind of culture, together with the child’s experience of institutional fields, participation and production in society is created. This also affects the way the child enters and shapes its peer cultures, peer cultures will be the foundation of change and reproduction of the wider adult society. The individual development is rooted in this collective distinction of factors. Adults and children’s cultures and progress are always interwoven. (Corsaro, 2005, p.24-27)

It is important to mention the most crucial part of this theory. The character of the web will vary in terms of number of radii’s and the nature of spirals, this is due to diversity of unlike cultures, sub cultural groups and through historic time. (Corsaro, 2005, p.26)

Figur 1; The Orb Web Model, William Corsaro, The Sociology Of Childhood (2005 p. 26).

**4.1.5 As-if Assumption**

According to Corsaro infants in western society is during social interaction often treated as socially competent individuals even though they are limited in communication and language. He calls this an “As-if” assumption and trough this attitude the child gradually move from partial to full participation. (Corsaro, 2005, p.19)
4.1.6 Secondary Adjustment
Corsaro has during his years of ethnographic studies in nursery schools found that children attempt to evade adult rules through something that he calls secondary adjustments. This is a collaborative invention which enables the children to gain a little bit more control in these surroundings. Goffman means that secondary adjustments are;

“any habitual arrangements by which a member of an organization employs unauthorized means, or obtains unauthorized ends, or both, thus getting around the organizations assumptions as to what he should do and get and hence what he should be”. (Corsaro, 2005, p.42)

Corsaro has noticed that children manufacture an extensive number of these adjustments in reply to school rules. He mentions the case were children obey the rule of not bringing toys or other personal objects from school. To be able to do this they use numerous concealment strategies, they brought small objects which they hid in their pockets and these forbidden objects were shown to playmates without catching the teacher’s attention. The teachers, of course, was aware of this violation but ignored it since the reason why the rule was made in the first place had vanished. The children often got in conflict around the personal objects, they did not want to lend it to friends and so on, but this problem did not occur now since they had to avoid the teacher’s awareness. The children got to solve their own conflicts, if there were any. But this scenario does not make the rule unnecessary since the rule created the act of secondary adjustment which in its turn abolishes the conflict. A secondary adjustment also contributes to a group identity and gives children opportunity to address personal interest and goals. (Corsaro, 2005, p.42-43)

4.2 The Child as Object or Actor

The Convention on the rights of the child delivers a dual perspective on the child. The child is seen as competent and knowledgeable on the one hand and on the other needing of adult protection and support. Bartley (1998) interprets this as perspectives were the child is both an object in need of social protection and an actor who has the right to act and be independent. She districts between the rights to claim and the rights to action.

Bartley (1998) has formed two analytic perspectives; the object-perspective and the actors-perspective. The object-perspective embraces the child as someone in need of care and shelter; here children are seen as a vulnerable and weak group. The actors-perspective embraces the child as an active subject with its own space of action; this perception is about breaking free from parents and becoming an individual.

Bartley (1998) argues that it is this complicated balance and opposition between conceptions on children’s rights that can create the process of change.
4.3 Vygotskij and Development

Lev Vygotskij was a Russian psychologist who interested himself in children’s cognitive development. I above mentioned a constructivist model for defining childhood and that by this theory the child is seen as an active creator of their childhood and partakers in inventing meaningful concepts for them selves. Vygotskij however has extended this cognitive view by also giving the social and cultural aspects of development a large significance. This pedagogic study is named socio cultural and the perspective emphasizes that we interpret the surrounding world by mutual and collective human activities. (Säljö, 2000, p.47-65)

Vygotskij (1999) argued that the human is constantly learning, in all situations. It is not possible to avoid learning, not in constructed learning situations and not in natural cultural situations. He means that people is always becoming and changing, interwoven in a cultural context with family, friends and society in general.

He also stresses that children come in to this world with a few mental functions, such as attention, perception and memory, the culture reforms these abilities to new and more advanced higher mental functions. Each culture provides certain tools to be used in intellectual adjustment, this making it possible to utilize the functions in an effective way considering the needs and individuality of the specific culture. This cultural mediatory also leads to a certain way of thinking for the child and since values and meanings too are mediated by culture it also tells us what to think. By these urgings Vygotskij means that the human cognition has a strong connection with social cultural aspects and so the intellectual development is not at all universal. (Vygotskij, 1978)

Vygotskij says that we are depending on the surrounding scene and on that mankind use earlier experiences to move forward. But by the creativity of fantasy we can enlarge and find new combinations of mutual experiences and develop. (Vygotskij, 1995)

The use of language is also central in this lining. Language is the link between people, the child and society. The child becomes aware of and takes part in how people apprehends and explain situations through communication and interactions. It thinks with and through the language which it has taken in, you could say that humans see the world through its language. (Vygotskij, 1999)

Vygotskij (1978) meant that much of the acknowledgements that a child makes take place within a dialogic cooperation. A competent guide can through modeling and verbal instructions support the child in the process of learning. The development strings from the social to the individual. He calls this theory the proximal developing zoon, whit support and guidance from a person with greater knowledge about the problem, the child can solve it and achieve understanding and intellectual progress. (P.84-91)
4.4 Power

There are many ways to look at power. I have employed Michel Foucault's analysis of the power concept. He analyzes power formed in institutions and how this combines with the individual. It seemed fitting since the preschool is an institution and the child an individual in society. He also offers a wide range of perspectives on power which I find enlightening.

4.4.1 Foucault and the Power Concept

Power, Foucault argues, involves the entire society build up and he points out that if one wants to understand the power concept, one must take this in to consideration. Foucault puts his focal point on the local strength relations, since he considers that they form a general force line that runs throughout the society. It is the micro-levels performed power confrontations that form the basis for the greater institutional complexes. When it comes to power in Foucault's analysis it is the micro-level that govern the rest of society. (Hörnquist, 1996, p.56 -59).

Foucault interested himself in the power within the society system and also what power means for the individual persons. He means that power informs everything in the social structure and downs in all personal relationships that we are involved in. (Hörnquist, 1996, s.51)

Power is a system and it circulates or functions as a chain. The individuals both conducts power and is subordinated it. You cannot set yourself apart from the power, it is constantly there, and one is always surrounded by it. Foucault says that power is a strength-relation within a relationship, and that this strength-relation is influenced by a number of different factors. Examples of factors are; the degree of verbal ability, degree of knowledge and physical strength. Also, power can be modified and is therefore in no way static. (Hörnquist, 1996, s.28-31) Every one of these power relationships cross each other, therefore it is not possible to find one side, or one dualism between being powerful or powerless. Power relationships are part of strategies nearer than in service of one single power. (Foucault, 1980, p 98)

Foucault (1988) also argues that were there is power there is resistance. Resistance can only exist in relation to power. We can never become totally entangled of power; we always have the possibility to oppose. Thus, the opposition will come from “below”, to be productive against the power it must however be as flexible, as ingenious, as organized and as stable as the power. (p.22)

4.4.2 Foucault and discipline

In his theory of discipline Foucault moves all the way back to the 1700th century when an interest of controlling the body occurred. He maintains that surveillance is performed through the drilling of the body. This drilling of the human body is a part of a power machinery, a combination of obedience and usefulness becomes a discipline and the body is submissive and subordinated. (Foucault, 2003, p. 138-140)

Small processes are developed in the social body and it has been created by a “political anatomy”. These processes have later become a general method, it used in disciplinary
institutions such as the military organizations and the education system. (Foucault, 2003, p. 140)

Foucault discusses the historical change of the exercise of punishment. The body is still today an instrument for punishment, but in the sense of its imprisonment, not in the way of torture or execution like in the old days. He maintains that physical torment, the bodies’ pain, is no longer a fundamental part of the punishment. Instead penalties today aims to correct, educate and “cure” the guilty. (Foucault, 2003, p. 15-16)

Where a disciplinary power is ruling, punishment is not performed to reprimand a crime, but to classify acts and performances of individuals to a whole. This whole constitutes a field for comparisons and creates scope for diversification. (Foucault, 2003, p. 183)

Foucault (2003, p. 143) means that the discipline, in which ever institution, distributes the individuals in the room, this is done through different methods, that for example;

- The function as a closed environment; a specific place that lacks connections with other places and that are closed about itself. The closed environment creates order and discipline through the separation of the individuals that is included in it. (Foucault, 2003, p. 144)

- A more subtle form is the principle of structure which is acted trough giving every individual a own certain place, and for every place there is an individual. Through distributing out places to one and all, through this separation one prevents group education which can be hard to monitor and difficult to control. The division simplifies the monitoring of individual behavior, to give rewards and reprimands and to carry out a direct communication. The intention is to be able to monitor as many individuals as possible in an effective way. (Foucault, 2003, p. 147)

- Exchangeability is also included in a discipline system, everyone is defined after the place he occupies in relation to the others, a system of rank arises. Foucault means that the ranking system in schools contains of, for example; age groups, the lines and rows of benches in the classroom and through tests and examinations. The distribution according to rank states the discrepancies and the hierarchy of competences and skills. (Foucault, 2003, p. 148-149)

The most visible aspect of how society has changed from holding exception discipline, for example prison, to becoming more monitoring society is according to Foucault is the fact of today’s variations of institutions. With this development, the discipline gets a reverse function where it instead of controlling problematic sections of the population or occurring dangers, it will for fill a positive function. The discipline increases our skills and abilities and today it works as a technology for producing useful individuals. (Foucault, 2003, s. 210-212)

4.4.3 Foucault and Panopticon
To describe a form of power using construction Foucault employs the expression Panopticon.
In order to explain his concept Foucault describes a prisonlike architectural structure. He visualizes that of circle round building. There is a watchtower in the center and it is surrounded by cells. In the tower sits the monitor which has free insight in whatever is going on within the prison hangs. For those imprisoned the consequence will be a permanent surveillance and an awareness of constant monitoring. This consciousness lets the power work automatic and this is the main effect of Panopticon. (Foucault, 2003, p. 201-202)

The circled form of the high tower and the large windows allows the monitor to see everything that happens. However the prisoner, not being able to see up to this high building, never knows where the monitor actually is or who he or she is watching. To be seen but not se. The great power of Panopticon is that of its prospect of integrating in the watched peoples bodies, to the extent of practically not being needed. The awareness of constant possibility of monitoring leads to an obedient and lawful behavior of the imprisoned. Power can intervene before an error has happened. (Foucault, 2003, p. 201)

Foucault means that one can apply to Panopticon when wanting to enforce a large mass information or a behavior. The system decreases the number of persons needed to conduct power and it increases the number of people on which power can be conducted. Panopticon is not the power in itself, but it is a more effective formulation of the power, for example in order to gain more economically through increasing the production. It is a very effective way of practicing power and it is a frontal technique for discipline. It does not only act in institutions but in all bodies of society. (Foucault, 2003, p. 206-208)

4.5 The Kind Use of Power

Bartholdsson (2008) describes schools and preschools as institutions of socialization, normalization and power relations. According to a power concept inspired by Foucault she argues that power is defined as something that is practiced rather then something that is owned. Power is an action and its aim is to control other actions. (s.17)

You don’t own the power but you own the right to practice it and as a teacher you are given this right on the behalf of the assignment from society. The power of the teacher also emerges from a general and cultural authorization to practice power over children. Also age is a central principal for hierarchies and legitimate power use. Schools and preschools are definitely arenas were age categorizes people. The fact that the teachers are professional and the children are not also makes them subordinated. (s.13)

The use of power by teachers is complicated by the fact that schools and preschools rests on the values of democracy. Respect for each individual and non-suppression should be adopted and measures should be taken in democratic forms. But because all individuals do not want the same thing some form of forcing power must be used. (p.17)

Power, however, can be used in kind and caring ways. Bartholdsson (2008) refers to these steering techniques as “the kind use of power” (free translation), these are a softer and more subtle form of dominance but it has the same purpose. This discussion should not be miss
interpreted, steering techniques are needed as well as leadership is in schools and preschools, and a good way would be to practice it with kindness. (p.18)

Bartholdссons (2008) ethnographic study results in showing two specific techniques which seem to be very effectual; the evaluation and the emotional work. The evaluation techniques works very well together with the kind use of power, it lets the learners create a mutual knowledge, set goals for themselves and to evaluate them afterwards. This also lets the child have a greater responsibility for the meaning of the project and for the makings of it; each person can also be unique but still steered in the same direction. There is a focus on emotions and childhood as a very sensitive period of life in society today. Bartholdссons (2008) argues that this is how many teachers find reason for their duty to foster children. This meaning is also known by the learners and by making themselves visible in these areas they are able to authorize the teacher’s use of power. This is a form of dominance who demands the ability to “see” learners from teachers and the skill by learners to see themselves. (p.186-187)
CHAPTER 5 METHODOLOGY

In this chapter I will clarify the ways I decided to approach and examine my purpose. I will explain the methods I used to get to my result and why I thought these were suitable for my thesis. I will also discuss different aspects of importance for my approach, such as pre-understanding and ethical viewpoints. An insight on how I took my course of action, the reliability and validity of the study and on how I analyzed my collected data will also be given.

5.1 Procedure of the Study

In my study I have a hermeneutic form of scientific approach. I have performed an ethnographic field study in one preschool in the province of Mpumalanga, South Africa. I spent three weeks there and I joined them in class as well as during playtime and lunches. I was a part of them, but I did not perform any specially planned activities since I wanted to concentrate on my study. This is a qualitative study, I wanted to find out how and if these teachers worked with the CRC and what their views were on a children’s participation and corporal punishment. To be able to do that I needed a deeper form of research since these subjects sometimes are hard to define. Working with children’s rights may take place within planned situations but it may also be a part of your everyday relations with the child in preschool. There for I needed to be able to observe and interview during a longer period of time. My main use of methodic tools was supposed to be that of observations of “critical incidents” documented by running protocols and these were also meant to be complemented with semi structured interviews. However I found that the interviews were very important and substantial to my thesis so they in the end became my main research tool in this study.

5.2 Approach

When performing a study it is important to take a scientific conduct. This is the way you keep your work structured and is the ground upon which methods you choose to use, to best fit your examination. The specific method selected is used to systemize attack, connect and analyze you purpose theories and the methods have on the result. Thurén (1999) means that taking a scientific conduct also implicates the reflection about the relativity of science and awareness of the effects and participation the theories and methods have on the result.

My study has taken position in the hermeneutic science theory which focuses on humanistic and societal visions. This is, according to Thurén (1999), the knowledge of interpretations and “understanding”. The hermeneutic researcher does not search for an absolute truth, he is aware that reality is built upon complex connections and these constructions can only be understood by taking different perspectives (p.45-48) I have been studying people and their actions, views and relations, and as composite as humans are this form of scientific philosophy was appropriate for me. I studied behavior and the teacher’s views. To find out what significance actions and views had for the children I needed to understand their experiences, their culture and the social structures which they lived in. This was where the
necessity of interpretation and understanding as a scientific form evolved. I have performed my study in an unknown culture where my experiences and interpretations differed from the norm. Therefore my ability to use and se things from diverse perspectives was crucial for the credibility of my result.

5.3 Pre-Understanding

To be able to create as an objective understanding as possible it is vital to be conscious about your own assumptions and expectations prior to the study. Thurén (1999) writes that our pre-understandings make us not only comprehend what we physically experience. A pre-understanding is based on our earlier experiences and on the knowledge we have about the subject and it is highly effected by the way that we have interpreted these factors. As well, it has a connection with the values and the prejudices we have formed all through life. People are creatures that have socialized into different cultures and societies were we see reality in the perception of hegemonic norms ruling the group. This often leads us to take a certain belief for granted and the knowledge of dissimilar views in other cultures or groups is often marginal. This is often were prejudices against differences arise. (p.53-60)

But Thurén (1999) also points out that the pre-understanding is necessary for the study. This is how we generate a hypothesis about something, without a hypothesis there probably wouldn’t be a study in the first place. (p.58)

Your assumptions and pre-understandings could affect your result and the credibility of the study. To try to avoid this it is a good idea to write down you pre-understanding before you start the research. And this was mine;

I want to find out how a few teachers work with the CRC. I expect to find that they know about the CRC and they are trying to in force the values of it in their preschools. It is my belief that the want to do this in their daily work and interaction whit the children, but I don’t think that I will see any planned activities or concerning the CRC. I have chosen to focus on the children's participation in the preschool and I assume that there will be a will to give them this right but I imagine they will find it troublesome since there is such a large quantity of children in the preschools and very little personal. I also want to study the teacher’s views on corporal punishment and other disciplinary acts. I don’t suppose that I will see any acts of corporal punishment in the preschools but I think that I will find that the personal have a more tolerant approach to the using of this form of disciplinary method then that of Swedish teachers. This is not because they love their children less than we do, but because it has been a part of their culture and upbringing of children for a long time. I do expect to meet warm and wonderful people who are trying their best to run good preschools for their children.
5.4 Ethnography

Ethnography is a qualitative form of approach. These studies is mostly done on the field, were people and questions is observed in their actual context. Dovemark (2006) says that when you use an ethnographic approach you should be placed in natural situations and authentic arenas. She argues that these field studies is carried out by using participating observations, field notes and formal interviews as well as the more informal field interview. The focus is then on occurring incidents and on the thoughts which people have with reference to these happenings. Willis (1977) and Willis & Trondman (2000) does according to Dovemark (2006) refer to three important aspects to be taken in to consideration when performing a ethnographic study; The public, here indicating for example curriculums, the pragmatic, meaning how people reason around these and the cultural aspect, which reflects how the practices is formed. (Dovemark, 2006, p.107)

The ethnographic research's main task is to understand peoples lived reality. The complex social structures and the cultural aspects that arise are considered. This has the function of increasing our understanding about these phenomena. Ethnographic studies are often implemented as case studies which examine the participant’s experiences and those rules and contexts that are grounds for people's acting. Moreover, one works in order to create theories about social relationships and processes. This scientific method bases itself on a holistic view that asserts that different perspectives on a phenomenon cannot be seen and analyzed apart from each other. (Dovemark, 2006, p.107-108)

To be able to get a valid understanding and to make a relevant interpretation of my study I believed it was vital for me to use an ethnographic approach. The way I have chosen to look at my subject demands a great deal of presence from me. I have decided to do a qualitative and deep research on how a few teachers implement the CRC in their preschool. To get a somewhat valid view of their work and behavior towards the children it was essential that I took as much part of their activity as possible. I was in need of carrying out numerous interpretations towards actions and words and for these interpretations to be legitimate knowledge about the wholeness of the preschool was required from me. The implementation of the CRC is often showed in the way you look at and think of the child and how you behave towards them, to observe the teachers behavior my attendance was again necessary.

5.5 Qualitative and Quantitative methods

Depending on what aim a study has and on how the result of it is sought to be shown there are two different methods to be used.

According to Backman (1998) the quantitative method consists of measurements and statistics. Here, the aim is mathematically measurable and one can quantify the result. Here, one has often for intention to investigate how much, how many or how often something happens. Tools that are used are often questionnaires, numeric observations and tests. (p.31)
Backman asserts (1998) that a qualitative method on the other hand does not include figures and numbers; rather the result is described in script and analysis. Using this method behaviors and phenomena’s are often examined and one desires to find an understanding around these. Tools in a qualitative method are often those of participation observations and depth interviews. (p.47-49)

It is however important to point out that it possible to unite the methods. They do not eliminate each other; they may as well complement each other. However, the quantitative method is often occurring within positivistic examinations and the qualitative within hermeneutical research. (Backman, 1998, p.31)

I used the qualitative method since my purpose and questions of issue were concerning people’s behavior and views and I wanted to find understanding of these. The number of participants in my study was low, this decision was made because I wanted to make a deeper study were I was allowed to get a greater insight in the specific preschools work and values in relation to the rights of the child. It was my intention to observe the teachers attitudes towards children’s rights and their actions concerning them, my belief told me that a depth to the study was needed to analyze and understand these factors.

5.6 Interview as a method

Interviews act about applying for knowledge through organizing and asking questions to someone with experience on the area. When using interviews as a method one often pursues insight on how the person in question experiences and feels about something. Lantz (1993) means that the interview diverse itself from a conversation through having a deliberate structure around matter and direction. Structures and rules for how the interview is implemented are important since the respondent’s replies will constitute data and bases for analysis. (p.12)

This tool can, as well as the observations, be used in various ways. A so called qualitative interview is of an open and broad form, but with a beforehand appointed focus. According to Kihlström (2006)” open questions” is then asked, this mean that the question has a weak structure and it is the respondent’s replies that decide which direction the interview takes and which the following questions will be. It is the person's ways of thinking and their opinions on something that is attentive and the subjective experience is central. In order to avoid influencing the respondent you should be careful not to pose conductive questions and be sure to put your own pre-understanding aside. (p.38-40)

Lantz (1993) describes that an interview can also to be implemented in much more arranged ways. Then, one has normally formulated questions that come in a predetermined order and alternatives for replies are given to the respondent. If the” open” interview seeks to define a phenomenon, the more organized one tries to quantify these phenomena’s. Lantz (1993) resembles the structured interview with an” organic questionnaire”. (p.33-34)

I have applied the above mentioned forms of interviews and they became my main method for gathering data. The qualitative and open interview was used to understand the let the teacher’s
tell me how they worked with the CRC and to define their understandings of participation and discipline and their views upon it. A more structured interview was functional to find out their possibilities to education revolving the implementation of the CRC and their current knowledge about it.

5.7 Observation as a Method

According to Rubinstein Reich & Wesén (1995, p.11) observation can be defined as an attentive notice. Kihlström (2006) describes that observations offers the possibility to see something well known on the basis of a new perspective. An observation can be implemented in a number of diverse ways but it always takes place in the chosen activity and its arenas. This has its possibilities and its restrictions. When you observe you receive many different impressions simultaneously, it is therefore very important that one can focus on the concerned matter. One must constantly be aware about the own role, what impact the own presence has on the situation and how one interprets what you see. A good preparation is to type down pre-understandings off the matter to raise awareness and then to afterwards strive to interpret the observations as objective as possible. (p.25-30)

Kihlström (2006, p.25) asserts that the most the common way of observation is to lead a running protocol. Here, the event is documented through short written comments. Either these observations are already planned and decisions on exactly when and what you want to look at has been made, or the observations can be unscheduled and then pursues and describes the occasion of happening. The spectator then wrights down various situations and developments during shorter time intervals, this is called” critical incidents”. Rubinstein Reich & Wesén (1986, p.15-16) names these as unstructured, informal observations. Scheduled observations are also available. These are made with a completed schedule over what will be observed, if one for example wants to examine who gets the most attention or which people communicates the most written lines are drawn between pictured representations of individuals. (Rubinstein Reich & Wesén 1986, p.25-31)

Observations became my second method used in my research. Since the teachers and children did not use the English language to communicate with each other I was only capable to apply observations that were very obvious in terms of actions. I have performed running protocols with documented “critical incidents” I wanted to keep the observations informal and unplanned since my interest laid in looking at teacher’s behavior towards children in relation to the CRC. These conducts takes place everywhere and attitudes is uttered all the time, therefore I did not want to limit myself by planning situations for observation, instead I wanted to constantly be ready for interesting happenings and expressions. However, my observations were of a focused kind since I, above all, was looking for signs indicating implementations of the CRC and especially concerning participation and discipline. Describing observations is also occurring due to the fact that the cultural environment is urgent to clarify for full understanding.
5. 8 The Participants

The participants of my study were five teachers and two principals working in four different preschools in South Africa, were I performed this study. I chosen to only look at preschool activities; this is because it is the main subject of my education and also my great interest. This results in a limitation of age groups and the people who work with them. The preschools are located in two neighboring villages. These are small rural villages in the province of Mpumalanga. My observations did only occur in one of the preschools were I spent three weeks time; this is where three of the interviewed teachers and one of the principals work, this preschool is also the host of about 170 children who also participated in my observations. These facts are important to report since it gives this research a mere selection of participants and it is no were near a representation of South Africa’s preschools, nor of Mpumalanga’s, thus this thesis is only a small study of one preschool and a few other teachers.

The teachers are all women and they all come from the same socioeconomically backgrounds and they all grew up in the area surrounding the villages. The teachers are between 35 and 56 years old and they all have some form of education in EDC or preschool programs. Some of the teachers now get salaries but some of them still do not. There seems to be a mutual hope among the women that they soon will be paid for their work. The teacher that does get a monthly income is given about R700 a month and the principal about R1000, 700 rand is about 560 Swedish kroner and 1000 is about 800 kroner. All of the preschools that I have been in any kind of contact with are depending on charity for economic recourses. I am told that a teacher employed by the government will get between R11000 and R16000 per month.

I would like to introduce the teachers on a more personal level so that you as a reader can acquaint yourself whit them.

Elli is 39 years old; she teaches a pre-grade R class in ages 3-5. In Ellis class there is 46 children. She has been teaching for 12 years and she has a national education.

Wick is 35 years old and teaches a junior class in ages 0-3. In Wicks class there is 75 children. She has been teaching for 5 years and has a diploma in ECD.

Gladys is 37 years old and teaches a Grade R class. In this class there are 30 children. Gladys has been teaching for 14 years and has a junior and primary education.

Linda is the principal of the above mentioned teachers place of work. She is 43 years old and has been involved in ECD activities for twelve years.

Vanda is also a principal; she governs and founded this, the first and largest, preschool in the area. In 1985 she began teaching children underneath the shadow of a tree; today she has raised funds to build three large buildings and a practicing preschool. She is 56 years old.

Tania is 40 years old and teaches a Grade R class hosting 30 children in the locale of a church. She has been teaching for 6 years and has a national education.
Laura is 42 years of age and teaches a both junior and pre-grade R class. There are 54 children in this class. Laura has been teaching for 4 years has a junior and primary diploma.

It was important to me that all the teachers spoke English since I didn’t want to use an interpreter. They all did speak the language but some were limited in their words and understanding. It was also important to me that they had a somewhat large experience with the ECD and preschool programs so that they would have had opportunity to experience and gather thoughts around the subjects that I wanted to examine.

The children who attend the preschool were I was situated came from poor families. As I mentioned earlier the villages are rural areas in South Africa and they are very often neglected and disadvantaged communities. These villages were I spent my time did at least have water and electricity. Though water was scares, one of the next door villages did not have any. Many of these children’s parents are unemployed and stay at home all day. There financial status is obviously very low but the families bare numerous children. HIV and Aids is a substantial heath problem in these surroundings. One of the girls I meet with had lost her mother a few years ago and her father had died just two weeks before I arrived. This girl was lucky to have an aunt who could take care of her. These situations that I have just described are these peoples everyday life.

5.9 The course of action

Before I left for South Africa I had made a lot of preparation work, I had almost finished my theoretical framework, a lot of the methodology and more than half of my background. I wanted to come to South Africa with knowledge about what I was going to study and I also knew that anything could happen and I would be unable to continue my work. And of course I wanted to have time to enjoy South Africa so I wanted to be prepared.

Since I stayed together with the principal of Mazing, the preschool, I had no trouble getting to and fro the location. Each morning I traveled together with her to Mazing and spent the whole day there. I took part in all of their activities and became one of them in a sense. Though I did not perform any arranged actions apart from informal games with the children. I wanted to concentrate on my study and not become too involved with the work. I executed my observations during the day and in all different forms of situations that took place at the preschool. I always carried my notebook with me and wrote down incidents of interest.

It took me two and a half weeks before I performed the interviews. I wanted to get an experience of the preschool and the teachers first. I also wanted to observe the practice before I formed the questions so that I could find what more I needed to know. It was also difficult to get the teachers time, they were very busy with the children and with planning the coming graduation. My fist outcast of questions I showed to Linda and she told me that they might be difficult to understand for the teachers. I realized that I had to simplify my question because of the language and I also prepared myself to be able to explain some of the subjects.

I interviewed the teachers and the principal of Mazing during two days. I had asked them to come to me when it was an appropriate time to leave the children to someone else. We sat
down in the principal’s office and I had prepared my questions and I was ready with pen and paper. I asked the opening questions and followed with the other ones. I had specifically asked to talk to the teachers in private but Linda was persistent that her staff needed help with the language so she joined in two of the interviews.

Linda, the principal, had many contacts and friends in the ECD and preschool programs so I had no trouble getting in touch with other teachers to interview. One day Linda drove me around the villages to perform my interviews. We went to three preschools and I interviewed two teachers and one principal. I interviewed the principal in her office and the teachers in their classrooms. It took about half an hour on each interview. Also here Linda was in the room when I asked the questions.

I collected all of my data during these three weeks. As I was staying together with Linda in the village I got little time to write and study, many of the locals came to see me in the evenings for a chat. Therefore I decided to go live some were else after this period. I had a two week wonderful holiday in South Africa with visits by loved ones from home and then I stayed in a hostel in Johannesburg for three more weeks writing day and night. All together I stayed in South Africa for two months.

5.10 Language and Interpretations

When you carry out a field study in a different country and culture the language and the communication can be a problem. A situation like an interview involves much more than only words. For example facts like the settings that you are in, your appearance and your body language. I had been told before hand that the teachers spoke English; it was not there mother tongue but they used it to communicate with others who did not speak Xitsonga Shangaan. I did find that their strength in speaking and understanding English varied between the teachers and sometimes I had to rephrase and explain some of the conceptions. For example I found that the word participation had a totally different meaning that that of its concept in this study and so I asked for their definition and then followed up with questions about involving and rights to take part in decision makings. It also happened a few times that, Linda the principal, could be helpful with small interpretations.

When I arrived to Mazing I understood the teachers only spoke Xitsonga Shangaan with the children. In my mind I had imagined that they would speak English since I had been told that this was spoken between cultural groups and I did not expect to only find Xitsonga Shangaan children in the preschool. But it was this language that was spoken, as I had planned to observe the teachers interactions with the children I was a bit worried. But I had to rethink and decided that it is possible to observe interaction through body language and very clear situations. I also was lucky to have the “helper” Fannie beside me most of the time, his English was very good and he interpreted for me whenever I asked.
5.11 The Transcription of the Observations and Interviews

During all of the interviews I wrote down the answers. I did not note for example short pauses, intonations or the strength of voice. I was interested in what they said not how they said it in this case. I tried to transcribe the interviews as soon as possible afterwards, this meant writing down my questions and the answers I had been given on the computer at night. After that I created a describing conclusion and I had formed my interview after my questions of issue and the purpose of this thesis, through the answers that I was given patterns and themes started to emerge. (Kihlström, 2006, p.43)

As mentioned above I carried out my observations by using a running protocol. I wrote down the incidents that I saw in my note book and I also wrote down a reminder about the relevance of the observation. It was like little own thoughts on the side of the observed, so to speak. I also read through the notes in the evening to see if I still thought it had relevance to my purpose. (Kihlström, 2006, p.30)

5.12 The Process of Analysis

Ever since the first day I arrived at Mazing the process of analysis has been ongoing. I interpreted and analyzed everything that I saw. That is what happens in a new cultural context. I interpreted the observations during the experience of the situation, it is very difficult not to. However I tried to be as objective as possible and to make sure I had not misjudged the situation I analyzed my notes more thorough in the evenings. (Kihlström, 2006, p.30)

The analysis of the interviews took place while I was transcribing my collected data. This was when I had the opportunity to read them again and I found the answers sinking in and analyzing took place. I had also made a few remarks during the interviews which was helpful in the process. (Kihlström, 2006, p.43)

Also the writing of this thesis and the chapter of result has been a part of the analyzing process. I wrote three different versions of the result before I was happy with it, during this time I found the themes that were given and I was able to conclude and comprehend the result. This is where it all falls into place and connections between the background, the theories and the result emerges.

5.13 Ethical Considerations and the Role of the Researcher

The Swedish council of research is a body that aims to favoring and to improve Swedish research. They have developed four fundamental paragraph principles on current ethics within research. When we are given access to observe other people and to analyze and to publish the conclusions big confidence and responsibilities should be taken before involved persons is allocated. (Björkdahl Ordell, 2006, p.18-22)

These four central requirements that are stated by the Swedish council of science (Vetenskapsrådet, 2002, p. 6)
The information requirement; the researcher will inform the ones the research concern about the current research purpose.

The approval requirement; participants in a survey have the full right to decide over their own participation.

The confidentiality requirement; Information about everyone in a survey will be given the largest possible confidentiality and the records will be kept on such a ways that unauthorized cannot to take part of them.

The use requirement; Information collected about individual persons can only be used for research purposes.

Those ethical rules is outermost important to take in consideration. According to the Swedish council of science the researcher needs the approval of participation from the participants of a study. If the participant in below 15 years of age the parents or caregivers must be informed and a signature to grant the child participation in the survey is demanded (Vetenskapsrådet, 2002, p. 11). However, as clarified above my aim was not to observe or interview the children them self’s but their teachers, still I decided to ask for the caregivers approval by sending a letter via e-mail to the preschools. In this letter I also specified my intention to as great extent as possible make sure that the child was comfortable with my presence and observations. This was done about a month before I left for South Africa. I did this out of respect for the individuals of concern, and it was also a suitable way to prepare them for my arrival, to inform them of the study and purpose and to gain their trust.

In order to protect the person's integrity they should always have the right to a coded identity (Vetenskapsrådet, 2002, p. 16) A total anonymity was unfortunately impossible to maintain in this study since I as a researcher through observation and interview, always knew who the person was. It was important for me to inform the participants of this matter and while doing so I assured them my confidentiality. With these ethical rules in mind I always tried to have the participants best at heart.

I kept all written material remaining coded so that private information could not be uttered. Through coding the preschool's, the child's and the teacher’s names and through keeping the material on a safe place I protected their integrity. In accordance with this I gave them all manufactured names. And will not use any of the gathered information about individuals for anything else than this thesis. (Vetenskapsrådet, 2002, p. 16)

Due to the sensitivity of the purpose and questions of issue to this study the ethical concern has been substantial for me. I come from a cultural context were hitting children is considered very wrong and the people that I have meet is raised with different values concerning corporal punishment. It is not my intention or aim to make judgments upon the participants. I simply want to show the actual situation in the preschools.

Another ethical concern that I have been faced with is the feeling of irrelevance and almost unreasonable subject of examination. Especially my questions surrounding participation has sometimes felt a little ridiculous. In the contexts were my study has been achieved one is very happy to even have a preschool to go to. One is proud and thankful for being able to serve
food during the day, give education and that the basic needs of the child are provided. To come as an outsider, a white western young girl, and ask questions about involvement of the child seems out of character. This is not because I do not find it extremely important that this right of the child is for filled, it is just that you ask yourself what is reasonable to expect of these people.

I also found myself feeling a little unfair having all this knowledge about my subject and not being able to share it completely. As I clarified above most of the teachers did not at all define the concept of participation as I do in this thesis. If I would have started to explain or “teach them how it should be” I probably would not have found the answer to my interviews honest.

5.14 The Credibility of the Study

It is important to reflect over and to be aware about what it is that influences the result of the research in order to consider the survey scientific and authentic. Thurén (1991) explains that the survey's reliability is the same as the survey's trustworthiness. The reliability is depending on correct measurements; the selections one makes should represent the actual variation within the subject of concern. If one for example wants to observe active teachers view on children, the selection of participants should include all age categories and all variations of experienced teachers. It is important to not let destiny decide the choice of participants. In order to settle the reliability one makes repeated measurements and comparing to find out if the results are alike or how well they relate to each other. It is important to let various persons, with same method, to implement this in order to eliminate that personal experiences influence the assessment (p.22-23). The reliability of this study is depending of the clarification of the low number of participants and that only one preschool has been subject of observations. Also the participants are all women and in the ages span of 35-52, thus the fact that men working in preschool programs is very unusual. I need to point out that this implicates restrictions to the study. However I have made it very clear to the reader several times in my writings and it is also clarified in the purpose and in the title of the thesis.

The validity however is depending on that one actually examines what one had for intention to examine. Thurén (1991) explains validity as a measurement how relevant the object of research is in relation to the purpose of the study. For example, in the old days researchers drew conclusions on people’s intelligence through measuring their skull, today know we that the head's size has little to do with the individual’s intelligence (p.22-23). I wanted to examine how a few teachers worked with the CRC in the preschool and I chose to focus on participation and corporal punishment. I spent three weeks in this preschool and I find it likely that I have been observing situations that are relative to my purpose. Although all of the new impressions that I have been given I have managed to stay focused on my aim. I decided not to get involved with the educational situations so that I could focus on my research. I have performed observations all through the day and not only in specific situations. However, there is a possibility that the linguistic differences may have had an impact on my results. I have not been able to understand everything that has been said but I have been able to ask the people around me to translate. Because of this circumstance I chose only to use observations that are very clear in action and not in need of so many words. The interviews suffered from the fact
that the concept of participation was comprehended differently by most of the teachers and sometimes I had to rephrase the questions for them in order to understand what I sought after. However this was managed after clarification.

In order to make sure that the result of the investigation is accurate and truthful both reliability and validity is required. The concepts are however divided from each other and a good reliability does not always equal a good validity. (Thurén 1991, p.22-23) The whole accuracy of this study is also depending on my ability to take social and cultural contexts and differences in to consideration. It has been very important to me to try and understand their backgrounds and upbringings to be able to analyze the results as well as possible. I knew that my pre-understanding may come to affect the result so I wrote it down before I left. As you will find, it is rather similar to the result, this is due to the fact that I had been doing a lot of reading of other researches and had a fairly good idea about the situation already.
CHAPTER 6 THE RESULT

As an introduction to this chapter I will provide some background information about the preschool system and about the preschool I visited through some describing observations. I will thereafter present my results structured by themes and patterns that evolved during analyzing my gathered data.

I will provide the results of both interviews and observations. It is important to mention again that the observations are a complement to the interviews and that they only were carried out in one preschool; this is where I spent three weeks doing this ethnographic study. Three of the teachers that I interviewed worked there and so did one of the principals. The names of the participants are of curse altered so that their identities remains protected. And so is the name of the preschool.

In total I interviewed five teachers and two principals from four different preschools in two neighboring villages. I will summer the answers I have been given, analyze them and also take note on the differences there in.

6.1 Describing Observations

6.1.1 The Structural Age System of Preschools in South Africa
The structural form of preschools in South Africa is very similar to the one in Sweden. The junior class spans from the age of 0 to 3 years of age and can be compared with the “småbarnsavdelning” in Sweden. The pre-grade R class runs from 3 to 5 years and can be compared with “syskongruppen” and the Grade R is for 6 year olds and equals the “förskoleklass” in Sweden. I will from now on use the terms “class” as the group of children at issue and “lesson” as planned learning situations. Reason is because the teacher’s refers to these subjects accordingly. I am aware that these formulations rarely are used when discussing preschool activity in other cases.

6.1.2 The History and Background of Mazing
Not one of the preschools in villages in the area was run by the government. Some were lucky to get subsidized food for the children and the staff, but not more. All surrounding preschools were built and founded by charity, mostly from rich game reserve companies, and run by hard working women, often without salaries.

The story of Mazing preschool is a happy one and well worth telling. In 1996 Linda, Elli and Gladys was running a preschool in and old rundown church building. They had been one of the lucky ones to get some sort of support from the government, but one day the government decided, for some reason, that they weren’t needed any more and withdraw their financial means. Linda, the now principal, convinced the others to stay, they believed in a solution and they did not want to leave the children. So for a long time they worked for no money and they struggled to get food for the children.
One day a bus filled with tourists stopped outside the church building and a Canadian woman came to talk to them. She was told the story, and like many of us would be, she was taken and appalled by the situation. This woman had a successful tourism business in South Africa and now she wanted to make a difference, and she did.

She and her husband built a new preschool building a few hundred meters away and they employed Linda, Elli, Gladys and the cooking staff. The salaries are not high but they were also given food each day. Another teacher was needed since there were many children and so along came Wick.

Today, Mazing is considered the “best” preschool in the area. Food is served three times every day and their material is sufficient. The teachers and staff get paid, they have a playground and sanitary toilets. And most of all there is a place for children to learn and educate themselves.

The Canadian woman still financially supports Mazing, the government has now started to pay for the food.

6.1.3 Mazing Preschool and Cresch
Mazing Preschool and Cresch hosts about 170 children and they are divided into three classes with one classroom each. I use the words class, classrooms and lessons because that is how it is referred to by the teachers and the visual structure is without a doubt more similar to primary school than to the Swedish form of preschools. There is also a small kitchen and a dining room, a principal’s office, small storerooms and toilets. Mazing has its own water tank, since a few years back, and they have running water inside.

Mazing has three employed teachers, one principal, two cooks and a cleaning lady. They also have two security guards to protect the property and one “helper” who only just got his first salary.

Compared too many other preschools in the area Mazing has good materials to work with and most of the time there is enough supplies. Compared to Swedish standards it is not very impressive.

Mazing serves breakfast and lunch to the learners and a snack in the afternoon when they go home. The children arrive at eight o’clock in the morning and leaves about half past two. Most of the children walk home by themselves, others who live further away get picked up by a local driver.

6.2 The Struggle to Work with the CRC

6.2.1 Working with Children’s Rights
I wanted to find how and if the teachers worked to implement the rights of the child in the various preschools. I wanted to know if they were active in doing this and how important the area was to them. My result shows how the teachers say they work practically and which methods they use. Through my interviews I find that most of the teachers think that they need
to respect the child and to show them love and give them comfort to work in coherence with the rights of the child. Tania says the children must learn how to learn and develop them selfs. By doing so she can try to teach the children to be independent and know about their own learning process. Gladys is very sure of her answer when she says that it is very important to call the children by their real names, she is also very eager to respect the children’s families and their religions. By calling a child by its real name she has the prospect of giving the child a sense of identity and individuality. And by respecting the children’s families and their religion she shows an acceptance of differences between people and their culture. Gladys also finds it important to love the children equally and not show any preferences, this manner should develop each child’s feeling of self worth. Vanda thinks you should not use any vulgar names in the classroom and Laura likes to share simple information with the children. Sharing information with the children is one of the ways to practice children’s participation.

All of the teachers describe their efforts to work with children’s rights as a behavior and conduct towards the learners. No special forms of activities or methods were mentioned when I asked how they worked with children’s rights but when I specifically questioned them if the arranged activities around the subject most of them say they do through games, stories and rhymes. Elli means that she does this in every lesson, she listens to the child and respects them and she lets them participate. Gladys tells me that the first quarter of the year is devoted to teach children how to behave towards each other and the teachers. For example they shouldn’t beat each other and not steal. She also says that the usually have a meeting for “new” parents were they tell them how to teach their children right from wrong. Especially they tell them to find out and ask the child why something happened. This activity involves the parents and creates a mutual conduct amongst the teachers and the families. Wick finds it impossible to arrange any special activities about children’s rights due to the amount of children in her class. She has 72 children between the ages of 1-3 in her class and her honest opinion is that this causes a problem for her when she teaches. I did not observe any special conversation or activity concerning the rights of the child in Mazing preschool.

Each classroom in Mazing has a paper on the wall describing “our rights”. On this piece of paper a few of the articles of the CRC is written down. It says that the child has a right to a name, nutritious food, health, education, religious and cultural views and a safe environment. These words are surrounded by a picturing of children of different origin holding hands. The teachers has also made own little artworks that is sitting on the walls of the classrooms. On these creations it says; listen to us, care for us, protect us and educate us. As I have visualized through these two describing observations Mazings settings and environment promote children’s rights, in every classroom there are written forms of evidence of practicing the rights of children. Articles from the CRC are printed on a paper showing “our rights” as if written by the children themselves. This expression symbolizes the children as the group belonging in this classroom and that they are the majority of individuals in this setting. The same goes for the artworks done by the teachers.

In all different themes of the interviews I asked the teachers if they had received any education concerning the various areas. It was my conviction that training and knowledge
about children’s rights was essential when it comes to realizing them. The result is evident; no specific training has been given to them by the government or anybody else. The knowledge of the actual Convention on the Rights of the Child is only held by one teacher, Gladys. However, all of the teachers know the term “children’s rights” and they are to some extent familiar with its meanings. The teachers are also aware that this term is in the ECD guidelines and that this document promotes these rights. Still they have not received any training or material concerning the CRC or children’s rights from the government so far. Elli says that the government is planning to do so. No training or material concerning children’s participation or in alternative forms of discipline has been provided or offered. Vanda says; No. Nobody takes us to training, we are struggling. It is revealed that the government gives guiding and rules through their documents but no support in implementing them. More knowledge is said to be needed.

6.2.2 Respect and Love for Children

The values and articles of the CRC are extensive and imperative, the teacher’s viewpoints and perspectives on some of the principals of the convention and on children’s rights are given through my interviews. I wanted to know which ones of the children’s rights the teachers found most important, this was to get an understanding of which areas the respondents may put their most effort in. I find that the teachers think that respect and love for the child is very important as rights and to be listened to. The non-discrimination of religion and culture is also a common answer. Gladys thinks that the child’s right to a name is very important, she tells me that when she went to school she was not called by her name that made her scared to take participate. The respect and love for the child are values that are wide-ranging all through the Convention on the Rights of the Child and they are the grounds upon each article is written, so is non discrimination. I therefore discover that the teachers value very significant principals of the CRC.

I also sought after the knowledge of what they tough about the fact that children have rights since I had experienced that the answer to this was not always obvious. Most teachers do agree on the goodness of rights for children. Wick thinks it important with children’s rights to be able to have quality in preschool. She was the only one who mentioned this, by that statement she find it her obligation and responsibility as a preschool teacher to enforce these values. Gladys says; It’s good! It always reminds us that we have rights and they have rights. She is very much in favor of all human rights and she means that every one of us deserves them. Laura thinks it is important because the child has to learn to share their toys and not to beat each other. She believes in the rights impact on treating each other well. Linda’s answer differs somewhat from the others. She is not so sure that it is a good thing, she worries about that the child has no limitations now; Ah Jessie. It’s not so good, now children have rights they can do what they want. She uses the example of teenage pregnancies (which is a problem in the area) and argues that before girls who got pregnant were expelled from school by now they can still finish; Linda believes that this makes teenagers be less careful in sexual relations. She thinks children’s rights should be reviewed.
6.3 A Different Kind of Participation

6.3.1 Participation as Children Being Active and Obedient

It was important to me that the teachers would let me know how they defined children’s participation, especially since I had during my time in the preschool understood that it might differ from my own description of the term. I established that all teachers agree on that children’s participation implies children being active and attentive in the classroom. To participate means to answer the questions and to be concentrated on what the teacher says. Elli also defines participation as doing what you’re told. These expressions do more over implicate the definition of participation as a form of obedience by children. Wick thinks that it involves doing things together and Gladys describes it as equal doing in class, she wants all children to talk and join when there doing rhymes. Since participation to these teachers’ means activeness and responsiveness in class they see the educational perks of participation. Elli thinks it’s good because you learn correctly and also that children can teach other children by participating. Laura thinks it develops mind, language and knowledge. Tania believes that by participating children will learn to share with each other.

My observations reveal that the planned teaching activities in Mazing takes place in the form of lessons. The groups of children are divided into classes according to their age and they were taught by the teacher standing in front informing them and the “class” repeats or answer her questions. Below I will provide an example of a typical planned learning situation in Mazing preschool by using one of my observations focusing on children’s participation in class; this will also be followed by another incident which symbolizes children’s right to own decision makings and dignity.

It is time to learn the twelve months of the year and this routine that takes place almost every day. The “class” is sitting on the floor and the teacher Elli is standing by her desk in the front;

Elli calls; January, February, March

The children; January, February, March

Elli; April, May, June

The children; April, May, June

And so it continues until the end of the year. It’s now time for the children to repeat all months on their own. And they do.

When that is completed Elli calls a child to stand up and do it on her own. Some children’s raise their hands eager to be chosen, others don’t.

A few days later this happens in Ellis classroom. It is morning and the children have gathered in the classroom for their everyday lesson.
The children are practicing to introduce themselves in English in the classroom. This is done by standing next to Elli in front of the other children and telling them your full name, the name of your mother and father, how many siblings you have and how old you are. Some of the children seem to enjoy this and they speak with loud voices but some does not seem very keen. This is what happens when Elli calls one of the boys up to talk;

Elli; Price

Price doesn’t answer

Elli; Price

They boy still doesn’t answer, he just looks down on the floor. Elli raises her voice and wrinkles her eyebrows and calls him again.

Elli; Price!

Price slowly walks up to her, his head is hanging down and his eyes are still on the floor. He stands with the back to me and the “class” while Ellis is talking to him in a harsh tone. He says nothing. After some time he turns around and walks back to his place and sits down quietly. I am sitting behind him and can see his shoulders moving up and down and he has folded his arms over his eyes. But he still doesn’t make a sound. In time he wipes his eyes and stop shaking.

The children in these observations are not allowed or offered any participation in forms of involvement or decision makings. They are told what to do and expected to repeat and perform. During my time in Mazing I do not observe any forms of participation as, defined in this study, by children in the classroom. Even though theme is a popular pedagogical method in Mazing, the governmental guidelines recommend this form of teaching just as the Swedish preschool curriculum (Utbildningsdepartementet, 1998) does, the theme discussions that take place do however not differ from other lessons in terms of children’s participation.

Theme discussion is on the schedule and the topic is animals in Wicks classroom. A child is called to stand next to Wick and is told to name the big five animals;

Child; Buffalo, elephant, rhino, lion and leopard!

The child gets applauds from the teacher and the friends.

6.3.2 Encouragement and the Benefits of Involvement

Every teacher has their own way of encouraging children to participate, since their definition of participation is that of children’s activeness some of the answers reflect this. Elli encourages children to participate through asking them to answer her questions and through demonstration and imitation. This is what she does every day in class. Wick tries to do the same through being together as a group and sometimes to divide the children into smaller groups so that they get more room. Gladys listens to her children and try to make them part of the preschool, for example she lets the children have a word in what they should have on the lunch menu. Vanda uses drama, she says that all children want to join and participate when
they do something like that. Tania calls them together by singing a song or gets their attention in other ways. And Laura encourages them not to hide everything from the teachers, she wants the children to be able to talk to the teacher.

I observe a couple of incidents of actual participation and involvement of the child in Mazing. These happenings all occurred in general situations, by general situations I mean participation taking place outside the classroom, such areas like on the playground and during breaks.

It is a very hot midday and we are outside to play a few games. All children are there and so are one teacher, Wick, and I. After some time Wick introduces a new game. We try to make it work but it is hard since there are so many children. One girl from the Grade R notices that it is not working very well and she suggest another game. Wick listens and gives her approval and the girl begins to explain the rules to the others. This game turns out to be a success and it goes on for a long time.

Another incident of participation and decision making take place after lunch, when it is always time for the children to have a rest or a nap.

One of the six year olds does not feel that she needs to rest. She would much rather like to help out in the kitchen. She comes to Gladys and asks her for permission to do so and Gladys says that that is fine. For half an hour the girls sweeps the dining room floor and wipes the tables. She seems very happy to do so.

The teachers finds it rather difficult to answer the question on how they think they can involve the child in its own development at first so I ask them what they to let the child feel involved and if the child gets any room to influence their learning situations. A variety of responds were given. Ellis thinks that you should let children learn freely and to let them participate to involve the child in its own development. Linda says that you should stick to the daily program. So I ask her; But what if a child comes to you asks if you can teach her about flowers, what do you do? Linda answers like follows; Oh no no, not now..we stick to the program. That might happen later. She will not allow the child to influence the learning situation. Gladys replies that she always asks the children about their likes and dislikes. Vanda answers that the children are happy to learn, they know it’s for them. She does not think that the teachers will have to do anything to involve them, she thinks they’re just thankful and that that is enough.

Most teachers agree that it is good to let children share decisions that affect them and to let them speak and to be listened to, but they also state that they need guidance. Elli thinks is good, like letting the Grade R:s chose what to write, but there are limits. For example if someone does not like beans we have to explain to the why they should eat beans. Wick finds it good, but also she says; sometimes its right, sometimes it’s wrong. Meaning the child can’t decide all the time. Linda answers the question like this; No no, they can’t play all the time.. if they decide they would play all the time. Gladys says that if she listens to a child she implements their rights. She says that in the old day the adults didn’t listen to children, but now there trying. Gladys is very aware of what is expected from her as a preschool teacher. And Vanda thinks it good because it lets children feel free to make a choice.
During my time in Mazing I observed a generally respectful and loving relationship between the children and the teachers. The teachers do in general situations mostly listen to the children when they ask for attention;

One morning all the teachers and me sit in one of the classrooms talking while the children is outside playing. One child comes and stands in the doorway and asks for Mam Gladys attention. Mam Gladys tells her to come inside and she does. I am not sure exactly what the child is saying but it is something about what is happening outside. Mam Gladys puts an arm around the child and speaks to her. The child answers back and leaves the room whit a smile.

It is the number of children in the preschools that is the greatest challenge for most of the teachers when it comes to letting them participate. The classes are overcrowded according to Gladys. Elli doesn’t think she has a challenge at all and Vanda finds it difficult to get everybody to listen and to respect her.

However the climate and the relationship between all the children and the adults is most of the time very open and cheerful in Mazing. The children and the teachers laugh together and enjoy each other’s company. I have chosen one specific incident to illustrate the often occurring atmosphere in the preschool.

Some of the girls in the Grade R are practicing a dance which they are going to perform on the day of graduation in a few weeks time. There are two older girls from the neighboring high school there to teach them. The teachers, the principals and I are all watching them. One of the teachers starts joining in the dance, and so do I, and then the other teachers come along and the children are delighted! We all laugh together and keep on dancing.

6.4 Disciplining Children

6.4.1 Forming a Good Behavior

The term discipline may, as well as participation, be defined in assorted ways. I therefore wanted to find out what the teachers interpreted it, by doing that I also hoped to come across their personal views on discipline. I conclude that all the teachers agree that discipline is about teaching and forming a good behavior, but there are different ways of defining the word and the act. Elli thinks you needs to discipline children if they don’t listen and for children to respect other children. She also thinks that children gains confidence if they learn, by saying so she delivers an understanding that children need to be disciplined to be able to learn. To Linda it means punishing children when they have done wrong, like with a smacking. Gladys says that in the old days it was about punishing the child but now she defines discipline as guiding the child to a good behavior. By using the word guiding she shows her vision of discipline as a non violent act. Vanda answers that you can discipline yourself to for example listen, she says that it’s not only about smacking. According to her it’s also about showing the child the way and about respecting each other. Laura thinks that discipline is about doing as you’re told and she says that children have discipline if they are in a fight, and instead of hitting back, tell the teacher. She is talking about self discipline and control.
6.4.2 The Need of Corporal Punishment

The South African government has since a few years back prohibited corporal punishment in schools and preschools. There is an existence of diverse opinions about this banning amongst the teachers. Some think it’s good but many of the teachers think that smacking is needed to some extent. Elli thinks that corporal punishment is good because it forms a good behavior. She does not like the fact that it now is forbidden. She says that they need to be able to smack, just a little bit. She tells me that they even tell the parents in their meetings that they need to use corporal punishment, and that they aloud this. Elli says; *But now we are afraid to do whatever, it’s not good.* Linda is not happy about the fact that this method is banned; she says that they now are afraid that the children will report them to the police. Linda says; *It’s no good. Why should I not be allowed to smack my child if she does something wrong?* During my time in Mazing I do experience the use of corporal punishment ones. I did not expect to do so but the teachers are very open about their beliefs and do not try to hide them.

It is morning and the children are still playing outside before going in to class. A boy comes to me crying heavy. Since I don’t understand him I bring him to the “helper”.

The “helper” says that another boy has shot at him with a slingshot. The “helper” goes to get the boy who has done wrong and brings him to the teachers. The teachers and the principal are sitting in one of the classrooms planning for the graduation day.

The boy is brought in the room and the “helper” tells them what has happened. Linda, the principal, walks up to the boy. She is upset and she pokes her finger in his forehead. She talks loudly and fast. The boy looks worried and looks on the floor and sometimes on Linda who keeps shouting. She then slaps him three times on the forehead, grabs his hand and again slaps him three times on it. Then she pushes him towards the door and tells him to leave. In the door opening a large number of children is standing watching.

Five minutes later outside;

The boy who has been given a smacking stands in a group of children. He takes one of his friend’s hands and smacks it. Then he laughs.

Nor Tania is very happy with the banning, she says that if you punish a child you will teach them discipline and they will listen. These three teachers have a mutual understanding saying that the use of corporal punishment definitely is needed for the child to learn and to form a good behavior. They also show little confidence in the child’s own will to learn and to act well by these statements.

Wick thinks it’s a good thing that physical punishments are no longer aloud; she does not like to hit the children. Even if Wick is against using violence against children she once made a deed which acted against her statement. It happened under a very stressful moment for Wick, as I have let you know there are 72 children in her class and they were out of control. This does not excuse her behavior but it might give some understanding. It also shows how closely and deeply rooted a cultural phenomenon can be.
It is early morning and time for the daily gathering in the classes. To see who is there and who is not.

The children are really playing up this morning and they are shouting and running around. Wick tries to call them in to order and she especially tells a few boys off. They calm down but in a few minutes they are rolling around on the floor playing wrestling again. Wick tells them again but they don’t seem to listen at all this time. Wick gets the liner on the desk, she calls one of the boys name and swing the liner softly in her hand as if to let him know that it is there.

I would also like for you to see a different side of Wicks disciplinary forms, the incident above was outnumbered by acts like this coming observations. It is appropriate to take this in to consideration.

During playtime one afternoon one of the boys comes crying to Wick.

The boy tells her something about another boy and points at him. Wick gives this boy a warm stroke on the cheek and takes his hand to lead him towards the other boy on the playground. Wick goes up to the other boy and sits down on her knees and takes his hands. She looks at him and speaks in a soft but firm voice. She wrinkles he eyebrows, nods at him and then she walks away, petting the hurt boys head.

When it comes to Gladys she likes the law against hidings and smacking in schools and preschools. She says that when she went to school they used to be beaten for nothing; if the teacher was in a bad mood he would let it out on the learners. Gladys does not think that it is necessary to beat a child. These two teachers take a clear standpoint against corporal punishment; however the following two are ambivalent. Vanda thinks it is okay to use corporal punishments if you first try to talk to the child and then, if it does not listen, smack. But she says that it’s not good in to large proportions. Laura is a little unsure, on one hand she thinks it’s good because she is worried that teachers sometimes use too much hidings, but then she says that it is okay if you don’t beat too hard; if you only hit them a little on the leg or the head....She shows me a liner on the desk and tells me that she has it laying there to alert the children if necessary.

Most of the teachers believe that corporal punishment is needed or thought to be needed to keep the children in control and to get them to listen. Elli answers that some children are hyperactive and need a smacking to be called in to order. She is worried that the other learners in the class will be disturbed. Linda says that children won’t listen if they are not smacked; she also thinks it’s important to teach the children good behavior before the start primary school. What's more Linda tells me that they have the parents’ permission to smack their children. Wick thinks that some uses it because the children don’t listen and they sometimes are stubborn. Gladys is sure that teachers using corporal punishment lack in training and that they have no other methods to use. She thinks that they believe that the children will hear them if the smack them. Vanda agrees with Gladys about the need of more education on disciplinary methods.
6.4.3 Other Disciplinary Methods
I wanted to know what other disciplinary acts the teachers used towards the children. By asking this question I sought information about other methods and if they were more in consistency with the child’s dignity and if they had knowledge about the alternatives. Various other methods are mentioned by the teachers, it seems to be common to isolate the child from the group or to talk to them.

Elli uses the “isolation room”, she lets them sit in the principal’s office for a while. She says it works because they can’t beat another child in the isolation room. She also sometimes makes come and stand next to her in class so that she can monitor the child. Laura lets the child go outside without any friends. Wick also uses the isolation system and sometimes she raises her voice to get the children’s attention. She tells me that the government advices to use and instrument or something instead of your voice. Wick does this sometimes, but she doesn’t always have and instrument close by so it’s difficult. Gladys lets her children go outside for a while if they misbehave; she also takes away something that the child likes for a few minutes, for example a ball. Gladys also explains to me that, in time when you know the children better, you are able to just look at them and they will know what you mean and stop. She says; *Our eyes talk, Jessie*. Vanda advices to talk to the children, ask parents for help and to let there be a consequence by bad behavior. Tania takes the children outside and calls them in to order by talking and also by switching their attention to something else.
CHAPTER 7 DISCUSSION

This chapter will consist of a discussion combining the result, the background and the theoretical framework. I will precede this in an order consistent with the previous chapter. I will also write about didactic consequences as a conclusion, I will thereafter discuss the methodology and finish with suggesting some further research.

7.1 Discussion of Result

7.1.1 The Struggle to Work with the CRC

7.1.1.2 Working with the CRC

My main purpose of study was to find out how a few teachers worked with and think of children’s rights and I chose to focus on children’s participation and corporal punishment. When I ask the teachers how and if the work with children’s rights most of them say that they do so by respecting the child and by showing them love and giving them comfort. These answers are in reason with which rights of the child they later say they find most important. This seems to me a very fine foundation when working with children’s rights, to be able to realize something believing in it most significant. When Englund (2008) discusses implementations she finds that a network system seems to be the best solution for achievement. This is because the system inspires to teamwork between different actors and contribution is based on position or interest for the matter.

One of the fundamental principals in the CRC is that of the right to development (UN, 1989). Tania answers my question about how she works with children’s rights that the children must learn how to learn and develop them self’s. My interpretation of this statement is that she means that she tries to teach the children to be independent and know about their own learning process. This is an important factor of the educational angle since that lets children know how to approach a learning situation in the way best suited for them. Tania also shows a confidence in children’s own ability by promoting individuality.

Gladys implement children’s rights by calling them by their real names, she is also very eager to respecting the children’s families and their religions. She also implements their rights by loving the children equally and not showing any preferences. This means that she, as well as Tania, is working with one of the fundamental principles of the CRC, the right to non discrimination (UN, 1989). By treating children equally and not showing any preferences she might be able to let them know their own worth and feel equivalent.

Laura likes to share simple information to the children which may imply that she practices children’s participation. However if she also lets the children have their say about the information or if she lets their opinions have any effect on it is difficult for me to say. But she lets them know things that she believes concerns them and this is in harmony with article 13 of the CRC (UN,1989) which states that children shall receive and impart information and ideas of all kinds.
When I asked the teachers how and if they worked with children’s rights no special forms of planned activities or methods were mentioned. But when I asked them if they did arrange anything like this most of them say that they do through games, stories and rhymes. Elli says that she does this in every lesson, she listens to the child and respects them and she lets them participate. And it is my belief that this is what the other teacher’s means they do as well. Since none of them has any access to educational material concerning children’s rights and since they did not mention it when I asked how they worked I find it credible that the teachers mean they involve it in everything they do and not in specific activities.

Gladys tells me that the first quarter of the year is devoted to teach new children how to behave towards each other and the teachers. I find this action good since I imagine it works like a form of theme on how to treat each other with respect and to let the children know what regulations that are set in this preschool. She also says that the usually have a meeting for “new” parents were they tell them how to teach their children right from wrong. Especially they tell them to find out and ask the child why something happened. This act might promote a good practice of discipline in favor of the child’s dignity, like talking to the child, also in the families and the homes. However both Linda and Elli has told me that they also tell the parents that they will use corporal punishment when needed and that they get their permission to do so. Physical acts of discipline are actually promoted in parent meetings and I do not find that in reason with what the CRC, the Africa Charter on the welfare and rights of the child, the South African children’s Charter or the guidelines say about the use of corporal punishment on children say. They all forbid this action. (UN, 1989, AU, 1999. Children’s Charter of South Africa, 1992, Department of social Development, 2002)

Wick is the only one who finds it impossible to arrange any special activities about children’s rights due to the amount of children. I feel for her and I find her opinion very reasonable. She has 72 children in her class and they are all between age 1 and 3. As a becoming preschool teacher I should not say that it is impossible, if you were very creative and willing you would probably find a way to do this, but the limitations are obvious and the children are too many for one teacher. How are you able to see each child in this mass of individuals?

As I have visualized through some describing observations of Mazing children’s rights are promoted by articles of the CRC and teachers own artwork decorating the walls. Apart from the benefits making the children aware of their rights and what they can expect from the teachers the children are also spoken about as “us” and “our”. These choices of words indicate the children as a group belonging in this classroom and that they are the majority of individuals in this setting. This might give the children the feeling of possibility to participate and be involved. Ramstaden & Prest Talbot (2007) asserts that one of the benefits of participation is the protection that follows being involved in a group (p.9). This feeling of belonging to a group is given by the formation of the expressions “our” and “us” and what is more it is their rights that are encouraged.

I find it very important to educate children about their rights, partly because the legislations and the guidelines say so but also because I believe that this will affect their actions towards each other and because it creates values that the children in their turn will apply to the next
generation. Vygotskij (1978) stresses that children come in to this world with a few mental functions, the culture reforms these abilities to new and more advanced higher mental functions. He also says that this cultural mediatory leads to a certain way of thinking for the child and since values and meanings too are mediated by culture it also tells us what to think. This theory by Vygotskij confirms my way of thinking revolving educating children about their rights. Of course the children should also know about their rights because they deserve to and because they should be able to demand the behavior the rights implies from adults. But more over the internalization of these values by our children are most essential if we want them to become adults who truly practice these ethics toward the children that they meet.

I did not; to my knowledge, observe any more special conversation or activity concerning the rights of the child in this preschool. I did spend a limited time in the preschool, but somehow I am quite sure that planned situations discussing or practicing children’s rights very seldom, if ever, occurs. There was no material at hand and the teachers did not have any specific methods on how these activities were performed. They did however say that they did this trough games, books and in everyday relation with the child and this must be the most important part of practicing children’s rights, in reality. Nevertheless planned activities may be a good complement.

The results that I have provided show that not one of the teachers has been given any education concerning the rights of the child. Neither are they, except for one, aware of the existents of the universal document that legally binds the states members to employ these values, The Convention on the rights of the child (UN, 1989). However they are very much aware of the term “children’s rights” and they have some knowledge of what that amplifies. It is my conviction that the teacher never really had a chance to thoroughly reflect on all the values and perspectives on the CRC as they have not received any training or other practical support from the government. The government supplies the ECD Guidelines (Department of social Development, 2002) which employ good moral ideals in coherence with the CRC, and it tells the teachers what is allowed to and what is not. It is a joy for me to read this document because of its resemblance with my own ethics and with what I have been taught during my own education. And it is a progress that such a guideline even exists considering the history of neglect from the government towards the ECD and preschool programs in South Africa (Berry & Guthrie, 2003). But I am of the opinion that the teachers we meet in this study need more than just nice words on a piece of paper to be able to enforce and fully comprehend the whole extension of children’s rights. So do us all. I see the need of education and practical training about the CRC among the teachers. I do not mean that they are completely incompetent or that no values of children’s rights are implemented already, I am merely implying that more is needed.

The UN committee on the rights of the child (2000) stresses the need to educate the teachers of South Africa on the CRC. They also desire efforts to insure provisions for CRC and for it to be known among all professional groups working with children. They also find the need for promoting the values of the CRC to the public. Berry & Guthrie (2003) also agree, they assert that it is mostly the knowledge about children’s rights and education about alternative and respectful forms of discipline needs to be increased among the personnel.
The Guidelines, The African charter on the rights and welfare of the child and the CRC all argue that children shall know about their rights (Department of social Development, 2002, AU, 1999 and UN, 1989). The Guidelines say that the ECD service has a responsibility to educate children about their rights and responsibilities as a part of their developmental programs.

CRCs article 42 of the convention say;

*States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.* (United Nations, 1989, p.12)

Article 1; 1 of the African Charter say;

*Member states of the Organization of African Unity Parties to the present Charter shall recognize the rights, freedoms and duties enshrined in this Charter and shall undertake to the necessary steps, in accordance with their Constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of this Charter.* (African Unity, 1999, p.2).

To be able to make these provisions known and realized to both children and adults as these quotes constitutes I trust that education of the teachers is one of the keys. If the teachers do not have the knowledge it is credible that the children won’t have either since it most commonly is the teacher teaching the child about these things. And I believe that it is practical training that is needed. My opinion is that if the teachers first were given some more knowledge about children’s rights and then were supplied with the tools and methods to apply it in their everyday situations a change would come and a progress would be made. Vygotskij means (Säljö, 2000) that humans constantly are learning, in natural cultural situations as well as in constructed learning situations and that we interprets the world by mutual and collective activities. He means that we learn by the situations that we are in and from the people around us, if the teachers first were given basic education on the rights and then the means to implement them they could also learn from each other. It would work in an encouraging way and the teachers would be given the same goals and perspectives to aim for. It would form a mutual activity that in time will create knowledge among the whole society. Because if people constantly is learning, changing and interwoven in their cultural context as Vygotskij (1999) says, the children who also has gathered views and moral aspects from the teachers working with the CRC, will form a new generation and they will hopefully make sure that the cultural context that they are a part of is one were the child is respected as an equal. Vygotsij (1995) says that we are depending on the surrounding scene and on that mankind use earlier experiences to move forward. So it seems evident to me that knowledge and practice is essential if we want to make progress on the implementation of the CRC.

According to Englund (2008) implementations of various kinds are complicated and are in need of having very organized procedures. She also asserts that the organization that is implementing not only need to create knowledge about the implementation act but also about the question itself, otherwise the risk of marginalization is too great. Her study also shows
that a lack of or absence of governmental steering will have a negative effect on the implementation. I find that this very organized form for implementations seems to be deficient in this South Africa preschool. As Berry & Guthrie (2003) there are difficulties for the various institutions involved to cooperate with each other and with the civilian society. This is collaboration is said to be required to reach a holistic insight on the children’s situation and to find shared understanding and goals. This non cooperation surely is has a part in why the teachers get no educational support from the government in the progress of learning about children’s rights.

7.1.1.3 Respect and Love for the Child
The rights of the child implements a large sum of different aspects and principals, some rights are basic like the right to life and health and some are more complicated like the right to participation and non-discrimination. Some might agree with me when I say that I believe that these values needs to be reflected upon and thought trough by each person working or in any way interacting with children. It is not an uncomplicated thing to do since the convention may seem contradictive to some. As Bartley (1998) asserts the convention gives to diverse perspectives on the child, that of the actor who is competent and able to make own decisions and that of the object who is in need of adult protection and support. This complexity may not always be easy to come to terms with but it is crucial if we want to progress change. (Bartley, 1998)

When I ask the teachers about which rights the find most important I receive answers like to listen, respect and show the child love. To respect someone implies numerous things to me. It includes to take someone seriously, to listen to them and to not discriminate them in any way. And to me, listening to someone does not only involve hearing them, listening means that you take what is said in to consideration and let the words affect you and your actions. When you do this you are acting in unity with some of the main principals of The Convention of the Rights of the Child (UN, 1989). You are letting the child express itself and if you take this expression seriously you will most certainly find what is in the best interest of the child and act thereafter. And when you really respect a child you will hopefully not discriminate it. So if the teachers practice the rights which they consider are the most important ones an immense foundation of fore filling the rights of the child is set.

Many teachers also thought that the non-discrimination of religion and culture was very important and Gladys said that the child’s right to a name was central to her. This shows an acceptance of differences between people and their culture and I believe that this opinion to some extent has to do with the history and legacy of the apartheid era. Gladys told us about when she grew up and that during that time she did not have the right to her name. Moses (2008) asserts that the discussion of participation in the context of historical or economical and social equalities in South Africa is non existing (p.328). I find that these answers from the teachers in my interview show the contrary. The discussion on the actual individual child’s participation may not occur, but a will and an eager to let all diversities of people be a part of society on the same basis definitely exist.
The protection from violence and the right to participation was not mentioned exclusively. But to show a child love may implicate protection from abuse and to listen to a child may contain letting it participate.

It is important to examine what perspectives the teachers have on the values of children’s rights. By studying this I will also find out how childhood is conceptualized by them. In their answers there is room for analyzing the ground of their opinions. Moses (2008) lets us know that since South Africa is a country with many different cultures a diversity of views on childhood and the role of the child exists within the borders. Moreover she argues that the various social and cultural settings have one thing linking them together when it comes to the concept of childhood; the inequality in status and power between children and adults (p.331). If the child is not seen as an individual with the same human rights as an adult the full implementation of the CRC will be troublesome.

When I asked the teachers what they thought about the fact that children have rights most of them agreed that it was a good thing. But the reasons why is a subject for analysis, these replies will also determine how you look at the child. Wick was the only one who thought that it was a criterion for a good quality of work in the preschool. This may be interpreted as if she finds that it is the preschools responsibility and aim to meet the child with these values say and based on what she recons her purpose and duty is as a preschool teacher. Her answer is consistent with what the guidelines endorse. (Department of social Development, 2002)

When Gladys says that the fact that children have rights is good because it always reminds us that we have rights and they have rights. She implies the goodness of every humans right to rights, she does not think that anyone shall be deprived this. However she divides adults and children in to us and them. Corsaro (2005) says that if you see childhood as an individualistic structural form you see it as a category or a part of society. You see children as active members of their childhoods; however childhood is simply a passing period of their lives. But for society childhood is a permanent structural category, however its members change and its form differ through time and history (p.30). By cataloging children apart from adults Gladys shows her perspective on childhood as individualistic and structural. The fact that she does believes that children deserves rights implies that she sees them as active members and the splitting of children and adults concludes in a view of childhood as a period passing in their life’s.

When Laura answers she says that it is important that children have rights because the child has to learn to share their toys and not to beat each other. I interpret this as if she sees the responsibilities that are given to the child by the fact that the child has rights. To treat a child with the values and principles of the CRC also embraces within the relationship between children. So Laura sees the perks of the rights in teaching children how to behave toward each other which I find legitimate. But she does not mention the adult’s responsibility towards the child. In Laura’s statement I find the fostering aspect very substantial, she finds children’s rights good so that they will learn how to behave. Corsaro (2005) reports that traditional theories about childhood have focused on the way children has been internalized and adapted to society. The process of becoming a part of society has dominated the research and he
means that this way of looking at childhood leads to a picture of the child as something apart from society that needs to grow and to be shaped into a full scaled member. Laura’s fostering aspect shows that she believes that the child needs to be shaped and the children’s rights are good because of this. Corsaro (2005) means that if a child is looked upon in this way it loses its own worth and identity in being a child, instead they are visualized as incomplete beings just waiting and needing to become adults. He also thinks that they therefore often become marginalized and subordinated (p.7). Laura did not mention that the rights are good because the child deserves it.

Linda is not in favor of children having rights, she is worried that children now have no limitations and can do what they like. She expresses a concern reflecting problems in society due to the actuality of children having rights by using the example of teenage pregnancies. Linda’s statement shows that she has a will to solve challenging situations in the community affecting both children and adults. However she blames these situations on the right of the child when it most certainly consists of a more complex variation of tribulations. As stated by Berry & Guthrie (2003) South Africa is suffering from poverty and this produce in many difficulties (p. 5). Linda’s perspective on children’s rights demonstrates that she does not trust them with rights, she wants the rights to be reviewed and she does not show a faith in children’s competence when discussing this matter. There for I find her conception of childhood comparative with the deterministic model mentioned by Corsaro (2005). This is where the child is seen as a “novice” and just waiting to become an adult. Nor does Linda allow the child the actors-perspective that Bartley (1998) is talking about which embraces the child as an active subject with its own space of action as she does not find them sufficient right holders.

William Corsaro (2005) presents his perspective on childhood and it is relatively new, he means that socialization is not only about adaptation and internalization but it also includes appropriation, reinvention and reproduction. By this he gives the child a creative and active role in its own childhood. “Interpretive reproduction” stands for the innovation of children as participants in their cultures and the appropriation of information from the adult world to address their own concern. By this term Corsaro also captures the idea of the child contributing to cultural production and change, but they are not only shapers they are also controlled by existing social structure and by its reproduction (p.18-20). I find similarities between Corsaros (2005) perspective on childhood and Bartleys (1998) discussion around the two various perspectives on the child given by the Convention on the Rights of the Child. Corsaro (2005) concepts the child as an agent who effects its own life, this is qualities that also Bartley (1998) gives the child when she talks about the actors-perspective meaning the child as an independent person with its own scopes of action. When Corsaro (2005) also asserts that the child not only is a creator but in addition it is controlled by existing social structure and by its reproduction I discover the dependence the child has towards the adult as in reason with Bartleys (1998) object-perspective were the child is in need of adult support and protection. Corsaro (2005) binds these two different aspects together and in accordance to Bartley (1998) this is in consistency with the perspective of the child in the CRC. Moreover she argues that it is the complexity and balance of these two concepts on children’s rights that
can create the process of change. By this discussion I assert that Corsaros (2005) conception of childhood is in coherence with that of the CRC; s and therefore I would like to argue that this way of viewing children should be strived for among teachers of all kind.

7.1.2 A Different Kind of Participation

7.1.2.1 Participation as the Child Being Active and Obedient

All the teachers in my study define children’s participation as children being active and attentive in the classroom. To participate according to them means to answer the questions and to be concentrated on what the teacher says. This is one way of characterize participation but it has nothing to do with the child’s actual involvement or its possibilities to influence situations, which is the meaning of participation in this study. Moses (2008) says that a number of different interpretations and practices have emerged due to the broadness of the concept. She asserts that the notion commonly refers to adults consulting children; children’s civic participation; children taking part in programmes and interventions initiated and facilitated by adults; children organising them self’s in informal situations; and children’s own decision making among others (p, 1). Since no one of the teachers says anything about the child’s possibilities to influence and since the perks of it, according to them, only is educational I interpret it as if they define participation as children taking part in programmes and interventions initiated and facilitated by adults. (Moses, 2008)

During my time in South Africa I found that children were given major confidence from adult to do things on their own. Children as small as one and a half years old walked home alone but together with older children from the preschool and when it was time for a rest after lunch the children were trusted to do this on their own. And they managed. Moses (2008) tells us that the children of South Africa contribute significantly to households and they care for younger siblings and perform many tasks in the house (p.332) So in this angle children are viewed as very able and actions of the child are expected in this culture and it leads me to consider a connection between this reality and the definition of participation among the teachers. Participation is seen as an act of the child rather than a possibility that is given to them by adults. I found one very interesting and important distinction between the CRC and The African Charter on the Welfare and Rights of the Child. The CRC (UN, 1989) only promotes the children’s rights but they are not given any obligations, except for the requirement towards peers the mere existence of the convention gives. The African Charter on the Welfare and Rights of the Child(AU;1999) on the other hand states, in Article 31 page 15, that every child shall have responsibilities towards his family and society. The charter says that every child, subject to his age and ability, shall have the duties like working for the cohesion of the family, to respect his parents, superiors and elders at all times and they are also given the duty to assist them in case of need. Responsibilities towards society and the country are given as well. This statement from the African Unity and South Africa shows a different view of the child than that of the CRC since it gives no duties to the child. It implies that the child is expected to perform certain things towards adults and as Moses (2008) certifies this responsibility of the child is a part of their everyday lives, however she also mentions that this assistance get little acknowledgements from adults. She says that mere attention is paid to the competence this demands and to the relevance this has to children’s
abilities to contribute in other processes like decision-makings (p.332). The concept of the child as a working member of the family should imaginarily also give it more room to influence its situations, but this is not the case as we are told above. Perhaps this view on the child instead creates an expectation on performance, hence the teacher’s definition of children’s participation. However Wick is talking about doing together, Gladys wants “equal” doing and Laura says that one of the perks is that children learn to share. There seems to be some indication of the teachers wanting to give each child room and space to join.

I find it very difficult to see any signs of an actual involvement of the child in the classroom when I analyze my observations. Many children are participating in the sense of being active and responsive but I only observe calls and replies. As presented by my observations the planned teaching activities in Mazing takes place in the form of lessons and they are taught by the teacher standing in front informing them and the “class” repeats or answers her questions. In the situation taking place in Ellis classroom where she teaches the children the twelve months of the year Ellis is calling and the children are repeating and there is no room or reason for questions since it is only repetitive words that are on the agenda. Ellis does give the children the opportunity to replicate the months without her help and she also lets individuals do it by themselves. This gives the child a chance to be seen and take room in the classroom however it does not produce any real involvement for the child since it has no prospect to influence what it should say. There is only one right way here.

Some children appreciate to stand in front of the class to speak and some don’t. A very practical example of this is made by Price when he is forced to come and stand in front with the teacher to introduce himself in English. I observed this situation where the child uttered not one word while being reprimanded by the teacher for not wanting to speak in front of his fellow learners and he even cried in silence. This experience really moved me and made me think about what teachers put children through sometimes, many times without knowing it. We all know the feeling of having to report and summarize schoolwork for our classmates, the nervousness and the stumbling on words. These memories are probably not so happy for many of us yet it is part of our education. And to put a child at the age of five through this when he persistently shows that he does not want to, is not in consistency with his dignity, neither is yelling at him for it. I find that Ellis is misusing her power as a teacher when she forces Price to come forward against his will. Foucault means that power is always surrounding you, it is in every relationship and power is a strength-relation with in it. He also asserts that this strength-relation is influenced by a number of different factors like; the degree of verbal ability, degree of knowledge and physical strength (Hörnquist, 1996, s.28). This theory puts the teacher in a very strong position of power towards the child since she has got many more years of training of her verbal ability and to gather knowledge, her physical strength is also superior a five year olds. In this observation she is using her position and her power to try to make the boy do something he doesn’t want to.

Foucault (2003) employs the term Panopticon, he describes this form of power use as a monitoring and surveillance technique. The one practicing power is constantly able to watch the others and since they are aware of the monitoring and do not want to be punished the power work automatic and this is the main effect of Panopticon (p. 201-202). I discover
similarly between the power of Panopticon and the way that the planned teaching situations in
Mazing is formed. The teacher is standing in front with a great view of all the children sitting
on the floor. The children are expected to repeat what the teacher is saying and if they don’t
they will receive a reprimand of some sort. Foucault (2008) argues that one can apply to
Panopticon when wanting to enforce a large mass of information or a behavior. The system
decreases the number of persons needed to conduct power and it increases the number of
people on which power can be conducted (p. 206-208). As I have let you know the number of
children in Mazing is enormous and the teachers are only three. They are in need of a very
structured form of teaching if they shall be able to include all children in the activities. The
use of Panopticon may be a good solution to this problem however the children’s own
participation and ideas will be suffering as we see.

Theme discussion is on the program every day in Mazing. When using theme as a
pedagogical method the child’s involvement and its own interest is of great importance. As
revealed by the observation where the children was having animals as a topic for the theme
discussion it does not differ from other lessons in terms of children’s participation. Wick asks
the children to name the big five and they get up in front of the others and count them up. I
did not observe any other forms for working with theme, there were no joint activities or
discussions were the children could take part as in to ask questions or come up with ideas.
However I did notice that there were drawings of the animals on the wall and these were made
by the children. So it seems as a creative activity on the theme did take place before I got
there. This event is important to recognize since it is evidence of my short time of presence at
the preschool, there may things and activities that I have missed out on but I can only speak of
what I have seen, experienced or been told. Except for that incident my experience tells me
that the method of theme in Mazing merely represents having a specific topic to teach about
but in a traditional way.

7.1.2.2 Encouragement and Benefits of Involvement

When I ask the teachers how they work to encourage the children’s participation I mostly get
answers resembling their definition of participation. Like encouragement through asking them
to answer questions and through demonstration and imitation, or using activities that the
children like to be a part of like drama or singing songs. Wick says that she tries to do the
same through being together as a group and sometimes to divide the children into smaller
groups so that they get more room. This is an act of actual participation and involvement,
since there are a large number of children in the groups they need to be divided to be able to
be seen. If Wick also, while dividing the children, listens to them and lets their views be
acknowledged she will have a better chance to let them effect their situation.

When Gladys answers she is one of few who mention something that is very a significant
measure to let children participate. She listens to her children and tries to make them part of
the preschool, for example she lets the children have a word in what they should have on the
lunch menu. This is a practical form of working for participation. By letting the children be a
part of the decision making about the food she involves them in their everyday life in the
preschool.
Laura’s way of encouraging children to participate is also a form of “real” participation. She tries to make the children talk to her and not to hide everything from her, by doing so she will form a good and open relationship with her learners. And if she really hears them and acts there after she will surely be letting them participate.

When I observe general participation, meaning participation taking place outside the classroom, I find incidents of actual involvement of the child and decision makings by them. The observation during teacher lead playtime is a fine example of this. Wick is having a hard time introducing a new game to the children and it does not seem to work out, one of the girls notices this and suggests to Wick that they play another game and Wick agrees and gives the leaders role to the child. Wick steps down from adult authority and gives it to the child, by doing that she is showing trust in the child’s ability and competence of knowing what the other children need. Wick even lets the girl introduce and explain the game without any interference. In accordance with article 12 and 13 of the CRC and article 7 of the African Charter on the Rights and Welfare of the child she lets the child express its view and she gives it weight in relation to her appreciation of the child’s maturity (UN, 1989, AU, 1999). As it turns out the game suggested and lead by the little girl worked very well and went on for a long time hence children do know their own interests and needs.

Also Gladys gives us an example of children’s rights to decision makings when she agrees to letting one of the older girls help in the kitchen instead of having a rest with the others. Gladys trusts the child’s evaluation of not needing a rest; she is six years old and does not fancy sleeping at the moment, and she lets the child chose a task which she finds more charitable at the moment. The child continues happily for half an hour, I interpret this situation as a exceptional way of letting children participate, the child gets to make an own decision of activity and in addition it is a chore that is an every day job at the preschool. Performing this task by choice must give a feeling of participation and belonging of the establishment.

Ramstden & Prest Talbot (2007) asserts that participation encourages the growth of a healthy self esteem and it is emotionally developing and empowering for the child. This involvement also lets the child start to learn partnership and to share responsibility for consequences of decision-makings. They also mean that participation is the nature of democracy and if we expect our children to be the leaders of tomorrow it is vital that they be taught these skills and get to practise them. By implementing such actions as showed above the teachers will let the child feel important and empowered. A child who is met with such measures is probably more likely to employ the same behaviour and values to their encounters since it has been a part of their upbringing. This is an important discussion given that this will increase the amount of participation for the next generation.

Thinking of the aspects of participation I ask the teachers what they can do to involve the child in its own development. Many of the teachers find this question rather difficult to answer at first; it seems they do not understand what I mean by it so I have to explain further. I ask them what they to let the child feel involved and if the child gets any room to influence their learning situations. Ellis says that she lets children learn freely and she lets them
participate to involve the child in its own development. Knowing how the teachers define participation as an activeness and performance by the child it may not include any actual involvement. Gladys says that she always asks the children about their likes and dislikes which, if she also takes this into consideration when she plans her lessons, is an act of true involvement.

Linda, who says that you should stick to the daily program, does not think that you need to involve the child in its development. Hence I ask her what she does if a child comes to her and asks if she can teach her about flowers. Linda answers that they still should stick to the program. She says that they might learn about flowers later. Linda does not take the child’s willingness to learn about flowers into consideration. This result in not taking the child seriously and in not letting it participate. Moses (2008) finds that some adults in South Africa do not find it appropriate to involve children in planning stages, she suggests it shows that they assume they know what children want and need and undervalues their competence (p.334). Linda’s statement on how she involves children in their own development seems to show that she is of the opinion that the children’s requests and participation in forming their own learning situations is not important. She finds it more imperative to follow the schedule then to embrace and capture the child’s own interest.

Another standpoint is made by the teachers when I ask them what they think of the child’s right to share decision makings that affects them and their right to be heard and listened to. I receive answers that are more in consistency with my own interpretation of participation. All, except one, thought it was good to let children share decisions that affect them and to let them speak but they also state that the children need guidance. The children cannot decide everything but by explaining to them why they sometimes cannot they will have succeeded in listening and letting the child take part in decision makings that affect them. Gladys is very aware that if she listens to a child she implements their rights. She says that in the old day the adults didn’t listen to children, but now they are trying. Being listened to and being consulted I decisions affecting them is a part of participation and it may so be that the teachers’ opinion on this matter reflects their views on children’s participation as interpreted in this study.

During my time in Mazing I observed a generally respectful and loving relationship between the children and the teachers. The observations that I have made show that the teacher on most occasions take time out to listen to the children. The observation that I supplied in the result chapter shows a typical incident of the form of listening I am speaking of in this case. All the teachers are sitting busy talking in one of the classrooms and a child comes and asks for Mam Gladys attention and she is invited in the room. Gladys takes time out from the conversation with the others and talks and listens to the child. As I make clear in the result chapter I am not able to understand what is being said but I see the gentle touch from Gladys and I see that she listens to the child when she talks. And I see that the child leaves the room with a smile. When a child comes to speak to a teacher in Mazing they listen. However I cannot speak for how the opinions delivered by children are handled afterwards by the teacher since I did not speak their language.
The greatest challenge our teachers meet when it comes to letting children participate is the number of children in their preschools. The classes are overcrowded and the teachers are too few. During my time in Mazing it was evident that the number of teachers was not enough. They were one principal, three teachers and 170 children. To even be able to offer any educational activity a strong structure of the preschool was needed. It might be so that if every child should participate in everything in the preschool the teachers would simply lose control of the establishment and the planned activities. So the possibilities of children’s participation are definitely restricted. Nonetheless the climate in Mazing is very open and cheerful. As my observation shows when the teachers and the children are dancing together they laugh and enjoy each other’s company. The teachers joined in what the children were doing and they spent time on their territory. The teachers let themselves be subjects of entertainment for the children and a mutual experience was made. I will let this observation symbolize the loving feeling that exists in Mazing preschool. Ramstden & Prest Talbot (2007) stresses that participation not only revolves around having a voice or being involved in decision-making but also about being included in human relationships where children can learn to be capable, caring and responsible members of society. The feeling of belonging and being included is also part of participation, so is equality (p.7). It is my opinion that this act where the teachers and the children share a time of joy and happiness creates a feeling of belonging and it shapes a human relationship. They were doing something together on an equal basis.

7.1.2.3 Participation in class and in general

While working with my data I come across a large variation between participation in general and participation in class in Mazing. This discovery makes me wonder and analyse why this could be. Moses (2008) says that obedience by children and adult control is valued in both “coloured” and “black” townships and that moral, religious and cultural value justify adult authority. It is my conviction that these traditions do affect children’s opportunities to participate in class. There might be confusion in believing that to remain adult authority the child’s involvement and prospect to make decisions must be limited. It seems the teachers worry about being able to control the children and to keep them listening, as we saw Linda, for example, was very persistent with keeping to the schedule and she even said that if they could decide they would only play all the time. I sense a fear of losing control and structure in this statement, the trust of children’s own will to learn is not at hand. However I do believe that by letting children participate and effect their situation in preschool you would find that they also would be more eager and happy to join whatever activity that is prepared since themselves are a part of the construction. However the balance between authority and inclusion might need some guidance and training since it is a thin line and a skill to practice it. Another reason for my opinion of obedience and authority cultures being one of the main reasons for limited child participation is the because of the difference I found between participation in class, which is a traditional place of authority, and that of participation in general areas of the preschool.

I have now discussed the cultural aspect of adult authority in South Africa and the impact it believe it has on children’s participation, especially in planned learning activities. According to my observations and analysis I do however find that adult authority is not as strong outside
the classroom. When it comes to general activities the children seems to be given much more possibilities and inclusion. Moses (2008) asserts that children’s participation takes place in two arenas; the private or personal domain, within families and homes, and the social and public domain, such as community, schools and governments. I consider the prospect of general participation belonging to the private and personal arena and class participation belonging to the social and public domain. It seems that the interaction between teachers and children in areas outside the classroom does not demand as much authority and “control” from the adults as they appear to consider they need in the learning situations. In general arenas the teachers are more willing to give the child more liberty to take own decisions and to act on own ideas, it seems their relationship becomes more personal than within the walls of the classroom. Above I referred to the role of the teacher as employing a power status and a superior position, it may so be that the teachers lets this position go to some extent when interacting with the children on a more “neutral” ground.

7.1.3 Disciplining the Child

7.1.3.1 Forming a Good Behavior

Discipline implies teaching and forming a good behavior to all the teachers. This definition is in accordance with what Foucault (2003) says about discipline. He describes it in a historical way as a drilling of the human body and he says it is a part of a power machinery, a combination of obedience and usefulness becomes a discipline and the body is submissive and subordinated (p. 138-140). This may sound harsh, but to me does not sound all bad. I believe that we, to be able to maintain a job or to perform task that we are not to found of, need to learn how to control ourselves and how to keep our bodies submissive to its needs sometimes. And it might seem uncomplicated when we discipline ourselves but how we use it to discipline others it is a more delicate matter. When and if using disciplinary forms I feel that it is very important to consider the forms you use to not discriminate others. The teachers thus have different ways of defining the word and the act. A few teachers think that discipline equals punishment and some even implies that it includes smacking a child which according to Foucault (2003) historically it did. He says, when discussing the historical change of punishment, that he body still today is an instrument for punishment, but in the sense of its imprisonment by governments, not in the way of physical pain or execution like in the old days. He maintains that it is no longer a fundamental part of the punishment, instead penalties today aims to correct, educate and “cure” the guilty (p. 15-16). This reasoning by Foucault leads me to consider that the exercise of corporal punishment and the opinion that it still should be used as a form of discipline is old fashioned and it is subject to renewal. Gladys agrees with me when she says that in the old days discipline was about punishing the child but now she looks at discipline as guiding the child to a good behavior. Also Vanda says that discipline is not only about smacking but also about showing the child the way and about respecting each other. These statements about “guiding” the child and “showing the way” is in coherence with what Foucault (2003) says about the new aim of discipline as a way to educate and “cure” misbehavior.
The Need of Corporal Punishment

The majority of the teachers did not like the law against use of corporal punishment in schools and preschools made by the government. The ones in favor of using corporal punishment think that it is needed to be able to teach children rights from wrong. But they are all agreeing that it should be used with limitation. In the study about abolition on corporal punishment in South Africa performed by Franchi and Payet (2008) most of the teachers and principals denied the continuing use of corporal punishment; meanwhile the learners of the establishments did not hide this fact. This denial is not found in my study, the teachers are very honest when it comes to talk about this. It seems they are sure of their opinions on corporal punishments. For example Linda is very honest when she lets me know that she is not at all happy about the fact that this method is banned, she says that it’s no good and wonders why she should not be allowed to smack her child if she does something wrong. One of my observations shows an incident of corporal punishment exercised by her. Linda punishes a boy for hurting a friend with a slingshot; she hits him three times on the forehead and three times on the hand before she pushes him out of the room. Linda does this in front of the other teachers and a group of children. It was obvious that the boy felt shame and fear during this event and Linda did not take time to actually speak with him about why he did what he did and why he shouldn’t have. She only shouted in a harsh voice and then threw him out. As I observe five minutes later the boy takes one of his other friends hand and slaps it like the principal did, and then he laughs. I consider this action a proof of the no good effect of violence and the need to explain to the child instead. In the specific moment I am sure that the child felt sorry for what he did because he was punished, humiliated and hurt but this action will only result in a fear of getting caught instead of creating an understanding and an inner moral saying that beating others is wrong. I believe violence breaths violence and the use of corporal punishment for forming a good behavior will therefore be unsuccessful. The impact such a humiliating situation has on the self esteem is another reason not use this form of discipline, when the boy imitated Linda’s action towards his friend it might be an attempt to gain his self worth again by making “fun”.

Wick is not in favor of physical punishments however during a very stressful moment in class she threatened the children with a liner. The situation was out of control and Wicks 72 learners did not listen. I got to know Wick quite well and she was not a violent person at all so her action surprised me. My opinion is that even if she does not agree with physical punishment she has been affected by it and it is in her culture and it is therefore rooted in her. When Wick did not know what else to do she threatened to spank the children. As Franchi and Payet (2008) mention own experience as a child may have an impact on how you think of or use corporal punishment (p.160). I also provided an observation of a different side of Wicks disciplinary forms and as I mentioned this kind of handling conflicts were the usual ones. This time she talks to the misbehaving boy and her voice in firm but soft, this is a much better way of discipline since the child then might have a chance to understand and think trough what had happened.

Nor Gladys likes corporal punishment, she lets us know that she was a victim of a teacher that used to take is bad mood out on her and her classmates. Franchi and Payet (2008) found that
many teachers using corporal punishment has been subjects to it themselves and they find it enhancing their good behavior. This is not the case with Gladys; she does not find it necessary to hit children.

Two of the teachers, Vanda and Laura, are a little ambivalent as Franchi and Payet (2008) also finds when they say that most of them seem to understand that it is not the best solution but they still think that a smacking will help to “straighten someone out”. From own experiences as children they recon it enhances good behavior (p.160). It seems as if the teachers in favor of corporal punishment in my study find this the most effective method, since they “need” it, when it comes to disciplining children, they do however think it should be used with moderation.

Most of the teachers assume that corporal punishment is needed or thought to be needed to keep the children in control and to get them to listen. Elli that answers that some children are hyperactive and need a smacking to be called in to order is worried that the other learners in the class will be disturbed. In the study of Franchi and Payet (2008) they asked a few learners their opinion on corporal punishment and it was validated by them through the good it does for the school community. The learners expressed frustration and suffering caused by the children who disturbs the class. Franchi and Payet (2008) argues that history of minimal opportunities for education and very scares resources may make some learners very serious about their schooling and therefore disturbance is considered illegitimate not the corporal punishment (p.161-163). Elli expresses the same concern she thinks that you should use corporal punishment in order to keep the children calm and in control. Linda who says that children won’t listen if they are not smacked is in accordance with what other learner’s (Franchi and Payet, 2008) when they view corporal punishment as a necessary practice because of its efficiency. In accordance with their expectations on the teachers role to keep the class in control, to reprimand when rules are not obeyed and to provide good conditions for learning, corporal punishment is justified. Linda says that children will not listen if they are not smacked, and an efficient way to make them is to use corporal punishment.

Gladys and Vanda suppose that teachers using corporal punishment lack in training and that they have no other methods to use. They are in concurrence with Berry & Guthrie (2003) who asserts that education about alternative and respectful forms of discipline needs to be increased among ECD personal.

7.1.3.3 Other Disciplinary Methods

The teachers have different suggestions on what other kinds of disciplinary forms they can use other then corporal punishment. It is however very common that they use the “isolation” method were they seclude the child in one way or the other. Isolation is not the best form of discipline from my point of view; I believe it leaves children alone with their shame and feeling of guilt. Article 28; 2 of the CRC says that the states shall ensure that school discipline is performed in a manner consistent whit the child’s human dignity and in conformity with the present values of convention (UN, 1989, p.9).Some teachers say that they talk to the children which I find one of the few ways to discipline a child wile it still can keep it dignity. By talking to the child and asking them why something happened and then telling them why what
they did was wrong is a respectful mean of discipline. Wick also mentions that the
government recommends using some kind of instrument instead of your voice to get
children’s attention when they are loud. This may also be a fine form of discipline since using
your loud voice may work disrespectful towards the child. Raising your voice only shows that
you are angry it does not tell the child what to do instead.

Gladys also explains to me that, in time when you know the children better, you are able to
just look at them and they will know what you mean and stop. She tells me that our eyes talk
and I trust her on that. Gladys then seems to have been able to form a close relationship with
the children and she will need to use no forms of disciplinary acts. I should however have
asked her how she gained this respect and relationship with the children; it might be a
question of further research.

Bartholdsson (2008) describes schools and preschools as institutions of socialization,
normalization and power relations (s.17). She says you don’t own the power but you own the
right to practice it and as a teacher you are given this right on the behalf of the assignment
from society. Bartholdsson (2008) has created the term “the kind use of power” (free
translation), in her ethnographical study she finds two specific techniques which seem to be
very effectual; and one of them is the evaluation. By letting the children in Mazing evaluate
their situation they would create mutual knowledge and set goals for themselves when they
later evaluate them the child feel a greater responsibility and more involved. And I think that
this will create an eager within the child to take better care of each other and their mutual
preschool. Hence, the need for disciplinary methods decreases.

**7.2 Didactic Consequences**

Trough my result and discussion it becomes clear that education concerning children’s rights
amongst teachers is essential if those values and principals are to be practiced. Englund
(2008) asserts that for a successful implementation knowledge about the question itself is
needed. None of the teachers in this study has received any training or practical guidance on
this matter and although their will to employ children’s rights exists they are having a difficult
time realizing them fully. The cultural factor is an issue and therefore I believe the
governmental support is even more imperative. I ask myself how much you can expect of
teachers who are left to themselves without guidance. This conclusion has made me realize
how vital it is for me as a preschool teacher to keep myself informed and educated. It is my
responsibility towards the children to be knowledgeable and reflective about all matter
relating to preschool activities. Hopefully I will receive a greater support from my
government that these people have, but still it is utter most my own duty to educate myself
and to keep the question of children’s rights alive.

Another major challenge the teachers was facing when it comes to enforce the principals of
the CRC was the huge amount of children in their classes. As you probably remember one
class had 72 children and one teacher, to be able to teach in this crowd an immense pedagogic
skill is needed. But it might be possible, as Vygotskij (Säljö, 2000) states we do learn
together, from each other and trough natural situations; however here lies the magnitude in
the teachers ability to create good learning situations and to be a good role model for the implementation of human values. According to Vygotskij (1997) we are relying on mankind to use their early experience do develop and make progress, we as adults and teachers have a great obligation towards our children to take notice of this and to make sure that our practice encourages respect and love for each other. Through showing the child respect and love the values of the CRC can be employed. In my profession I will try to never see limitations due to the amount of children in a group, instead I will focus on the possibilities we have together. Although it will be a challenge.

The participation of the child in preschool is a complex subject. The teachers in my study do not define the concept as I do. Participation is not just about activeness and obedience but about true involvement and possibilities to effect their own situation. To truly let the child participate you will need to find out their views and take these in to consideration when forming you preschool activity. Through the writing of this thesis I have found the great benefits of participation. As Ramsted and Prest Talbot (2007) asserts the benefits are such as forming a good self esteem and a feeling of empowerment, it is also emotionally developing for the child. Bartholdsson (2008) suggest allowing children to evaluate as a form of “kind discipline”, this will make them feel involved and more responsible for their own situation. According to her this is a very successful method of discipline, I find that this method involves participation and if it works as a “kind use of power” it is a magnificent way to practice both evolvement and a discipline that is within the dignity of the child.

Discipline is defined as forming a good behavior by the teachers which resemble the characterization of the word Foucault (2003) makes. There is nothing wrong with that, it is our obligation as preschool teachers to foster the child into a democratic citizen (Utbildningsdepartimentet, 1998). However we must use discipline in a manner which favors the child’s dignity. As it is revealed in this thesis the use of corporal punishment is still occurring in the preschool of Mazing, this is in no way defendable but we might receive some understanding to how it can be possible through the background and result of the study. Preschools are institutions of power relations (Foucault, 2003, Bartholdsson, 2008), and the teacher is the one most likely to be the holder of power. It is of most importance that we use this power well and do not abuse it; we will have to combine this authority with reverence and compassion if we want to act in accordance with the child’s rights. It is showed by my result that there is a difference in Mazing between children’s participation in class and in general, in my discussion I argue that this might be due to the teacher’s fear of losing control in class. If this is correct it is a good example of what consequences the misusing of power can have, because of the teacher’s assumptions of needing strong authority the children are deprived of the possibilities of participation. Nevertheless this matter is composite; dealing with so many children in one group might require a strong structure, this does not eliminate the child involvement but it might make it more troublesome to achieve. I believe that methods for “kind use of power and discipline” need to be increased in all parts of the world, hence child abuse is everywhere.
7.3 Methodology Discussion

My course of action in this study turned out a little different than I had first planned. I had been told by my personal contact that the preschool I was going to visit only recently had been named the “best” preschool of the area and that another one was named the “worst”. I found this interesting and wanted to do a comparative study on these two preschools. I had planned to spend about one week in both places but as it turned out the “worst” preschool was located far away and since the local transport was limited this was difficult to achieve. Another reason for this being unmanageable was the fact that I was staying with the principal of Mazing and she was convinced that I would go with her every day. She was a very caring woman and felt responsibility for me; she did not want me to do anything on my own due to safety reasons. I found myself very dependent on her and was unable to take own action. Due to the situation of me living in her house and sharing her life I found it very hard to demand anything. However, this gave me the opportunity to spend more time in Mazing and my ethnographic study will therefore be more reliable. Dovemark (2006) says that when you use an ethnographic approach you should be placed in natural situations and authentic arenas and so I was, now for a longer period of time than expected. Willis (1977) and Willis & Trondman (2000) did according to Dovemark (2006) refer to three important aspects to be taken in to consideration when performing an ethnographic study; The public, here indicating for example curriculums, the pragmatic, meaning how people reason around these and the cultural aspect, which reflects how the practices is formed (p.107). It is my opinion that I have managed to do this, I used the public aspect by showing international documents and EDC guidelines in my background, and the pragmatic one was visualized by the interviews, and lastly the cultural aspects were showed by the describing of the preschool and the community around it.

I felt that my choice of a hermeneutic approach was very valuable since my interpretations and understanding was essential to the study. I did not look for a simple truth but trying to gain insights in how these people worked. For this I needed to be able to analyze a complexity of factors and not just if’s or not’s. Thurén (1999) asserts that this complexity only can be understood by taking different perspectives. I was also grateful for choosing a qualitative method since it was the behavior and view that was to be examined. I did not want to describe my results in numbers but show a more diverse picture of the preschool and the teachers. (Backman, 1998, p.47-49)

Before I left for South Africa I wrote down my pre-understanding, I needed to do this because I wanted to make sure that my experiences and expectations did not affect the result (Thurén, 1999). As you can see my pre-understanding is in coherence with the result. My knowledge about the situation for children in South Africa had been increased by reading a lot about the subject and I believe that therefore I had a good hypothesis. The only thing that differed was that I did not think that I would observe any direct form of corporal punishment, but I did.

I applied the informal forms of observations, I was documenting by a running protocol of “critical” incidents (Kihlström, 2006, p.25). This allowed me to not be limited in what and when the observations could take place. The conducts that I wanted to observe took place everywhere and any time of the day. Unfortunately my observations were limited due to the
linguistic differences, I could only use the situations that was were obvious and clear. This was why the method of interview became of more importance to the result that I first had expected.

Through using both qualitative open and more structured questions in my interviews I was able to find both the views of the participants and some facts such as if they had received any specific training implicating the values of the CRC. The interviews have given me very important data and I could not have managed without because of the situations surrounding the observation. The structures around the interview are important the respondent’s replies will constitute data and bases for analysis. (Lantz 1993, p.12) It was difficult for me to be able to perform the interviews in privacy, the woman I lived with had arranged the meetings and she also drove me from place to place and all though I had told her before that I needed time alone when I did the interviews she stayed in the room. Due to the diversity of answers I have been given I don’t think that her presence influenced too much on the result.

The process of analysis took place when I spent a lot of time thinking about what I had experienced and if I had made any misjudgments. Many hours were also spent on reviewing if I had missed some more sighs of working with the CRC and if I could find any more incidents of participation. And as much as possible I tried to put my own cultural background behind me. I did not want this thesis to only focus on the lacks. But it was also essential that I was objective and stayed true. Apart from this complexity if found that my results was very clear and structured from the beginning. And as mentioned earlier analysis took place during the experiences, when reading through my notes and during the actual process of completing this thesis.

The ethical considerations has been with me all trough my time in South Africa. In the chapter of methodology I wrote about numerous thoughts that have been on my mind. It is not all through easy to come as a westerner and experience a social context like this. The feeling of guilt is inevitable some times.

In the event of the passing out of the information letter to the parents I realized that some of them probably couldn’t read it. This did not make me feel very comfortable but since I was not going to perform any analyzing observations of the children themselves I had to come to terms with that. I couldn’t ask the teachers to explain either because they hardly ever saw the parents.

The reliability and validity of this study is reliable since I have made sure to clarify the low number of participants many times in this thesis. I have also been able to stay focused on my aim and I have tried to make sure not to let my own pre-understanding affect my work. Restrictions are however made towards the possibility of small linguistic and cultural misunderstandings. It is also important to declare that the result of this study makes no effort to speak for the situation in every preschool of South Africa. This is a minor field study imposing one preschool and 7 people working within the programs. It has been performed in two villages in one province of South Africa. And it has been produced by one student from Sweden. No more and no less.
7.4 Suggestion for Further Research

This thesis is already relatively substantial, I have had three main questions at issue and they have all given an extensive result. I found it very difficult to leave anything of my result out since all aspects are so important. Especially considering the new context and culture I have met in South Africa. There are so many more things that need explaining when doing an ethnographic study abroad than if I would have carried this out in Sweden. Examples of that are the social structures and contexts, the history of the country and the cultural situations. However there is so much more I wish I would have had the chance to examine, the subjects are so wide and so rewarding to discuss and I could have gone on forever. Forms of discipline are something that really has caught my interest and mind. During my work with this study I felt the lack of information about the consequences of corporal punishment, I felt that it would have enriched my thesis but I had to make some limitations because of time and space. This is something that I would like to continue with.

In my interview Gladys told me that she not always needed to use discipline since she had gotten to know her children and they knew when to stop just by looking at her. She said that our eyes talk and I agree with her. To be able to practice this method she must have created a good relationship with her learners, due to the answers to my questions and her actions that I have observed I am reasonably sure that this relationship is not based on fear but on mutual respect and love. I consider this a very crucial conclusion of this study and it is something that really deserves to research further. I would like to find out how to achieve this form of relationship, it would benefit teachers, parents and children.
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Appendices

Appendix 1 Letter of consent

Dear Teachers, Children and Parents,

My name is Jessica Trägårth and I am a 28 year old student from Sweden. I am studying to become a preschool teacher and to perform my final thesis I have been granted a Minor field study scholarship. This makes me able to come to South Africa and take part of your preschool activities. I am so looking forward to see you and to learn from you. I am sure this will be an experience of a lifetime for me.

My purpose with this study is to observe children’s participation in preschool activity and to ask the teachers about disciplinary acts. To be able to do this I will need to interview teachers and to observe their everyday activities together with the children.

I would like to let you parents know that I will be performing observations in situations where your children might be involved. I would therefore like to ask for your consent to do so. I will leave a dotted line below for you to sign if you allow me to do this. If you wouldn’t like me to observe your child’s interaction with teachers I will of course respect this. Before I perform the observations I will also make sure that the child does not have anything against me watching him or her in the unique situation. It is important to me that the child is comfortable and that they have their say in the matter.

And for the teachers, I hope you would like to talk to me in an open interview. It is essential for me to speak to you to understand how your South African preschool system works, what means that you have to work with and what your self’s think about the children’s and your situation.

All collected data will be treated with confidentiality and you will all remain anonymous. Hopefully I will see you soon!

Kind regards

Jessica Trägårth 

contacted through Mr. Peter Mabila Tel: +27(0) 13 735 5656

Name of the child: …………………………………………………………………………………………………………………………………………………………………………………

Signature of the parent or caregiver: …………………………………………………………………………………………………………………………………………………………………………………

Comments: …………………………………………………………………………………………………………………………………………………………………………………
Appendix 2: Interview guide

1. Opening questions;
   - What is your name?
   - How old are you?
   - Which ages do you teach and how many children are there in your class?
   - For how long have you been working as a teacher?
   - What sort of education/training do you have?

2. The Convention on the Rights of the Child;
   - Could you please tell me a little bit about how and if you work with children’s rights in this preschool?
   - Have you ever heard about the Convention on the Rights of the Child?
   - Have you received any training or material concerning the CRC or children’s rights?
   - Do you ever arrange activities/lessons about children’s rights?
   - Which of the children’s rights do you find most important?
   - What do you think about the fact that children have rights?

3. Participation
   - Could you please tell me how you define children’s participation?
   - What do you think about that? Why is it important or not?
   - What do you think about the child’s right to share decision makings that affects them and their right to be heard and listened to
   - In which ways do you think that you can involve the child in its own development?
   - How do you work to encourage this participation?
   - Have you received any education/training concerning children’s participation?
   - What is your greatest challenge when it comes to letting children participate?

4. Discipline
   - Could you please tell me what the word discipline means to you?
   - The government has prohibited corporal punishment in school and preschool. What do you think about that?
   - Why do you think corporal punishment is needed/or why do some people think it is?
   - What other disciplinary methods than corporal punishment can you/do you use to foster the children?
   - Have you received any education/training in other forms of discipline?