

**Citizenship Education in Western Cape Schools: Experiences of
Life Orientation Teachers**

by

HAJIR BAWA

**submitted in accordance with the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

in the subject

EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF M.N. DAVIDS

MARCH 2025

DEDICATION

This dissertation is dedicated with profound love and gratitude to the cherished memory of my late parents, Fatima and Abdulla Johaardien, who instilled within me the unwavering faith that Allah's divine wisdom and guidance shape our paths. Also, my late husband, Osman Bawa, was a truly selfless individual who epitomised the spirit of service to humanity. His unwavering inspiration, steadfast support, and boundless love illuminated my academic journey and empowered me to persevere through the myriad challenges I encountered along the way.

This deeply rooted belief has formed the foundation upon which I have built my aspirations, providing me with the resilience to pursue my dreams in the hope of making a positive impact on future generations through Allah's blessings.

May this work stand as a lasting tribute to the love, ideals, and beliefs instilled in me by these extraordinary individuals, honouring their legacy as I strive to carry their inspiring spirit forward.

ACKNOWLEDGEMENTS

First and foremost, I wish to express my heartfelt gratitude to our Creator, Allah, Most Gracious and Most Merciful, for guiding me through the process of completing this extensive research.

My heartfelt appreciation goes to my late husband, Osman, whose unwavering encouragement inspired me to undertake and complete this rigorous and formidable research study. His steadfast support has been the cornerstone of my journey, providing me with the strength to persevere. I also wish to acknowledge my wonderful children—Prof. Shahed Omar, Rishda, Nieyaaz, Ilhaam, Moulana Khalil, and Hafitha Radia—whose invaluable assistance and constant inspiration have been central to my success throughout this process.

Additionally, I am deeply grateful to my passionate and patient supervisor, Professor Mogamat Noor Davids, whose guidance and trust in me as his student, have been immensely encouraging. Despite the challenges posed by the complexities of my research, his insightful feedback and unwavering motivation have played a pivotal role in my academic growth, spurring me on during those moments when I felt ready to give up. Together, these incredible individuals have significantly enriched my academic journey.

I would also like to extend my sincerest gratitude to the principals and Life Orientation teachers of the four schools that graciously hosted my research. Their warm welcome and willingness to dedicate their valuable time to my work made a significant impact on the course of my study.

Finally, I would like to thank my brother-in-law, Omar Ameer, for his skilled editing, as well as Prof. Zahraa Macdonald, Farhana Ismail, Naeema Sadien, and Ghairiyyah Samsodien for their time and kind-heartedness. Lastly, Dr Jyothi Chabilal for her assistance when I was desperate for support. Also, my mentor, Prof. Amiena Bayat and my editor, Dr Cilla Dowse for their encouragement and support. To everyone not explicitly mentioned, I extend my sincere appreciation; your kindness and encouragement have meant the world to me.

Thank you all from the depths of my heart, and may Allah bless and reward you abundantly. Ameen.

DECLARATION BY THE STUDENT

Name: Hajir Bawa

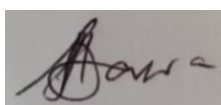
Student number: 43566448

Degree: Doctor of Education

I declare that **Citizenship Education in Western Cape Schools: Experiences of Life Orientation Teachers**, A multiple case study in four South African Schools is my work, and all the sources that I have used or quoted have been indicated and acknowledged employing complete references.

I further declare that I submitted the thesis to originality-checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.



SIGNATURE

DECLARATION BY THE SUPERVISOR

I declare that I have considered the originality software checking report obtained by the candidate, Ms Bawa.

I confirm that the thesis meets an acceptable standard of originality.

Name of Candidate: Hajir Bawa

Student Number: 43566448

Name of Supervisor: Prof M Noor Davids

A handwritten signature in black ink, appearing to read 'M Noor Davids', written in a cursive style.

SIGNATURE

ABSTRACT

The South African Constitution of 1996 envisions schools as agents of social change, expounding the fostering of Citizenship Education (CE) to cultivate critical and proactive citizenry. The rationale for this study is founded on an arguable lack of social cohesion and nationhood, despite thirty years of democratic governance and liberation. Questions were raised around the role of education and in particular, the function of schooling in the development of post-apartheid South Africa. In this regard, the subject Life Orientation (LO) is expected to address the issues of social cohesion and nation-building. To unravel the complex relationship between the mediation of LO teachers' teaching, curriculum implementation and social cohesion, the following research question was formulated to inform this research: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape, how do they teach CE, and why do they teach CE the way they do?*

A literature study revealed that several challenges impede the effective implementation of CE. These include an overly abstract curriculum, a limited understanding of democratic principles among teachers, and inadequate support systems. Furthermore, issues such as poor race relations and fractured social cohesion compound these challenges, often leaving teachers ill-equipped to address diversity, equity, and unity within their classrooms.

Recognising these barriers, I embarked on a qualitative, multiple case study design to explore teachers' LO pedagogical experiences and classroom practices. The study employed theoretical frameworks based on the research of Shulman – Pedagogical Content Knowledge (PCK) and Paulo Freire's approach to Critical Pedagogy (CP), to interpret its data and develop meaningful findings. Among the findings, it is worthwhile to highlight, for example, generational disparities in teacher identities, a misalignment between curricular expectations and actual classroom practices, and teachers' roles as social change agents. Beyond content delivery, teachers embrace the emotional dimension of CE, fostering a safe and empathic space for their learners to engage meaningfully with democracy, ultimately contributing to their understanding of civic responsibility.

While acknowledging the epistemological contribution of this research, the findings underscore the need for interdisciplinary collaboration and teacher education as essential to narrow the distance between curriculum intentions and teaching practice. The study offers recommendations for future research, curriculum reform, and policy and practice, to be

considered in teacher education and training. It also advocates for greater awareness and integration of Global Citizenship Education (GCE) into the Life Orientation (LO) curriculum to better prepare learners for a socially cohesive and democratic society.

isiXhosa Translation

ISISHWANKATHELO

UMgaqo-siseko waseMzantsi Afrika ka-1996 ubona izikolo njengezixhobo zotshintsho kwezentlalo, egxininisa ukuxhasa uFundo Lobumi Boluntu (Citizenship Education - CE) ukuze kufuywe abemi abacingayo nabasebenzayo. Isizathu sophando olu sisiseko sokungabikho kwentsebenziswano eluntwini kunye nokungabikho kobuzwe, nangona sele kudlule iminyaka engamashumi amathathu kulawulo lwentando yesininzi kunye nenkululeko. Imibuzo yaphakanyiswa malunga nendima yemfundo, ngakumbi indima yezikolo kuphuhliso lweMzantsi Afrika emva kobandlululo. Kolu hlobo, isifundo se-Life Orientation (LO) kulindeleke ukuba siqubisane nemicelimngeni yokudityaniswa kwezentlalo kunye nokwakhiwa kwesizwe. Ukuze kuqondwe ubudlelwane obuntsonkothileyo phakathi kweendlela zootitshala be-LO, uphumezo lwekharithulam kunye nokudityaniswa kwezentlalo, lombuzo uphando wamiselwa: Ziyintoni iimvakalelo zootitshala be-LO malunga nemfundiso ye-CE ezikolweni zaseNtshona Koloni, bafundisa njani i-CE, kwaye kutheni befundisa i-CE ngendlela abayenzayo?

Uphando lwencwadi lubonise imingeni emininzi etshixela uphumezo olusebenzayo lwe-CE. Oku kubandakanya ikharithulam engacacanga kakuhle, ukuqonda okulinganiselweyo kweemigaqo yentando yesininzi phakathi kootitshala, kunye nenkxaso engekho mahlakani. Ngaphezu koko, imiba enje ngobuhlanga obungemihle kunye nokungadityaniswa kwezentlalo ikwadala imiqobo, rhoqo ishiya ootitshala bengakulungelanga ukujongana neenkalo ngeenkwenkwezi, ukulingana, kunye nobumbano kwiiklasi zabo.

Ndiqaphele le mingeni, ndaye ndaphanda ngendlela yokwenza uphando lomgangatho usebenzisa iimeko ezininzi ukuze ndiqonde iimvakalelo zootitshala be-LO kunye nokusebenza kwabo kwigumbi lokufundela. Uphando lusebenzise iindlela zethiyori ezisekelwe kuphando lukaShulman – ulwazi lwePedagogical Content Knowledge (PCK) – kunye nendlela kaPaulo Freire yeCritical Pedagogy (CP), ukuze kuchazwe idatha kunye nokuphuhlisa iziphumo ezibalulekileyo. Phakathi kweziphumo, kubalulekile ukukhankanya, umzekelo, umahluko phakathi kwezizukulwana kwizazisi zootitshala, ukungahambelani phakathi kwento elindelekileyo kwikharithulam kunye nokwenziwa kweklasi, kunye neendima zootitshala njengabaguquli kwezentlalo. Ngaphandle kokuhanjiswa komxholo, ootitshala bamkela imvakalelo yemfundo ye-CE, benza indawo ekhuselekileyo nenovelwano yabafundi babo

yokuba bangene nzulu kwintando yesininzi, ekugqibeleni baphuhlise ukuqonda kwabo malunga noxanduva lobumi boluntu.

Ngelixa kusithiwa qhiwu ngengxelo yophando, iziphumo zibonisa imfuneko yentsebenziswano phakathi kweefundiswe ezahlukeneyo kunye noqeqesho lootitshala ukuze kufutshane umahluko phakathi kweenjongo zekharithulam kunye nendlela yokufundisa. Uphononongo lubonelela ngeengcebiso zophando oluzayo, uhlaziyo lwekharithulam, kunye nomgaqo-nkqubo, kunye neendlela zokusebenza, ukuze ziqwalaselwe kuqeqesho lwabafundisi. Lophakamisa kwakhona imfuno yokuqonda okungakumbi kunye nokudibanisa uFundo Lobumi Boluntu lweHlabathi (Global Citizenship Education - GCE) kwi-Life Orientation ukuze abafundi balungiselele kakuhle eluntwini oluhambelanayo nolwentando yesininzi.

Afrikaans Translation

OPSOMMING

Die Suid-Afrikaanse Grondwet van 1996 beskou skole as agente van sosiale verandering en verduidelik die bevordering van Burgerskaponderwys (BO) om kritiese en proaktiewe burgerskap te kweek. Die rasionaal vir hierdie studie is gebaseer op 'n argumenteerbare gebrek aan sosiale samehorigheid en nasionaliteit, ten spyte van dertig jaar van demokratiese regering en bevryding. Vrae is geopper oor die rol van onderwys en in die besonder die funksie van skoolonderrig in die ontwikkeling van post-apartheid Suid-Afrika. In hierdie verband word verwag dat die vak Lewensoriëntering (LO) die kwessies van sosiale samehorigheid en nasiebou sal aanspreek. Om die komplekse verhouding tussen die bemiddeling van LO-onderwysers se onderrig, kurrikulumimplementering en sosiale samehorigheid te ontrafel, is die volgende navorsingsvraag geformuleer om hierdie navorsing te inlig: Wat is LO-onderwysers se pedagogiese ervarings van die onderrig van BO by skole in die Wes-Kaap, hoe onderrig hulle BO, en waarom onderrig hulle BO soos hulle doen?

'n Literatuurstudie het aan die lig gebring dat verskeie uitdagings die effektiewe implementering van BO belemmer. Dit sluit in 'n oordrewe abstrakte kurrikulum, 'n beperkte begrip van demokratiese beginsels onder onderwysers, en onvoldoende ondersteuningstelsels. Verder vererger kwessies soos swak rasseverhoudinge en gebroke sosiale samehorigheid hierdie uitdagings, wat onderwysers dikwels swak toegerus laat om diversiteit, billikheid en eenheid in hul klaskamers aan te spreek.

Met die erkenning van hierdie hindernisse het ek 'n kwalitatiewe, veelvuldige gevallestudie-ontwerp aangepak om onderwysers se LO-pedagogiese ervarings en klaskamerpraktyke te ondersoek. Die studie het teoretiese raamwerke gebaseer op die navorsing van Shulman – Pedagogiese Inhoudskennis (PKI) en Paulo Freire se benadering tot Kritiese Pedagogie (KP) gebruik om die data daarvan te interpreteer en betekenisvolle bevindinge te ontwikkel. Onder die bevindinge is dit die moeite werd om byvoorbeeld generasie-verskille in onderwyseridentiteite, 'n wanbelyning tussen kurrikulêre verwagtinge en werklike klaskamerpraktyke, en onderwysers se rolle as agente van sosiale verandering uit te lig. Benewens inhoudlewering, omarm onderwysers die emosionele dimensie van KO, en bevorder 'n veilige en empatiese ruimte vir hul leerders om betekenisvol met demokrasie om te gaan, wat uiteindelik bydra tot hul begrip van burgerlike verantwoordelikheid.

Terwyl die epistemologiese bydrae van hierdie navorsing erken word, beklemtoon die bevindinge die behoefte aan interdisiplinêre samewerking en onderwysersopleiding as noodsaaklik om die afstand tussen kurrikulumvoornemens en onderwyspraktyk te vernou. Die studie bied aanbevelings vir toekomstige navorsing, kurrikulumhervorming, en beleid en praktyk wat in onderwysersopleiding en -onderrig oorweeg moet word. Dit pleit ook vir groter bewustheid en integrasie van Globale Burgerskapsonderwys (GCE) in die Lewensoriëntering (LO) kurrikulum om leerders beter voor te berei vir 'n sosiaal samehangende en demokratiese samelewing.

Keywords: Life Orientation, Citizenship, ‘Citizenship is a complex concept and Biesta (2011) defines it as a status granted to individuals who are full members of a state with the rights to participate in political processes and have access to the laws of the country.’ Ubuntu, Social Cohesion, Democratic Principles

LIST OF ACRONYMS

ANC	African National Congress
APA	American Psychological Association
C2005	Curriculum 2005
CAPS	Curriculum and Policy Assessments
CAT	Computer Applications Technology
CE	Citizenship Education
CNE	Christian National Education
COP	Classroom Observation Protocol
CP	Critical Pedagogy
CPTD	Continuous Professional Teacher Development
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DoE	Department of Education
EMS	Economic and Management Sciences
FET	Further Education and Training
GCE	Global Citizenship Education
HEPASA	Hypnotherapy and Ethno-Psychology Association of South Africa
HoD	Head of Department
IEA	International Association for the Evaluation of Educational Achievement
IJR	Institute for Justice and Reconciliation
ILAL	Incremental Introduction of African Languages
LO	Life Orientation
MOT	Motivational Outreach
NCS	National Curriculum Statement
NDP	National Development Plan
NPC	National Planning Commission
NPFTED	National Policy Framework for Teacher Education and Development
NSE	Norms and Standards for Educators
OBE	Outcomes Based Education
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge

RDP	Reconstruction and Development Programme
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SACE	South African Council for Educators
SASSA	South African Schools Act 84 of 1996
TA	Thematic Analysis
UNDESA	United Nations Department of Economic and Social Affairs
WCED	Western Cape Education Department

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
DECLARATION BY THE STUDENT.....	iii
DECLARATION BY THE SUPERVISOR	iv
ABSTRACT.....	v
isiXhosa Translation	vii
Afrikaans Translation.....	ix
LIST OF ACRONYMNS	xi
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xvii
LIST OF FIGURES	xvii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	6
1.3 RATIONALE FOR THE STUDY.....	9
1.4 STATEMENT OF THE PROBLEM	11
1.5 RESEARCH QUESTIONS	12
1.6 AIM AND OBJECTIVES OF THE STUDY	12
1.7 PRELIMINARY LITERATURE REVIEW	13
1.7.1 The Neglected Field of Citizenship Education	13
1.7.2 Constitutional Expectations and Curriculum Challenges	14
1.7.3 The Role of Teachers and their Cultural Identities	16
1.7.4 Citizenship Education Curriculum Implications.....	18
1.8 RESEARCH METHODOLOGY.....	19
1.8.1 Research Approach and Design	19
1.8.2 Multiple Case Study Design	20
1.8.3 Research Setting and Sampling	21
1.8.4 Sampling	22
1.8.5 Data Collection	23
1.8.6 Data Analysis and Interpretation	23
1.8.7 Credibility, Transferability, Dependability and Confirmability	24

1.8.8	Research Ethical Considerations.....	25
1.8.9	Limitations and Delimitations of the Study	26
1.9	KEY CONCEPTS	26
1.10	CHAPTER OUTLINE IN THE STUDY.....	27
1.11	CHAPTER SUMMARY.....	29
CHAPTER TWO		31
SECTION A: LITERATURE REVIEW		31
2.1	INTRODUCTION	31
2.2	UNDERSTANDING THE CONCEPT OF CE IN THE LIFE ORIENTATION CONTEXT	32
2.3	LITERATURE ON CE BASED ON THE CAPS CURRICULUM.....	36
2.4	EVALUATION OF THE GAP BETWEEN THEORY AND PRACTICE	38
2.5	NAVIGATING THE COMPLEXITIES OF SOCIAL COHESION.....	40
2.6	SOCIAL COHESION IN EDUCATIONAL CONTEXTS	42
2.7	CIVIC RESPONSIBILITY AND DEMOCRATIC PRINCIPLES	44
2.8	INCLUSIVE CE ADDRESSING POOR RACE RELATIONS	46
2.9	THE ROLE OF TEACHERS AS SOCIAL CHANGE AGENTS.....	46
2.10	TEACHERS' COLLECTIVE IDENTITIES IN MEDIATING CE	47
2.11	AFRICAN MORAL ENCULTURATION- UBUNTU VALUES.....	51
2.12	INTERNATIONAL STUDIES.....	53
2.13	GCE WITHIN THE CONTEXT OF SOUTH AFRICA	59
2.14	CONCLUSIVE POINTS OF THE LITERATURE REVIEWED.....	60
SECTION B: THE CONCEPTUAL FRAMEWORK.....		62
2.15	INTRODUCTION	62
2.15.1	The Integration of Theories	63
2.15.2	Conceptual Thinking for Thematic Analysis (TA) Research	66
2.16	CHAPTER SUMMARY.....	70
CHAPTER THREE		71
RESEARCH DESIGN AND METHODOLOGY		71
3.1	INTRODUCTION	71
3.2	RESEARCH APPROACH	72
3.3	RESEARCH DESIGN	76
3.3.1	Multiple-Case Study Design	76

3.4	POPULATION AND SAMPLING	78
3.4.1	Selected Sample	78
3.4.2	Selection Criteria	79
3.4.3	The Description and Profiling of the LO Teachers.....	80
3.4.4	Socio-Economic Description of the Four Schools.....	82
3.5	DATA COLLECTION TECHNIQUES	83
3.5.1	Interviews.....	84
3.5.2	Class Observations.....	85
3.5.3	Document Analysis	87
3.6	DATA ANALYSIS.....	90
3.6.1	Thematic Analysis	90
3.7	MEASURES FOR TRUSTWORTHINESS	94
3.7.1	Credibility	95
3.7.2	Transferability	95
3.7.3	Dependability	96
3.7.4	Confirmability	96
3.8	ETHICAL CONSIDERATIONS.....	97
3.8.1	Informed Consent.....	97
3.8.2	Confidentiality	98
3.8.3	Data Storage.....	98
3.9	CHAPTER SUMMARY.....	98
	CHAPTER FOUR.....	100
	DATA PRESENTATION AND ANALYSIS	100
4.1	INTRODUCTION	100
4.2	THE EMERGING THEMES.....	101
4.2.1	Theme 1: The Relationship between Teacher Identity and CE Pedagogy.....	101
4.2.2	Theme 2: Teachers' Experiences of the Curriculum and Textbooks.....	107
4.2.3	Theme 3: Diversity in Pedagogical Approaches Adopted by LO Teachers	113
4.2.4	Theme 4: Teachers as Role Models and Agents of Social Change	122
4.2.5	Theme 5: Teachers' Perspectives on Global Citizenship Education (GCE).....	134
4.3	CHAPTER SUMMARY.....	138
	CHAPTER FIVE	141
	DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION	141

5.1	INTRODUCTION	141
5.2	FINDINGS.....	142
5.2.1	Finding One: Culturally Induced Teachers’ CE Pedagogy.....	143
5.2.2	Finding Two: Curriculum Misalignment - Incongruence Between CE Curriculum Expectations and Practice	147
5.2.3	Finding Three: Responsive CE Pedagogy and Real-World Issues	150
5.2.4	Finding Four: Teachers Drive Social Change.....	157
5.2.5	Finding Five: Cultivating Global Competencies Through CE	163
5.3	SUMMARY OF THE RESEARCH FINDINGS	167
5.4	RECOMMENDATIONS.....	169
5.5	CONCLUSION.....	172
	REFERENCES	176
	APPENDICES	191
	Appendix A: Ethical Clearance Certificate	191
	Appendix B: Permission letter to Western Cape Education Department (WCED)	193
	Appendix C: Participant Information Sheet	197
	Appendix D: Consent to Participate in this Study.....	201
	Appendix E: interview Consent and Confidentiality Agreement.....	202
	Appendix F: Interview Questions	203
	Appendix G: Classroom Lesson Observation	205
	Appendix H: Confidentiality Agreement regarding Lesson Observation	207
	Appendix I: Proof of Editing.....	208

LIST OF TABLES

Table 1.1: Content of CE-LO.....	7
Table 4.1: Sample of 16 LO teachers for the study	79
Table 4.2: Fairdale High School (public)	80
Table 4.3: Grassland High School (public).....	80
Table 4.4: Orion High School (independent).....	81
Table 4.5: Two Seas High School (independent)	81
Table 4.6: Grade 11 Lesson Plan	88

LIST OF FIGURES

Figure 2.1: The Conceptual Framework	63
Figure 2.2: Shulman’s Knowledge Domain Theory	65
Figure 2.3: Domains of Teacher Knowledge	67
Figure 4.1: Multiple Case Study	77
Figure 4.1: Responsible Citizenship Using Document Analysis	108
Figure 4.2: # Youth Vote Matters	115

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

While the South African Constitution (RSA, 1996) aims to heal deep-seated divisions of the apartheid past, it also places significant responsibility on South African schools to play a meaningful role in cultivating proactive citizens (Richotte, 2017). Citizenship Education (CE), thoughtfully embedded within the Life Orientation (LO) curriculum, is the cornerstone of the democratic South African educational framework, promoting essential citizenship values including human rights, nation-building, and social responsibility. However, the implementation of CE in LO classrooms remain a contentious multifaceted issue as dedicated teachers navigate the challenging tension between rigid curriculum expectations and the varied lived realities of their learners. The overall effectiveness of CE depends largely on the pedagogical understanding of the concept among LO teachers, which invariably shapes how they interpret and deliver lessons on topics such as democracy, civic engagement, and social justice.

The persistent challenges, for example, resulting from generational and cultural differences between teachers' identities and those of learners significantly complicates discussions on democratic participation. These challenges are particularly evident as a result of the young people's keen engagement with social media activism and digital movements – aspects that were not always addressed adequately in formal CE lessons. Admittedly, CE lessons are designed to achieve meaningful progress that will help to avert the escalating crises of deteriorating race relations, pervasive lack of social cohesion, and alarming moral decline among youth.

South Africa's carefully chosen path toward the reconstruction and development of a robust democracy, as informed by the constitutional mandate outlined by Richotte (2017), can only be realised if schools are committed to earnestly promoting CE, a critically neglected school subject. CE strengthens a culture of democracy, building a culture of respect for human rights and societal challenges such as anti-social behaviour, xenophobia, poverty, unemployment, criminality, and violence, with intolerance evident in cancel culture and corruption. Simultaneously, the Constitution (RSA, 1996) has mandated schools to instil essential democratic values; however, recent events, such as intense learner protests, troubling racial tensions in the school environment, and widespread social unrest in the country at large, have been prominently reported in social media (Mabuyane, 2021).

Moreover, contemporary issues of social media, fake news, and disinformation have serious implications for CE. Global Citizenship Education (GCE) is an imperative that should be addressed internationally and nationally. It should foster inclusive and equitable societies and collaborate with countries for collective action and shared challenges. Subsequently, the ecological crisis is a pressing concern that requires urgent attention at both national and global dimensions. Global Citizenship Education (GCE) presents a vital opportunity to address these challenges by fostering inclusive and equitable societies and encouraging international collaboration, promoting collective and shared action.

As a result of the socio-political and educational ordeals affecting the youth, this comprehensive study sought to investigate how LO teachers understand and enact CE pedagogy, highlighting their efforts to adapt (or struggle to adapt) the curriculum to foster critical and globally aware citizens. Several key themes emerge, including significant generational differences, the persistent disconnect between policy and practice, the profound impact of social and digital influences on CE, and the pressing need for interdisciplinary approaches to CE. By centering the diverse voices of teachers, this research aimed to illuminate the intricate realities of teaching CE in South African classrooms and ultimately proposed effective strategies to strengthen CE in LO as a vital vehicle for transformative civic learning.

In order to achieve this aim, I had to ascertain how over the past three decades, a substantial amount of time and effort was dedicated to constructing a more cohesive and inclusive social environment that would bridge the gaps among diverse, multicultural societies, in post-apartheid South Africa. It was found that despite the visionary and progressive intentions of the South African Constitution (RSA, 1996), the CE curriculum faced intense criticism for

being overly abstract, content-driven, and detached from the lived realities and everyday lives of learners in general (Schoeman, 2019).

LO teachers encountered significant challenges in translating these ideals into meaningful classroom practice. The prescriptive and inflexible nature of LO textbooks, combined with entrenched institutional constraints and limited resources, often compelled teachers to adopt a rigid, theoretical rather than dynamic, experiential approach to CE. This created a substantial disconnect between the LO/CE curriculum objectives and learners' complex socio-political realities, making it increasingly difficult to foster critical thinking, creativity, and real-world civic engagement.

As a consequence of the significant shifts, socio-political realities were created at various stages, from apartheid to democracy. South African schools too underwent profound changes in their curricula aimed at promoting quality education. This transformation over the years has left teachers burdened with increasingly laborious tasks, such as extra administrative work and learning new concepts (Seroto, Davids & Wolhuter, 2020). In light of the socio-political and educational challenges, this study delved into the ineffectiveness of CE within the LO subject. The investigation aimed to shed light on critical issues such as the inadequate emphasis on social cohesion and democratic values, the presence of strained and toxic race relations, and the detrimental influence of regressive politics on teachers.

It became apparent that despite the concerted efforts to reform the curriculum, scholars such as Wolhuter, Janmaat, van der Walt and Potgieter (2020) highlight several significant shortcomings in the way South African schools approach CE. At the outset, as emphasised by Schoeman (2019), the CE curriculum is overly abstract and requires a more comprehensive understanding of social cohesion in the vital process of nation-building. The second point, as noted by Davids (2019), is that teachers have been found to lack a clear understanding of how to effectively teach CE, a situation further exacerbated by a severely deficient LO curriculum that fails to adequately address CE.

Thirdly, teachers have been identified as being ill-equipped to teach the democratic principles of CE, a point that underscores the formidable challenges in promoting social cohesion and nation-building through the educational curriculum (Davids, 2019). These pressing concerns, in terms of LO and CE, are vividly reflected in the persistent issues of poor race relations and

inadequate social cohesion that continue to plague South African society, frequently reported in media coverage.

In keeping with the foregoing assertion, what remained questionable was the extent of the contribution that schools have made towards fostering meaningful social cohesion. This highlights the pressing need for a thorough investigation into how teachers understand CE to cultivate a vibrant democratic society. Admittedly, the pervasive portrayal of a lack of social cohesion by the media indicated that significantly more effort was required to develop effective and engaging teaching pedagogy for CE in South African schools.

Furthermore, the prevailing trend of concentrating primarily on the energy teachers put into improving CE knowledge and content needs to be rebalanced as there is an urgent need for increased collaboration with sectors and services outside of schools to ensure that social cohesion initiatives could gain traction within these educational institutions (De Kock, Sayed & Badroodien, 2018; Sayed, Badroodien, Hanaya & Rodriguez-Gómez, 2017). The significant role of civic education in fostering nation-building and social cohesion in relation to LO education, merited further exploration. This qualitative multiple-case study investigated teachers' experiences in understanding the democratic civic education framework at four schools in the Western Cape. It examined their approaches to teaching this component of the Curriculum and Assessment Policy Statements (CAPS) syllabus and the challenges that schools and teachers face in meeting constitutional expectations.

As an empirical study of Life Orientation (LO) teachers' experiences teaching CE in the selected schools, it provided a current report on their often-neglected voices, as described by Davids (2019), who also argued that curriculum is often determined and developed without teachers input. The interpretivist paradigm sought to expose the teachers' experiences, presupposing that, given the context of post-apartheid schooling, teaching could be understood as a set of pedagogically justifiable relations and interactions (Packard, 2017). Interpretivism emphasises the holistic analysis and interpretation of data, specifically the experiences of LO teachers navigating the complex subject of CE, as well as the interlinking of morals and values as pivotal determinants of social behaviour (Chapman, 2017:48, 50).

The research demonstrated that, despite the abstract nature of the CE-LO curriculum, teachers recognised the innovative and symbiotic relationship between translating instructional methods and addressing specific social issues relevant to their learners' lives. Real-world scenarios, such

as environmental activism and community-based projects, contributed to the epistemological understanding of CE by linking classroom practices to larger socio-political and global contexts. This actuality highlighted the necessity for interdisciplinary collaboration and teacher education as essential strategies to effectively bridge the gap between curriculum intentions and teaching practice.

My investigation of teachers' experiences with teaching CE and curricular reform benefited from the components of both story-telling and generalised event-based memories, guided by the 'learning theory' of Pedagogical Content Knowledge (PCK) as proposed by Shulman (1986). Findings indicated that teachers' identities significantly influenced their pedagogical teaching experiences, with their belief systems serving as foundational pedagogical anchors.

Furthermore, generational differences between teachers and learners have a significant impact on CE pedagogy, resulting in a shift from the traditional authoritarian role of the teacher to a more interactive and participative approach. The research also revealed a mismatch between curricular expectations and classroom practices, which often compelled teachers to rely on real-world experiential learning approaches, necessitating 'think-on-your-feet' adaptation. Chapter Four of this document presents the personal CE pedagogical experiences of these LO teachers, drawing from their interviews and classroom observations.

As an ardent community worker and educator, my ultimate goal as a researcher, was for this study to contribute to the educational development of policies and programmes that support teachers to empower learners to become proactive and engaged citizens in their communities. My deep sense of social responsibility drove me to make a positive impact by amplifying the voices of LO teachers as research participants, particularly when they are marginalised, unsupported, and disadvantaged.

As a result of my research, I aimed to address current issues in civic deficit presently apparent in CE by examining the pedagogical experiences of LO teachers and how socio-cultural factors influenced this aspect of teaching within the LO-CAPS curriculum (Seroto, 2012). I am passionate and committed to making a positive impact on learners and teachers, as well as collaborating with organisations to encourage civic engagement and proactive CE. Subsequently, the study sought to present a set of recommendations in order to implement an enhanced formal programme in CE.

1.2 BACKGROUND TO THE STUDY

Recent events in South Africa have highlighted the country's ongoing struggles with poor race relations and a lack of social cohesion. Following the constitutional court's judgement against former President Zuma's imprisonment for refusing to give evidence at the Zondo Commission (Mabuyane, 2021), the South African economy was dealt a severe blow, and the country experienced widespread mass looting of property and businesses. The Zondo Commission of Inquiry into State Capture, established in terms of section 84 (2) (f) of the Constitution, had previously noted that the former president's 'public defiance' warranted an appropriate sentence (Erasmus, 2021). The violent unrest that ensued is to be investigated by the South African Human Rights Commission. This incident, which primarily involved youth and even children, reflected poorly on South Africa's transition to democracy, casting doubt on the country's commitment to social justice and citizenship.

Notwithstanding these challenges, progress towards democracy in South Africa has been marked by various constitutional developments and future goals outlined in the National Development Plan Vision 2030 (NPC, 2025). The plan highlights the importance of national reconciliation in CE as a key driver of social cohesion and good citizenry. To address the issue, the South African government aims to promote CE in schools, with the ultimate goal of accelerating progress, deepening democracy, and building a more inclusive society (NPC, 2025). South Africa must leverage its political emancipation into economic well-being and ensure equal, quality education for all before the country can achieve these goals. The NDP Vision 2030 further emphasises the need for proactive citizens to realise their full potential and build societies where opportunity is determined by ability, civic education, and hard work rather than by birth (NPC, 2025). In this context, CE in the LO curriculum plays a crucial role in promoting social cohesion and good citizenry.

The LO-CAPS curriculum guides teachers to promote social cohesion in CE, but its implementation has presented several challenges. Although curriculum transformation aimed to redress the inequality of the apartheid regime, it has required significant work and development in the CE curriculum. The constitutional evolution of South African education after democracy in 1994, including the convergence of racially and ethnically based departments of education into one national department, has raised various curriculum challenges (Seroto et al., 2020). In retrospect, CE in the LO curriculum has historically been a low priority. The changes in the South African curricula, including the introduction of

Curriculum 2005 (C2005) in 1997, the Revised National Curriculum Statement (RNCS) in 2002, and the amended version of the National Curriculum Statement (NCS), entitled CAPS, phased in from 2012-2014 (DBE, 2011), have been formidably burdensome. The LO-CAPS curriculum presented a concise policy document for each subject, serving as a guide for teachers to teach and assess their learners.

Although the curriculum aimed to develop a compassionate, democratic society, the CE component was heavily content-driven and did not encourage civic participation (Schoeman, 2019). The values and principles outlined in CAPS aligned with the Constitution and included the following: social transformation; active and critical thinking; high knowledge and high skills; progression; human rights; inclusivity; environmental and social justice; and valuing indigenous knowledge systems (DBE, 2011).

The cross-integration of underlying social issues within the curriculum posed a significant challenge for teachers. The purpose of CAPS for each approved school subject was to instil in learners, regardless of their socio-economic background, race, gender, physical ability, or intellectual ability, the knowledge, skills, and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country (DBE, 2011). This study aimed to investigate the status quo of the delivery of the much-needed subject of CE in secondary schools in the Western Cape.

CE, as part of the LO-CAPS curriculum, primarily covered the topic of ‘constitutional rights and responsibilities’ in Grades 7 to 9, referred to as the 'Senior Phase.' The compulsory South African school education system consisted of nine years, divided into three phases: Foundation Phase (Grades R, 1–3), Intermediate Phase (Grades 4–6), and Senior Phase (Grades 7–9), followed by Further Education and Training (FET) (Grades 10–12). This study sought to examine CE within the LO subject in the Senior and FET phases, where learners were expected to understand the topic of constitutional rights and responsibilities through the concepts of (i) human rights violations, (ii) types of violations, and (iii) counterstrategies to violations of human rights (German, Randel & Ewing, 2013).

As stipulated in the NCS, ‘Helping teachers unlock the power of the NCS’ (DBE, 2011), the relevant CE content in LO is as follows:

Table 1.1: Content of CE-LO

	Grade 7	Grade 8	Grade 9	Grade 10 -12
Constitutional Rights and Responsibilities	Human rights as stipulated in the South African Constitution	Nation-building Human rights violations Cultural diversity	Issues relating to citizens' rights and Responsibilities Constitutional values	Responsible Citizenship

The concept of nation-building in the LO curriculum of the Senior and FET phase was allocated a restricted time of one hour per week, which was further divided between four other topics, leaving the time allocation for constitutional rights and obligations in conjunction with the CE curriculum content to be mediated by the teacher's value judgement. Teachers were expected to be empathic mentors, accountable for encouraging and motivating learners in an altruistic process that embraced the past as well as the future and defended social justice as participants of active citizenship. One of the factors to consider was the struggle of the apartheid era's past, which continuously impacted both teachers and learners in democratic South Africa.

Fataar (2019) noted that teachers required assistance, as they complained about the lack of support in developing a pedagogical curriculum that would enable learners to develop cross-cultural competence. The increasing incidents reported in the media, including the recent unrest, suggested that constant assessment and scrutiny of the curriculum were necessary in CE. This dilemma remained that the role of the teacher should consistently be supported by a well-defined curriculum to ensure that policies were implemented and understood. Schoeman (2019) confirmed that curriculum policy documents regarding CE lacked cross-cultural competence and conceptual clarity, and policies did not translate themselves into experiences in societies.

The policy of Norms and Standards for Educators (NSE) outlined the various roles of teachers (DoE, 2000b), and this study focused on how it influenced LO teachers' pedagogy concerning the CE curriculum (DoE, 2001). In the South African educational context, teachers needed to deal with countless complex societal issues that they confronted on an almost daily basis, as reported by the participants of the public schools in the study.

Davids (2019) argued that the lack of understanding of the tragic enormity of the apartheid past would continue to feed into the psyches of both teachers and learners alike. This research aimed to investigate the LO teachers' experiences of understanding CE, how they taught CE, and then measured it against constitutional expectations. In addition, it aimed to formulate recommendations, based on the findings of the study, seeking to address the thesis problem (see later 1.4) through CE in the LO-CAPS curriculum to enhance the country's sense of social cohesion and nation-building for a democratic post-apartheid South Africa.

1.3 RATIONALE FOR THE STUDY

Consequently, due to the lack of social cohesion in nation-building, South African schools needed to play a significant role in preparing future citizens through education. An essential aspect of CE was to prepare learners to live in a multicultural, democratic society that required certain skills and knowledge. An active, successful citizen could thus be defined as an individual who sought to build a better society democratically by promoting unity in diversity and defending social justice. Seroto (2012) argued that CE should promote social justice, even when the actions of citizens violated, challenged, or dismantled existing laws and structures.

Recent research indicated that the unrest and violations of law in South Africa in 2021, as portrayed by the media, which caused mayhem and destruction, even resulting in loss of lives, contributed to a civic deficit (Mabuyane, 2021). Poor race relations would seemingly deteriorate if left unchecked, while South Africa required rebuilding to foster cohesion in society. Compounding matters further, the ongoing violence related to xenophobia since May 2008 revealed disturbing signals, such as the number of South Africans preventing migrants from operating businesses (Crush, Ramachandran & Pendleton, 2013). These individuals expressed readiness to remove migrants violently and intended to take action to prevent migrant families from enrolling their children in the same schools as their own (Crush et al. 2013). Problematic issues such as social cohesion and respect for other cultures could be addressed through how teachers implemented the CE curriculum, as well as their cognitive and pedagogical content knowledge, which could then be evaluated against constitutional requirements.

Although numerous studies, such as the apathy of LO teachers reported by Arendse and Smith (2019), and the deficiencies in the curriculum regarding social cohesion in CE, suggested solutions for democratic education in South African schools, a lack of empirical evidence on

the subject remained. Additionally, Schoeman (2019) highlighted that the CAPS curriculum content misaligned with the deeper understanding of CE that teachers had in the subject of LO. Education in post-apartheid South African schools, therefore, carried an obligation for transformation, necessitating a continuous reformation of the curriculum, particularly in CE, to guide the youth as creative, active, democratic citizens who uphold social justice.

In South Africa, a lack of nation-building in CE undermines social cohesion. A cohesive society, according to Sayed et al. (2017), could only be achieved if inequality were eliminated, allowing citizens to develop shared goals and improve living conditions for all. Effective citizenship socialisation occurs when individuals living within a state embody its fundamental values and symbols (Banks, 2015). These individuals then acquire allegiance to those values and are willing to take action to actualise national values and protect and defend the country when it is endangered (Banks, 2015).

My ontological position as a community worker and teacher is one of concern regarding poor race relations in CE related to nation-building. The transformation from the inequalities of apartheid education to the new democracy, along with its negative repercussions exposed in the South African media, presented many challenges. My interest lies in the investigative process concerning LO teachers and their experiences directed toward improving the teaching of CE. Ontology, as defined by the researcher Crotty (2020), encompasses the reality of the kind of world we live in. Guba and Lincoln (1989:83) stated that ontological assumptions respond to the questions, ‘How do we know this?’ or ‘What is the state of the truthfulness of reality?’

The reality that drives this study is that impaired social cohesion and socio-political challenges impact education – especially CE/LO education. Thus, an attempt must be made to improve CE to enhance citizenry within the educational framework as recommended in the National Development Plan Vision 2030 (NPC, 2013). Social cohesion, regardless of context, revolves around active citizenship, community involvement, education, and practice (Osler, 2013). Research instead has revealed a lack of knowledge and understanding among LO teachers to inform, educate, and empower active citizens to contribute meaningfully to democratic processes, such as law-making and oversight (Arendse & Smith, 2019).

Since 1994, teachers have been subjected to numerous changes in curriculum policies, as previously mentioned. Considering their multicultural environment and the inundation of

administrative work, it has become evident that teachers are in desperate need of support when it comes to teaching CE in South Africa's new democracy (Fataar, 2019). Given the empirical research and my personal experiences and observations that inform the rationale for this inquiry, there is a need for a study to explore teachers' experiences in understanding CE, investigating how they teach the LO-CAPS curriculum, and evaluate it against constitutional requirements.

1.4 STATEMENT OF THE PROBLEM

Teachers' pedagogical experiences in teaching CE within the CAPS curriculum could have contributed to fostering proactive citizenship, mending society by promoting social cohesion and addressing poor race relations. After three decades of democracy, South Africa still grapples with a fragmented society and a weak sense of citizenship, characterised by toxic race relations as portrayed by the media. Constitutional initiatives expected the educational sector to play a pivotal role in CE by developing learners into active and meaningful citizens. However, scholars such as Schoeman (2019), Davids (2019), and Arendse and Smith (2019) have highlighted underlying issues, including deficiencies in the LO curriculum, teacher apathy, and a lack of understanding of civil law, all while considering the collective cultural identities of teachers. This indicated that substantial work needed to be done to foster nationhood and social cohesion within the LO-CAPS curriculum of South African schools.

The foundations of social cohesion in nation-building values and attitudes underpinning democracy in the Constitution encourage participative citizenship; therefore, robust research is necessary to reinforce curriculum policies (RSA, 1996). My argument is that to encourage active citizenship, revisiting teaching practices alongside curriculum reform, should be considered essential for advocating effective CE as a crucial support for the country's democracy. Davids (2019), in research on CE, claimed that teachers in public schools either lacked awareness of the principles of CE or simply omitted them from their teaching. She raised the question of whether teachers were prepared to teach and promote the principles of CE (ibid).

The areas of concern in this study included (i) the need to explore teachers' experiences of understanding the democratic CE framework in the LO curriculum of South African schools, (ii) teachers' pedagogical experiences in teaching this aspect of the CAPS syllabus, and (iii) their challenges in meeting constitutional expectations. CE proved successful when individuals

born within a nation accepted and were willing to take action to actualise human rights and values, promote social cohesion, and protect and defend their country (Banks, 2015).

At the heart of these challenges is the role of teachers as civic role models and facilitators of social change. Many LO teachers view themselves as agents of transformation, striving to empower learners with the tools necessary to critically engage with issues such as inequality, corruption, and human rights violations. However, their ability to fulfil this role is often hindered by a lack of professional development, inadequate support for interdisciplinary collaboration, and an education system that prioritises assessment over inquiry-based learning. The study aimed to unpack how teachers' cultural backgrounds and experiences shape their understanding of CE pedagogy and how these understandings encourage learners to adopt certain perspectives or values associated with meaningful citizenship.

1.5 RESEARCH QUESTIONS

Against the backdrop of South African constitutional imperatives for social cohesion in the LO-CAPS curriculum, the main research question for this thesis is: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape?*

The following sub-questions were formulated to support the main question:

1. *How do teachers teach CE, and*
2. *Why do they teach the way they do?*

1.6 AIM AND OBJECTIVES OF THE STUDY

This study aimed to improve the teaching of CE in the LO-CAPS curriculum in South African schools and to contribute to social cohesion and nation-building in a democratic post-apartheid South Africa.

Thus, the objectives of this study are:

1. To understand the relationship between teachers' identities and CE pedagogy in the LO-CE component of the CAPS curriculum;
2. To clarify factors affecting how teachers understand and implement the LO-CE component;
3. To investigate how their pedagogy affects their reasons and motivation for teaching the LO-CE subject,

4. To evaluate to what extent these pedagogical perspectives promote social cohesion in CE.

1.7 PRELIMINARY LITERATURE REVIEW

This section presents a preliminary review of the literature, providing a brief explanation of concepts and themes regarding the scarcity of studies on CE within the Life Orientation-CAPS curriculum. This discussion is expanded upon in Chapter Two, which is divided into Section A and Section B.

CE is considered a foundational aspect of democratic societies; however, its integration into the Life Orientation (LO) curriculum remains underdeveloped (Schoeman, 2019). This shortcoming raises questions about the effectiveness of CE in equipping youth with the knowledge, skills, and values necessary for proactive citizenship. The literature in Section A examines multiple aspects of CE, acknowledging that the evolutionary process in education did not negate the presence of challenges. Section B provides the conceptual framework for analysis. The thesis drew on previous research conducted by scholars and built upon existing data by probing and illustrating issues related to the CAPS curriculum, specifically concerning the content of Life Orientation (LO), policies, pedagogy, and the social contexts of the schools selected for the study. In seeking to attribute meaning to the study, this qualitative, emergent research aimed to investigate teachers' experiences of understanding the democratic CE framework within the South African LO curriculum. It focuses on their pedagogical experiences of teaching this aspect of the CAPS syllabus and their challenges in meeting constitutional expectations, with the explicit purpose of advancing new knowledge.

1.7.1 The Neglected Field of Citizenship Education

As previously mentioned, scholars have found that more empirical research was needed in South African schools to identify the gap between curriculum expectations and classroom practice, specifically concentrating on social cohesion in CE (Sayed et al., 2017). Schoeman (2019) pointed out that the LO curriculum is too abstract and requires greater integration with social and practical issues to encourage active civic participation. This potential solution was reflected in her recommendation that teachers needed knowledge and curriculum guidance in promoting human rights and social cohesion within CE.

Davids (2019) argued that teachers lacked knowledge regarding the principles of CE and asserted that CE required a new approach applicable to administrators, governing bodies, and officials, including policymaking involving teachers. Her study was limited in scope and could have been more solution-oriented. Additionally, she posited that the CAPS curriculum did not sufficiently consider teachers' cultural identities, which remained largely unexplored (ibid). This highlighted the importance of conducting an empirical study on teachers' experiences, their understanding of CE, the application of their pedagogical content knowledge, and the evaluation of curriculum implementation against constitutional expectations. The following section examines the constitutional expectations placed on the Life Orientation curriculum and the challenges it faces.

1.7.2 Constitutional Expectations and Curriculum Challenges

The South African Constitution emphasises democratic participation, human rights and social justice. However, the LO curriculum does not always align with these expectations in practice. Studies indicate a gap between curriculum expectations and classroom realities (Arendse & Smith, 2019). Key challenges include that the LO curriculum does not provide adequate content about the institution of Parliament, but it does provide some content on democratic structures through public participation activities (DBE, 2011).

Arendse and Smith (2019) argue that it is, therefore, the school's responsibility to select a democratic structure for teaching citizenship. However, identified challenge ranges from curriculum rigidity, and a deficiency of educational materials, to a lack of strong civil society interest, and participation in democratic processes (Arendse & Smith, 2019). Their research suggests that teachers lack knowledge of CE and understanding of Parliament as a key democratic, participatory institution, and in addition, the content of LO is mismatched with its aims and outcomes of CE (Arendse & Smith, 2019).

The LO curriculum contains five topics in Grades 7 to 11: Development of the self in society, Health, Social and Environmental Responsibility, Constitutional rights and responsibilities, Physical Education, and the World of Work. These topics are interrelated and interlinked because of the holistic nature of the subject. The curriculum further states that the time spent on a specific topic can vary and should not be used as a measure of the importance of the topic. In this study of CE, the focus is on the sub-topic of social cohesion in nation-building concerning *constitutional rights and responsibilities*.

LO is central to the holistic development of learners. It addresses skills, knowledge, and values for the personal, social, intellectual, emotional, and physical growth of learners, and is concerned with how these facets are interrelated. LO guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society (DBE, 2010b).

Nation-building is an important sub-topic within the subject of Life Orientation (LO), specifically under the theme of ‘constitutional rights and responsibilities,’ aimed at developing learners into meaningful citizens. In this context, nation-building could be described as the effort to forge a single nation among all South Africans despite its divided past, which was characterised by racial and ethnic diversity (Mathebula, 2009). A pertinent question that needed to be asked was how schools contribute to encouraging social cohesion concerning nation-building within CE. Giroux (1995) stated that citizenship is complex and functions as a historical contract, facilitating broad social and economic inclusion between the individual and the state.

The Manifesto of Values and Education calls for the provision of opportunities for civic engagement by establishing a civil space for learners to explore the diversity that enriches society (DoE, 2001a). Educating individuals to become democratic citizens requires that their cultural, ethnic, linguistic, and religious commonalities be considered (DoE, 2001a). Democracy represents rule by the people and, in this study, could be defined as participatory engagement in civic law, where individuals could participate in decisions affecting their communities.

The value of democracy espouses social justice, equality, non-racism, non-sexism, Ubuntu (human dignity), an open society, and accountability (Davids, 2019). Furthermore, CE in the LO curriculum was found to be deficient in promoting dialogue and failed to encourage the expression of diverse opinions in South African schools (Seroto, 2012). The principles of the rule of law, respect, and reconciliation were specifically designed for teachers to embrace in pursuit of the Manifesto on Values in Education, as agreed by Waghid (2009) and cited by the Department (DoE, 2001b:3). In this context, teachers are expected to be leaders in their knowledge of CE content and, more importantly, in teaching the importance of understanding democracy in South Africa. While curriculum challenges are significant, the role of teachers in navigating these challenges remains equally critical.

1.7.3 The Role of Teachers and their Cultural Identities

Teachers play a pivotal role as civic models, influencing learners' perceptions of citizenship and democracy (Sayed et al., 2017). This means that teachers should encourage intrinsic motivation and altruism in their learners and assist them in broadening their outlook and respecting others in South Africa's multicultural society as engaging citizens. Additionally, South African teachers ought to become active participants in an educative process, informed by democratic citizenship so that their collective cultural, and social identities may be recognised by their learners (Davids & Waghid, 2015). There is a definite need for ongoing professional development to support teachers with effective pedagogical strategies.

The Parliament of the Republic of South Africa plays a major role in promoting active CE in ensuring that democracy is firmly entrenched in education; however, constitutional expectations may not be met, according to Arendse and Smith (2019). Their study was useful in the context of LO and their findings included the fact that there is apathy among teachers who teach CE (Arendse & Smith, 2019). The multi-faceted role of LO teachers ought to enrich the lives of learners, not as passive transmitters of received knowledge, but as problem-solvers. It is worth noting that teachers should be optimally informed and kept up to date with current social issues, democratic human rights, and building a cohesive society.

According to an ardent scholar of cultural identity – one such as Hall (2014), socio-cultural factors play a significant role in teachers' social identities and could impact their perspectives and understanding of CE. Hall (2014) postulates that instead of thinking about identity as an accomplished fact, we should think of identity as a production that is always changing and is never complete; it is always in process. In the apartheid era, the importance of including teachers as participants in the citizenry of the state was not considered a priority, thus these historical disparities of cultural identities have manifested in South African schools (Bryant, Berry & Cevik, 2018).

It is a universal truth that teachers are the vital force of every school a theory which, by import, means that their worldview is highly influential in the ecosystem of education. Haynes (2009) documents how Australian schools sought to develop different views of patriotic CE through history teaching. However, the boundaries within which teachers and schools may safely operate are not clear and subject to contestation. Merry (2007) takes the view that educating for civic awareness and communal responsibility seems both wise and necessary if we are

serious about fairness, and equal opportunity, but also social stability. Notwithstanding, a more general view, is the way teachers, textbooks, and schools seek to inculcate their own experiences of teaching CE, and how they interpret their cognitive pedagogic understanding?

Active citizenship and social activism are necessary for our new democracy to flourish, and recent studies have revealed that LO teachers have a very limited understanding of parliamentary processes in South African schools (Arendse & Smith, 2019a). That said, however, LO teachers are faced with many changes in the post-apartheid education system culminating in the transformation criteria in the CAPS curriculum and loading them with extra administrative work. These mandatory tasks consume precious time which prevents teachers from addressing socially problematic civic issues and sharing their views on the necessity to augment a democratic citizenship agenda (Fataar, 2019).

LO teachers are expected to teach learners strategies of CE which require specific knowledge, skills, values, and attitudes so that they can make positive civic contributions to societies. Importance should be attributed to LO teachers, as poor race relations in South Africa justify the need for highly trained and specialised teachers, teaching CE, especially because they are expected to contribute to the holistic development of learners. Integrated subject, content knowledge, and teacher experiences are central to considering optimal pedagogy, regarding LO teachers, but they then need to be trained to teach LO (Pillay, 2016).

As previously mentioned, for individuals to become democratic citizens, interrelated elements are required in their collective identity, that is, privileges of membership, social rights, and benefits (Benhabib, 2002). This collective identity is only possible if people are taught to respect differences share religious and cultural commonalities and describe how civil spaces are established for democratic citizens (Davids & Waghid, 2015).

Even though CE is not a formal, blueprint of curriculum or a subject compelling strict conformation to a set of guidelines, teaching CE is influenced by a teacher's cultural identity (ibid). Learners and teachers cling to their cultural identities and learners leave school without understanding the concept of nation-building nor assimilating the values of democracy and human rights (Davids, 2022). After randomly questioning some learners, they responded with answers such as nation-building is a braai day on Heritage Day, and supporting soccer, Football Association Cup Final, and sports games, thus indicating their lack of understanding.

1.7.4 Citizenship Education Curriculum Implications

Overall, it can be stated that although teachers are required to teach social cohesion in nation-building and are now prioritised and acknowledged as part of history, they continue to face challenges related to the transitional processes in CE from apartheid to the new democracy in South Africa (NPC, 2013). This study, therefore, proposed that it is essential for education to address this significant issue in an attempt to identify the gaps within the emerging themes of curriculum issues presented in this study. The LO-CAPS curriculum concerning citizenship could be more effectively integrated with current social issues, teachers' multicultural identities, and teachers' understanding of the pedagogy of CE while evaluating this against constitutional expectations.

The problem of poor race relations referred to previously, is serious and needs urgent consideration as social cohesion in nation-building can seemingly deteriorate. The gap in research could be examined empirically in this study to question teachers' experiences of CE with regards to CAPS, how they teach, and why they teach the way they do and evaluate this against constitutional expectations. South African LO teachers need major support in deep professional change and extensive curricular reform, as this is considered essential for the cultivation of a democratic country (Mnguni, 2018). Teachers' experiences and narrative dialogue can open space for active CE. Thus, there is a need to research and investigate how to improve the current curriculum so that it contributes to the process of social cohesion in nation-building.

Davids (2019a) argues that these values should be taught in a way that will bring the principles of the Constitution to life in the classroom, despite her claim that it remains doubtful whether teachers in South African schools are adequately capacitated to be teachers of democratic CE. She then questions whether they are prepared to display a willingness to accept change, and asks the question of how prepared teachers are to teach and cultivate the principles of democratic CE. Paradoxically, Sayed et al. (2017) assert that teachers cannot be held responsible for changing social cohesion.

There is a paucity of studies focused on how to teach CE in the LO-CAPS curriculum, thus guiding teachers. But Sayed et al. (2017) claim that social cohesion initiatives must recognise that the lives of teachers are firmly interconnected with the broader network of relationships in which they participate, and they can only be productive if policies that define their everyday

lives are better problematised. The curriculum documents need reformation and reconstruction as times change and contexts fluctuate. Banks (2015) mentions that CE is transformative, which means that civic actions and engagement should be designed to actualise values and principles to enhance human rights.

The suggestive, emerging themes of the relationship between teachers' identities and CE pedagogy, curriculum misalignment, diverse CE pedagogical approaches, the transformative role of LO teachers and teachers' perceptions of global citizenship education are explained in Chapter Four. These themes are analysed and discussed as findings in the final chapter. CE is taught mainly in the LO curriculum to develop beneficial social interactions such as respecting others' rights and values, encouraging social cohesion, and defending social justice.

To address the existing situation of poor race relations and a lack of social cohesion, Seroto (2012) underscored that CE should have promoted social justice even when the actions of citizens violate existing civil laws and structures, as noted. Current literature underscores the importance of CE but fails to address the practical challenges South African teachers face in implementing it effectively. This study aims to bridge this gap by exploring teachers' perspectives, the role of Global Citizenship Education (GCE), and the impact of generational shifts on CE in LO classrooms.

1.8 RESEARCH METHODOLOGY

Research methodology aims to help researchers understand the process, and not the product, of their questions (Cohen, Manion & Morrison, 2020:62). To understand the complexity of CE, this explorative inquiry was informed by a qualitative approach which investigated issues related to teachers' experiences and understanding of CE, as well as their curriculum implementation. Subsequently, the study measured these factors against constitutional expectations. The motivation for choosing a qualitative approach stemmed from the belief that the method would facilitate a deep understanding of citizenship and uncover the subjective categories that constitute teachers' experiences of teaching and understanding CE.

1.8.1 Research Approach and Design

In this study, I opted to utilise qualitative approach and, as recommended by Hancock, Ockleford and Windridge (2001). The qualitative approach utilises a variety of methods to obtain data and information. In-depth interviews with LO teachers were the primary research

method. The methodology was grounded in the interpretivist paradigm, which sought to determine whether LO teachers possess knowledge of constitutional rights and responsibilities that are relevant to the LO curriculum, examine how they implement the curriculum, and ultimately assess this implementation against constitutional recommendations. The foundation of qualitative research lies in the interpretivist approach to social reality, which involves describing the lived experiences of human beings, and in this study, the focus was on the experiences of LO teachers.

Mouton and Wildschut (2005:109) also writes:

Interpretation involves the synthesis of one's data into larger coherent wholes. One interprets (and explains) observations or data by formulating hypotheses or theories that account for observed patterns and trends in the data. Interpretation means relating one's results and findings to existing theoretical frameworks or models and showing whether these are supported or falsified by the new interpretation. Interpretation also means considering rival explanations or interpretations of one's data and showing what levels of support the data provides for the preferred interpretation.

1.8.2 Multiple Case Study Design

As stated by Yin (2009), multiple case study designs involve the replication of more than one case study to confirm emerging constructs and unearth complementary elements within the same methodological framework. In this study, the four schools, along with their LO teachers, were each treated as distinct case studies, a replication recommended by Yin (2009). Furthermore, Yin emphasises that single and multiple case study designs should be viewed as variations within the same methodological framework, rather than as distinctly different approaches. In this context, a case is defined as a phenomenon occurring within a bounded, specified context, serving as one of the units of analysis (Stake, 1995; Yin, 2009).

The methods associated with a multiple case study design involve systematically gathering comprehensive information about a social setting, event, or group, thereby enabling the researcher to gain a deep understanding of how the group operates (Yin, 2009). Case studies are particularly valuable when addressing 'how' and 'why' questions, especially in situations where the behaviours of those involved in the study cannot be manipulated. While Walsham

(1995) supports interpretive in-depth case study research, Yin (2009) expresses reservations about this approach as interpretation could be biased (Yin, 2009).

Working within the interpretivist paradigm, which acknowledges that people have subjective and unique experiences of the world (Gichuru, 2017), I sought to understand the meaning that teachers attach to understanding CE, and how the curriculum makes provision for the implementation of this complex aspect of CE in LO. The interpretivist approach does not focus on independent and dependent variables, but rather on human experiences and sense-making within their circumstances. The four case studies selected for investigation, produced rich and meaningful data for analysis and application of the conceptual framework.

1.8.3 Research Setting and Sampling

The study was conducted in the context of four selected secondary schools in the Western Cape, comprising of two independent schools and two public schools. Purposive sampling methods were employed to recruit information-rich participants relevant to the study. The sample consisted of four Heads of Departments (HoD) and approximately sixteen to twenty LO teachers. The four selected schools in the Western Cape were registered with the Western Cape Education Department (WCED). (See Appendix B).

1. Fairdale High School is situated in a semi-rural area and is a public, secondary school.
2. Grassland High School is a public, secondary school situated in a sub-economic urban area.
3. Two Seas High School is an independent secondary school located in an urban area.
4. Orion High School is an independent, secondary school situated in an urban area.

To maintain the confidentiality and anonymity of the participants, pseudonyms were used to protect the identity of the schools and teachers. However, as the researcher, I could not control discussions that happened outside the interviews. Nevertheless, this approach was deemed essential to ensure the integrity and reliability of the findings.

The rationale for selecting these schools was to ensure that the sampling of teachers would be sufficiently broad to yield key-rich informants, thereby benefiting the veracity of the study. Two independent schools were selected for this study: one situated in a semi-rural, socio-economically disadvantaged area, and the other in an urban, middle-class environment. Furthermore, the two public schools chosen for this study have a high percentage of Black

learners. In a comprehensive, descriptive, narrative portrait, a brief history of these schools will be presented, in line with the approach advocated by Creswell (2013), to describe their mission and environment, and to examine whether their cornerstones align with democratic citizenship.

1.8.4 Sampling

The target population consisted of secondary school teachers, with the chosen sampling frame limited to LO teachers relevant to the study, employing the purposive sampling method. Babbie (1979) recommends purposive sampling in conjunction with interviews as the best option for qualitative field research. Patton (2001) noted that the logic and power of purposive sampling lies in selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal regarding issues of central importance to the purpose of the research.

Sample selection consisted of: sixteen LO teachers in the Senior and FET phase as an approximate figure, dependent on availability. I elected to use interviews to investigate the Senior and FET Phase LO teachers' experiences in Western Cape schools regarding CE pedagogy. The criteria for this selection prioritised LO teachers of the Senior phase from all four schools, as this was relevant to the study. Each school principal was also interviewed to provide additional background information on CE. The research instrument consisted of open-ended questions in an interview-administered questionnaire influenced by the emergent qualitative approach. Before face-to-face interviews, I sought consent from the principals to address the LO teachers at each school to introduce and clarify my topic under study, to make them comfortable, and to explain my reasons for the study (Freitas, Oliveira, Jenkins & Popjoy, 1998).

The interview questions were piloted with three respondents drawn from the key informants of LO teachers to test its appropriateness and relevance to the study, marking the beginning of the data collection process. Glesne (1997:202-221) notes that: "The idea [of a pilot] is not to get data per se but to learn about your research process, interview questions, observation techniques, and yourself." After interviewing the pilot respondents, I asked their opinions on the relevance, clarity, and length of the interviews. I also asked them to be critical as that was an opportunity to consider revision of the existing questions or introducing new research questions. (See Appendix: F).

1.8.5 Data Collection

Data collection involved three strategies:

- Face-to-face semi-structured interviews
- Class observations
- Document analysis

1.8.6 Data Analysis and Interpretation

The process of transcribing recorded interviews and identifying emerging patterns of similarities was initially conducted manually to assist in the interpretations presented in the findings. De Vos (2005) suggests that data analysis in qualitative research is eclectic and that there is no correct or incorrect way to analyse data. Data was conceptualised thematically, once raw data were collected, synthesised, analysed, and coded. Followed by reading and re-readings of these transcriptions, I was attentive to often repeated words, concepts, expressions which I highlighted and coded. These were subsequently grouped on the emergence of clear patterns and meanings, which were developed and refined into themes. Mouton and Wildschut (2005:180–181) wrote that:

Ultimately, all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, experimental recordings, historical and literary texts, qualitative transcripts, or discursive data. The analysis involves breaking up the data into manageable themes, patterns, trends, and relationships. The analysis aims to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs, or variables, and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data.

Various documents were examined such as:

- National Curriculum Statement: Curriculum Assessment and Policy Statement, Department of Basic Education (DBE, 2011) regarding CE.
- The National Policy Framework for Teacher Education and Development in South Africa (DoE, 2006), for constitutional civil rights.
- Teacher content material (lesson plans) in the subject of LO regarding CE.

The policy documents created a framework for understanding teachers' experiences with CE in secondary schools and guided the content knowledge and pedagogical approaches outlined in these policies. By employing a variety of methods, the policy documents offered 'methodological pluralism' (Cohen et al., 2018). Answering the research questions in this study entailed using different methods of data construction, specifically through the study and analysis of LO teachers' experiences with CE and the scrutiny of curriculum policy documents related to LO.

The resulting coded data provided possible explanations for the primary research question, as well as descriptions. Interpretation involved synthesising the data into larger, coherent themes. Based on the transcripts reflecting the participant's responses to the research question. I also decided to use triangulation alongside thematic data analysis.

Triangulation arose from an ethical need to confirm the validity of the methodological processes. It was achieved by using multiple sources of data (Yin, 2009). Theories were borrowed to assist in data analysis, which consisted of: (i) teachers' perspectives on CE, (ii) documents and policies related to CE, and (iii) implementation of the curriculum. Triangulation is an approach that utilises multiple data sources, informants, and methods—for example, interviews, participant observation, and member checking—to gather diverse perspectives on the same issue and gain a more complete understanding of the phenomena (Yin, 2009).

1.8.7 Credibility, Transferability, Dependability and Confirmability

According to Guba (1981:83-8), qualitative research works mainly with trustworthiness, and he states that it is important to use "a naturalistic paradigm for inquiry when working towards achieving trustworthiness". When considering issues of credibility, it is important to recognise "the bewildering array of interlocking factor patterns" so that they can be seen in their entirety. This enabled me to study phenomena more holistically by taking steps to consider their many complexities and their understanding of CE. The teachers' statements were grouped into thematic chunks to assist in concept development before data analysis.

Transferability acknowledges that nearly all social and behavioural phenomena occur within a context, while dependability recognises that because phenomena will have different realities, there is a need to allow for a certain measure of instability in the data (Guba, 1981). Generational differences between teachers who qualified before and after the apartheid era impacted teachers' understanding and implementation of CE. The social contexts of public and

independent schools were considered crucial concepts. Confirmability examined how the data and its interpretations could be verified. There were various methods proposed by Guba to achieve these four requirements, of which I would use the following:

- member checks
- peer debriefing
- triangulation
- thick descriptions
- reflexivity

1.8.8 Research Ethical Considerations

Participants were advised that they would remain anonymous, as pseudonyms would be used instead of details that would identify them as research participants. In this way, names and titles were not reported in the study. Before the interviews, each interviewee was allowed to ask pertinent questions of concern. Written transcriptions were returned to participants for verification and to check on the accuracy of reporting. The face-to-face in-depth interviews were conducted as conversations; therefore, there was no foreseeable risk of physical, emotional, or psychological harm to participants in the study (See Appendix E).

Informed consent refers to the right of individuals to voluntarily decide to participate in the study and to be informed of the facts that would influence their decision to opt in or not (Cohen et al., 2018). The participants were fully informed about the study through documentation and that information was reinforced verbally to ensure complete comprehension, and they were asked to sign consent forms. All information regarding the participants and the schools where they worked was kept anonymous, and any links between the individuals' pseudonyms were maintained ensuring confidentiality. The schools in the study signed consent forms, and I submitted these to the Western Cape Education Department (WCED) on their research portal (See Appendix D).

Finally, before the study, an application was submitted to the University Research Ethics Committee for compliance, ethical clearance, and informed consent to research the schools. Ethical and legal compliance protects the rights of all participants and allows them to withdraw at any time during the study without any penalty (See Appendix A).

1.8.9 Limitations and Delimitations of the Study

The limitations of this study included the availability and contributions of the participants. Sample bias could have occurred when participants answered open-ended questions truthfully. The perceptions of teachers from various socio-economic backgrounds influenced their responses to the questions. Additionally, facilitator bias posed a limitation in face-to-face interviews, particularly since I had to remain objective, as dominant personalities could have affected the discussion either positively or negatively.

Regarding the delimitations of the study, the scope was confined to the LO teachers of the Senior and FET phases in four schools in the Western Cape. The investigative process centred on teachers' experiences of CE while respecting the norms of the situation through an empathetic understanding of the participants' views, thereby eliminating potential bias. I practised reflexivity by maintaining an audit trail through field notes for member-checking and continuously introspected during the interviews to ensure that my assumptions and understanding of CE and its goals aligned with those of the LO teachers.

1.9 KEY CONCEPTS

For the purpose of this research, clarification of key terms is given to ensure that the explanation and definition of terms provides a background relevant to the study.

Citizenship Education - responsible social behaviour and respect for human life, and property, and abiding by the values/principles of the state.

Critical Pedagogy - encourages transformation in an oppressive situation.

Curriculum Assessment and Policy Statements - is the national curriculum framework implemented in South African schools. It was introduced in 2012 to standardise and streamline the curriculum across all grades and subjects. CAPS provides clear guidelines on what teachers are expected to teach and assess in each subject for each grade, offering structured lesson plans, content outlines, and assessment criteria.

C2005 - Curriculum 2005 was probably the most significant curriculum reform in South African education of the last century.

Pedagogical Content Knowledge - Shulman (1986) describes Pedagogical Content Knowledge (PCK) as a type of knowledge that is unique to teachers and is based on the way teachers relate their pedagogical knowledge to their subject matter knowledge and how they teach it.

Poor Race Relations – evidence portrayed in media indicates that racism, toxic violence and xenophobia is prevalent in South African societies and much work needs to be done.

Life Orientation Curriculum – the subject of citizens' role and responsibilities needs reform as it should be integrated with societal problems to inculcate learners to become active, participative citizens.

Life Orientation Teachers – dynamic teachers with professional curriculum pedagogical content knowledge, integrating social issues in Citizenship Education (CE), inspiring learners towards holistic development, and preparing them to face the challenges of life after school

Social Cohesion – South African schools need teachers to be role models of social change agents cultivating a good moral code to develop shared goals.

South African Schools – Research suggests that there is a general apathy in teachers' civil interest and participation in democratic processes, and the state places a responsibility on schools to select appropriate CE instruction.

1.10 CHAPTER OUTLINE IN THE STUDY

Chapter 1: Introduction and Background to the Study

The introduction included the background and motivation for the study. Social transition in the post-apartheid era created a significant shift in teachers' understanding of CE as they became participants in the new democracy. In the National Development Program Vision 2030 policy, teachers were granted status as part of the new nation, gaining access to full citizenship. However, the shift from apartheid to democracy proved challenging, and transformation required a paradigmatic change. The primary challenges revolved around how the curriculum provided for the teaching of CE within the framework of Curriculum and Assessment Policy Statement (CAPS) and how LO teachers implemented this aspect of the curriculum. To fulfil the purpose of this study, an emergent qualitative approach was proposed to advocate for new

knowledge, attempting to investigate and identify the gap between curriculum expectations and practice while contributing to the improvement of CE in the subject of LO.

Chapter 2: 'Section A' Literature Review

Social cohesion in nation-building, regarded as a prerequisite for CE, is explored, and previous studies are documented to provide a background for this inquiry. The emerging themes deemed important indicated that the curriculum should be integrated with current social issues, teachers' multicultural identities, and their understanding of the pedagogy of CE. These themes highlight the purpose of this essential research in LO. The study reviews the changes in the South African educational curriculum from apartheid to democracy, focusing on the shift from teachers' non-participation in state politics to engagement in the new democratic context.

This study traces some of the critiques of scholars' research concerning the CE deficit in South African schools. The thesis also elaborates on the threats to nationhood, such as the current unrest and violence that ripples through the country as a revelation to the fact that there have been few changes in South Africa, since democracy. The research aims to improve the teaching of CE in the LO-CAPS curriculum to enhance the country's sense of social cohesion and nation-building for a democratic post-apartheid South Africa.

'Section B' The Conceptual Framework

The theoretical background is elaborated upon by referring to Shulman's learning theory, focusing on understanding the strategic PCK of Shulman (1986) and integrating it with Paulo Freire's transformative Critical Pedagogy (CP) theory (1970). The discussion and analysis address curricular knowledge and its associated materials that are crucial for the pedagogical understanding of CE, all within the interpretivist paradigm.

Chapter 3: Research Methodology

To understand the complexity of CE, the methodology of this study is rooted within the qualitative study approach to confront issues of teachers' experiences addressing cultural schooling problems due to the lack of social cohesion in nation-building. Chapter Five documents the meanings that LO teachers attached to their experiences of CE and its impact on their implementation of the curriculum. The interpretivist paradigm is employed in the qualitative design to explore situations that numerical analysis could not adequately address, allowing for a deeper understanding and capture of the unique realities of individuals' lived

experiences and their contexts. In this case, the aim was to utilise the experiences of teachers teaching CE pedagogy in Western Cape schools to enhance the LO-CAPS curriculum.

Chapter 4: Data Analysis and Presentation

The data reflecting LO teachers' experiences in understanding and implementing CE is analysed and transcribed into themes and patterns, labelled with codes using the interpretivist paradigm. In addition to thematic analyses, triangulation confirmed the validity of the methodological processes used in the case studies (Yin, 2014). The presentation of the data thematically follows the findings of the study, which include a discussion and dialogue that engages with the various concepts within the LO-CAPS curriculum.

Chapter 5: Findings, Discussion and Recommendations

The main findings are synthesised from the results of the previous chapters and reinforced by relevant literature and theories using thematic analysis. A rich discussion and dialogue based on empirical literature aims to fill gaps in the existing body of knowledge, thereby enhancing CE within the LO component of the CAPS curriculum. The constitutional expectations outlined in the CAPS curriculum are examined and analysed. By highlighting trends and documenting recommendations in a typology while seeking discrepancies, the study aimed to improve the teaching pedagogy of CE to foster social cohesion for a democratic South Africa.

The study confirms the pressing need for continuous evaluation of CE in South African schools to equip LO teachers with the necessary skills to integrate proactive citizenship in their learners and to include teachers' involvement in LO curriculum development to engage their learners in greater social awareness and a sense of global responsibility.

1.11 CHAPTER SUMMARY

The preliminary review highlights the complexities of integrating CE into the LO curriculum, revealing tensions between policy, practice, and pedagogical challenges. Addressing these issues requires a nuanced approach that considers teachers' voices, curriculum flexibility, and innovative teaching methodologies. The study of LO teachers' experiences in teaching CE in secondary schools in the Western Cape was conducted to address their pedagogical challenges and attempts to offer support in curricula reform.

The main gap of this research is that the LO-CAPS curriculum is content-laden, and Schoeman (2019) relates that many of the problems are caused by not translating the curriculum into

experience and that it lacks coherence resulting in conflicting conceptions. Sayed et al. (2017) agree and state that teachers' lives are firmly interconnected with the broader networks of civil structures in which they participate, and they can contribute only if policies could define that their identities are problematised.

The scientific empirical evidence of this qualitative study attempts to add value to the research of CE in the LO-CAPS curriculum, addressing the statements of scholarly critics regarding social cohesion in nation-building. The findings provided the bases for recommendations for consideration. The study advocates improving CE to the existing body of knowledge in education, developing and nurturing our youth, our social capital, holistically and creatively as active, participating, meaningful citizens to benefit the country.

CHAPTER TWO

SECTION A: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter explained the background of this study. The literature reviewed in the current chapter aims to provide a comprehensive picture of the complexity of Citizenship Education (CE) in South Africa and within the global context, both empirically and theoretically. To answer the research questions that informed this study, the review of literature seeks to identify some of the research gaps which justify the need for this study and to make a positive contribution to existing literature. This first section, titled 'Section A', presents research that has been conducted in Western Cape schools and explores the gaps in previous studies and how those studies could assist in the democratic South African context that seeks to enhance citizenship. To demonstrate the knowledge of this complex topic of CE and to justify the importance of this study, the broad literature informs the main foci of the contentious status of CE in South Africa.

As Schoeman (2019) and Davids (2022) reported, existing literature underscores the importance of CE but it fails to recognise and address the practical challenges that Life Orientation (LO) teachers faced in implementing the concept of CE effectively. Research has found the CE curriculum to be too prescriptive and that LO teachers could not deliver the idea of democratic principles in CE (Davids, 2022; Schoeman, 2019). The present study aimed to bridge the gap by investigating and exploring teachers' perspectives and understanding of social cohesion in CE and the impact of generational differences in LO classrooms.

The state of CE in South African schools has been a matter of great concern, given the manifestation of poor race relations, social disparity, and a lack of social cohesion among its population and multicultural groups, not only in the greater society but also at the school level. Although the school plays a major role in developing citizenship, poor citizenship is evident in various social spaces within South African society, as per media reports, for example. This discord suggests a dire need to situate CE acceptably and rightfully in South African schools to inculcate good citizenship among youth from an early age.

As a result, my study needed to establish how previous research clarified factors affecting teachers' understanding and implementation of the LO-CE component; how their pedagogy affected their reasons and motivation for teaching the LO-CE subject; and to what extent these

pedagogical perspectives promoted social cohesion in CE. It was further necessary to ascertain whether the literature illustrated how teachers navigated the challenges of poor race relations associated with CE in their lessons and whether or why this issue was questionable in Western Cape schools in South Africa (Banks, 2015). This review is guided by the research question: *What are the LO teachers' pedagogical experiences in Western Cape schools*, and the sub-questions: *How do they teach it?* and *Why do they teach the way they do?*

A second part of the literature study forms 'Section B' of this chapter. It portrays how I employed a conceptual framework based on Shulman's (1986) Pedagogical Content Knowledge (PCK). The purpose of the theoretical framework is to provide appropriate lenses to analyse, interpret, and understand the contextual influences on LO teachers' experiences of teaching CE. In close conjunction with this conceptual framework and current literature studies, the socio-cultural factors affecting the teaching of CE were examined using Paulo Freire's (1970) transformative theory of Critical Pedagogy (CP), to enhance an understanding of teachers' delivery of CE while providing novel insights on this subject (Wolhuter et al., 2020).

The significance of my study was to enhance the teaching pedagogy of CE in LO, within the Curriculum and Assessment Policy Statements (CAPS) curriculum. By exploring previous studies, I sought to investigate prior challenges faced by LO teachers, and how these may relate to my study and respond to the research question.

2.2 UNDERSTANDING THE CONCEPT OF CE IN THE LIFE ORIENTATION CONTEXT

To situate my scrutiny of CE, I acknowledge Biesta's (2011) definition of citizenship as a status granted to individuals who are full members of a community (ibid). Thus, understanding CE extends beyond merely following a prescriptive blueprint of the content of the current LO curriculum (Schoeman, 2019). Instead, it requires critical dialogue between teachers and learners to engage meaningfully with the prevalent status quo and associated social justice issues and integrate that into lesson plans (Osler, 2013). Sayed et al. (2017) stated that teachers need professional training to integrate democratic principles into their lesson strategies.

Davids (2018) illustrates this by likening CE instruction focused solely on content, to giving children bicycles without teaching them how to ride them. The concept of citizenship has been interpreted in multiple ways, prompting Levinson (2015) to ask: What is good citizenship? The

response is that citizenship represents a way of being in the world, where civic virtue can manifest in acts such as helping a neighbour in need, improving economic conditions, or advocating for the end of child slavery (Levinson, 2015). Biesta (2011) argues that developing an understanding of democratic citizenship requires acknowledging citizenship as a practice which emphasises proactive and participatory engagement (O’Cadiz, Pescador, Schugurensky, & Torres 2022).

Various frameworks that contribute to an understanding of citizenship emphasise the importance of youth learning citizenship through everyday life experiences. This perspective highlights how citizenship learning is embedded in young people’s lives and how these lives, in turn, shape broader social, cultural, political and economic structures (Pillay, 2016). Educational policymakers design policies aimed at instilling values, morals, and attitudes that align with the principles of good citizenship. However, LO teachers face unique challenges in teaching these democratic principles in CE pedagogy, often as a result of their own views (Mnguni, 2018).

A study by Schoeman (2019) on South African LO teachers’ perceptions of CE within the LO curriculum found that teachers prioritise democratic values such as freedom of speech and voting as fundamental components of active citizenship. The challenge for teachers is that the youth are disinterested in these values, policies or political structures. Calland (2019) highlights that voter apathy, particularly among young people, remains a significant challenge. As the world becomes increasingly technological, digital citizenships facilitate greater access to democratic participation, such as online voting (Achmad, 2021).

Furthermore, despite these technological advancements, South African youth have largely remained absent from political participation (Calland, 2019). Approximately six million South Africans aged 18–29 years declined to register and vote in the most recent general elections. Even though digital spaces and digital citizenships are becoming increasingly pervasive, South Africa's economic and digital divides exacerbate existing social inequalities, presenting an ongoing dilemma for CE (Achmad, 2021).

In contemporary society, the concept of citizenship has evolved to include digital citizenship, often referred to as netizenship (Achmad, 2021). For example, during the Arab Spring in 2011, Twitter played a pivotal role in mobilising citizens (Levinson, 2015). The current generation of citizens calls themselves netizens, and as Achmad (2021) explains, they use social media in

all instances to communicate their action and beliefs. Learners ought to participate in electoral, and civic participation and be made aware of the violent and intolerable socio-political construction between the ethnic, social, and political groups, that leaders such as Nelson Mandela and Archbishop Tutu had to manage, (Dreyer, 2018). The significant shift from colonialism to democracy in 1994 had a profound impact on the reformational aims of constitutional policy and educational practice in promoting democratic principles among teachers and learners in South Africa (Marishane & Botha, 2011:16).

Prior to 1994, in the apartheid era, the education system in South Africa was deeply entrenched in an Afrikaner framework of Calvinistic principles, known as Christian National Education (CNE), devoid of democratic principles and equality (Davids, 2019). The relationship between the church and the state was ingrained in CNE, which defined learners and teachers in terms of race and ethnicity, thereby marginalising and oppressing people of colour while disregarding their basic human rights (Davids, 2022). Msila (2007) reports that the objectives of the CNE established by Afrikaner nationalists were similar to those of colonial missionaries in that these aimed to maintain the status quo and reinforce the master-servant relationship between black and white South Africans. Blacks were denied via apartheid-engineered laws citizenship rights and political participation, which significantly constrained teachers at that time (Msila, 2007). During apartheid, CE was not a school subject. The education system then was an obvious tool of control that sought to maintain the status quo in terms of power and privilege. CNE was built on the premise that black South Africans should remain politically and economically subordinate to whites. Letseka (2008) cites Morrow (2007:7) who describes apartheid as “a form of the politics of difference, deliberately preventing social cohesion and the development of a shared discourse”.

Banks (2015) postulates that failed citizenship occurs when political systems within a state prevent marginalised groups from attaining inclusion within social, cultural, and economic structures. Post-1994, every policy initiative by the Department (DBE, 2011) to promote CE was based on the democratic principles of the South African Constitution (RSA, 1996) and the Bill of Rights. The core components of good South African citizenship, as outlined in the Bill of Rights, emphasise respect, diversity, selflessness, tolerance, and social equality that are the constructs of the South African Schools Act (SASA) (RSA, 1996), LO and CE.

The South African Schools Act (SASA) (RSA, 1996) aimed to create a non-racial integration platform in schools, the Ministry envisioned C2005 as a comprehensive curriculum.

Curriculum 2005 was probably the most significant curriculum reform in South African education of the last century. It was intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st century, it was an innovation both bold and revolutionary in the magnitude of its conception. As the first major curriculum statement of a democratic government, it signalled a dramatic break from the past (Review Committee on C2005, 2000:9). The strategy was designed to promote CE and transform the nature of schooling to facilitate changes in teaching pedagogy (Fataar & Norodien-Fataar, 2021). Previously teachers were viewed as the sole authorities of knowledge but based on the principles of Outcome Based Education (OBE), they were positioned as facilitators who would redress the country's oppressive past by promoting democratic principles fundamental in CE (Sayed & Ahmed, 2015).

Further to these developments, the African National Congress's (ANC) Reconstruction and Development Programme (RDP) was the impetus for catalysing transformation (Desai, 2015). The apartheid history of oppression was grounded in racial assumptions, leading to knowledge production in CE that addressed inequalities and injustices (Chisholm, 2019). As a result of the socio-political transformations, teachers currently have personal histories as both victims and perpetrators of apartheid, leading to potential biases that influence their pedagogical approaches (Sayed & Novelli, 2016).

In 2002, the National Curriculum Statement (NCS) replaced OBE, introducing a new curriculum framework that aimed to foster social cohesion and democratic principles within CE (Arendse, 2019). The Revised National Curriculum Statement (RNCS) was subsequently introduced, and a key component was Life Orientation (LO) as a compulsory subject across all grades until Grade 12 (DoE, 2002:9). This transition from the traditional didactic apartheid curriculum to the new approach of the Revised National Curriculum Statement (RNCS) meant that teachers had to adhere to new policies without any substantial training (DoE, 2002:1). However, contrary to the aims of the RNCS, teachers complained about extra administrative work, general apathy regarding CE, and insufficient curriculum support (Fataar, 2019).

Today, South Africa's education system remains shaped by its apartheid past (Wolhuter et al., 2020). The apartheid history of oppression, rooted in racial assumptions, has led to the development of CE frameworks that seek to address historical inequalities and injustices (Chisholm, 2019). Teachers, as both former victims and, in some cases, beneficiaries of apartheid, carry personal histories that may influence their pedagogical approaches (Sayed &

Novelli, 2016). Banks (2015) warns that failed citizenship occurs when political systems prevent marginalised groups from achieving full inclusion in social, cultural, and economic structures, which has a direct impact on the curriculum and delivery thereof. Given the diverse backgrounds of teachers and schools, citizenship education is viewed differently, thus opening the possibilities for multiple conceptualisations and approaches. However, the guidelines provided in the curriculum intend to create a common understanding of CE, still to be achieved in practice.

2.3 LITERATURE ON CE BASED ON THE CAPS CURRICULUM

The Curriculum and Assessment of Policy Statements (CAPS) aims to ensure that learners acquire critical skills, including problem-solving, working democratically, and perceiving the world as a set of interrelated systems (DBE, 2013). Despite the replacement of the RNCS (2004-2008) by CAPS (2012-2014), a notable gap remains in the professional development of teachers, particularly regarding civic law and human rights in CE (Fataar, 2019). Teachers face the challenge of understanding and implementing CAPS and adjusting their teaching pedagogies to incorporate democratic principles into the LO-CAPS curriculum (Mnguni, 2018). Although the principles of the CAPS curriculum explicitly emphasise the importance of teaching these subjects, such as CE, this focus is not adequately reflected in teacher education programmes (Sayed et al., 2017).

Accordingly, LO teachers are crucial to the implementation of this curriculum, as they are the life force and purveyors of the information contained in any curriculum change (Alsubaie, 2016). Despite the introduction of supplementary strategic initiatives aimed at supporting teachers, their voices were not considered in the planning of the curriculum (Levinson, 2015). This has led to teacher demotivation and demoralisation, with many overwhelmed by the continuous curriculum reform without the necessary support (DBE, 2013).

Teachers are blamed for ineffective CE, but Levinson (2015) argues that they were not given adequate political and curriculum support. The pedagogy of teaching human rights remains challenging, as it is difficult for the state to dictate rules for every aspect of human behaviour. Haugen (2012) emphasises that it is not for the state to command expectations of patriotic citizenship but for teachers to make learners aware of the importance of being tolerant and respecting the rights of others.

The limitations in evaluating lessons and improving teaching pedagogy are significant challenges in CE. Effective tools are not made available to assess lessons, making it impossible to improve teaching practice (Cleaver, Ireland, Kerr & Lopes, 2004). Despite the replacement of the RNCS (2004-2008) by CAPS (2012-2014), teachers struggle to conform to the curriculum principles (Seherrie, 2020). Some of these compulsory principles from Grade R to 12 aim to produce learners who can:

- Identify and solve problems and make decisions using critical and creative thinking.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others;
- Recognise that problem contexts do not exist in isolation: demonstrates an understanding of the world as a set of related systems.
- Social transformation: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of the population.
- Human rights, inclusivity, environmental and social justice: infusing teaching with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa; and
- Valuing indigenous knowledge systems means acknowledging this country's rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution (DBE, 2013:5).

The critical perspective according to Davids (2019) provides evidence that the oppressive apartheid context in South Africa encouraged the non-compulsory subject of history, for example, to reinforce the teaching of CE. Although the CAPS document for History from Grades 10 to 12 committed to promoting *history as a process of inquiry*, it appears that the process of content selection was heavily influenced by another stated goal (DBE, 2010d). Marx (2019) agreed that it remained unclear from the CAPS document how these goals were to be integrated with the more traditional objectives of history education and how these aims were to be achieved. Therefore, it was recommended that LO teachers need new strategies and interpretation of the curriculum, to acquire in-depth pedagogical content knowledge (Marx, 2019).

2.4 EVALUATION OF THE GAP BETWEEN THEORY AND PRACTICE

Seherrie (2020) posited that the role of teachers should be dynamic, guarding against an overly theory-driven approach. Learners needed ongoing exposure to life-skills opportunities that could be practised and applied in real-life situations (Seherrie, 2020). The democratic principles of CE within the CAPS curriculum should have been vibrant and engaging in the classroom, as Davids (2019) articulated, to correspond with the importance of knowledge, skills, and values within the South African educational context. Importantly, CAPS aimed to cultivate critical learners capable of analysing and evaluating information while employing problem-solving skills to act responsibly and proactively as meaningful citizens (DBE, 2011:5).

Previous research has revealed that there were complex dilemmas confronting teachers at South African schools, primarily those schools in historically disadvantaged areas (Maphalala & Mpofu, 2018). Many teachers encountered physical and verbal abuse from both learners and peers, as well as challenges such as teenage pregnancies, drug abuse, and financial mismanagement (Burton & Leoschut, 2013; Orchard & Davids, 2019). Teachers faced difficulties in incorporating positive values into their teaching of CE, particularly with the advent of digital learning (Mohamad & Sihes, 2019). Despite the belief that various strategies, such as case studies, role-play, and discussions, were needed (as noted by Maphalala & Mpofu, 2018), teachers' competencies seemed misaligned with the skills required to implement existing policies.

In reality, teachers had consistently stood on the side-lines of significant educational reform, even though they were the ones tasked with driving social change and reform (Davids, 2019). Cappy's (2016) study's findings were significant in that proposed solutions through democratic practices, suggested that teacher education programmes should offer broader global insights to draw attention to successful initiatives that promote critical reflection and active CE. Teachers were also encouraged to collectively brainstorm strategies to address inequalities, insecurities, and violence while hoping for a better future. A potential area of improvement lies in political education aimed at creating a better world (Cappy, 2016). However, the challenge of the gap between theory and practice remains.

Despite the Manifesto on Values, Education, and Democracy denouncing all forms of violence, teachers struggle to comprehend how to adapt and implement these policies aimed at fostering

social cohesion in CE (DoE, 2001). The document guided by the manifesto produced by Sayed et al. (2013) regarding nation-building, presented the idea of teachers as role models exhibiting values of competence and commitment. The concern of how teachers could encourage social cohesion in classrooms that could either foster or hinder this construct in the educational context, was examined by Schiefer and Van der Noll (2017) to develop the curriculum and how to assess social cohesion.

The South African Council for Educators (SACE) is a regulatory body for the teaching profession, established through the SACE Act (Act No. 31, 2000). It serves as a professional council to enhance the status of the teaching profession with a vision of excellence in education with the mandate to register teachers and for regulating the system of Continuous Professional Teacher Development (CPTD), (DBE, 2013; SACE, 2011:4). Although SACE's Code of Professional Ethics could serve as the glue to cement a cohesive society by fostering relationships built on trust and belonging among teachers, there is a need to fill the gap between theory and practice. Arendse (2019) affirmed in a report that teachers lacked an understanding of their civic role in CE, which indicated that principals bore the responsibility of ensuring their teachers were well-prepared and oriented within the LO-CAPS curriculum. Nevertheless, considerable curriculum and policy neglect persists, as both principals and teachers need to be more aware of the serious repercussions of poor teaching practices that lead to a lack of understanding about social cohesion in CE (Novelli & Sayed, 2016).

Teacher governance policies for CE sought to address the lingering influence of apartheid's legacy in educational institutions across South Africa (Sayed et al., 2015). The same authors later noted that in 2007, the Norms and Standards for Educators (NSE) (DoE, 2000b) was followed by the 'National Policy Framework for Teacher Education and Development' (NPFTED) (DoE, 2007; Sayed et al., 2017). This policy identified a competent, professional teacher as someone able to integrate complex roles of economic, social, and civic responsibilities toward a democratic South Africa (DoE, 2007). Nonetheless, a significant stumbling block remained in the form of the low status of the profession, poor working conditions and limited salaries, all of which negatively impact the transformative role of teachers, alongside a general disregard for policies and teachers not comprehending the intent of the policies (Mnguni, 2018).

In a recent study on teacher professionalism in the Western Cape, Hoffman, Sayed, and Badroodien (2016) suggested that the South African Council for Educators (SACE)

represented one of the most critical national policies. However, Orchard and Davids (2019) offered perspectives indicating that SACE faced severe criticism and was widely considered ineffective. Firstly, several unqualified teachers remained in schools, and their pedagogical methods of teaching social cohesion were not evaluated against established standards, contributing to the lack of understanding of CE.

Furthermore, state-level thinking was evident in the Department's long-term plan, two mid-term plans, and annual sector plans, such as the 'Action Plan 2019' towards the realisation of Schooling 2030, the Five-Year Strategic Plan (2015/2016–2019/2020), and the Annual Performance Plan (2015–2016) (Desai, 2015). These policies highlighted the critical roles of social cohesion. In 2014, the Department piloted the Incremental Introduction of African Languages (ILAL) programme in schools, aiming to promote social cohesion, foster human rights, encourage parental and community involvement, and create a culture of excellence grounded in local history (Desai, 2015).

2.5 NAVIGATING THE COMPLEXITIES OF SOCIAL COHESION

A cohesive society, as defined by the Department of Arts and Culture (DAC, 2012:30), is the degree of social integration and inclusion within communities and societies at large and the extent to which mutual solidarity is expressed among individuals and communities (Sayed et al. (2017). The authors agreed that social cohesion is a global challenge, supported by international organisations such as the Organisation for Economic Cooperation and Development (OECD), the World Bank, the United Nations Development Programme (UNDP), and the Department of Economic and Social Affairs (UNDESA). Social cohesion can only be enhanced through a sense of belonging, compassion, participation, inclusion, recognition, and a willingness to help communities in times of need and danger (Chan, To & Chan 2006; OECD, 2011; Sayed et al., 2017; UNESCO-IIEP, 2006; UNDP, 2014; World Education Forum, 2015).

The challenge is that even though schools in European countries identified key competencies at the secondary level that required assessment methods, CE extends beyond merely measuring theoretical civic knowledge (Osler, 2013). The development of political literacy often encompasses learning about issues such as social, political, and civic institutions (ibid). The article Narratives of Social Cohesion by De Kock et al. (2018), concluded that teacher and learner identities are socially constructed within schools affirming the relationship between

schools and particular norms and values in the African context. Narratives of Social Cohesion can be viewed as a commitment to social justice in the teaching of CE. Notably, in this narrative, the historical context of the schools' liberation struggle is linked to the teachers' experiences. (De Kock et al., 2018).

In the South African context, the term 'social cohesion' had been used twelve times for the introduction of African languages in schools (De Kock et al., 2018). The DAC (2012) asserted that a cohesive society could only be achieved through the elimination of inequalities within South African society and through cooperation among citizens to develop shared goals focused on improving living conditions for all. The concern is that conflicting narrative accounts of teaching CE contested historical narratives that contributed to democratic ways of thinking and acting.

Although the country's constitution provided a foundation for understanding social cohesion concerning educational policies in CE, Desai (2015) argues that schools were not designed to serve as fountains of knowledge. He concurs with historians who draw parallels between schools, mental asylums, and prison systems (Desai, 2015). Thus, while social cohesion can be viewed as community-based, targeted at the micro-social level, and grounded in an overarching sense of belonging, it needs to be embedded in and operate at the national macro level (De Kock et al., 2018).

Desai (2015) confirmed that the lack of social cohesion is prevalent when social tensions arise in political, socio-cultural, and economic inequalities. Social disharmony is exacerbated when resources are scarce due to poverty and when various forms of toxic violence permeate communities. To foster critical reflection and social change, open debate needs to be employed as a pedagogical technique in CE to enable learners to critically examine the contemporary status of inequality and poor race relations (Barolsky, 2013; Sayed et al., 2015). Both perspectives indicate that a socially cohesive classroom in the South African context could be developed by ...

... creating a positive and productive learning environment through building trust and respect between learners and dealing with prejudices even when these are uncomfortable to acknowledge. Dealing with inequalities (whether material, learning, or other) practically and sensitively to preserve the dignity and inclusion of all learners and maximise learning. Engaging with learning materials critically, particularly in how these represent or silence particular

issues or identities. Facilitating learning that is relevant and context-driven, sensitive to learners' needs, aspirations, and challenges (Sayed et al., 2015).

These narratives of social cohesion are inclusive, specifically addressing various languages and linguistic preferences, as they require teachers to strategically develop appropriate learning materials and teaching pedagogies responsive to learners' needs (Sayed et al., 2015). Unlike any other pedagogies, Cappy (2016) demonstrates that the practice of open debate concerning CE allows learners to recognise that the oppressive apartheid era represents a significant struggle for all stakeholders in education and society.

Citizenship socialisation in CE has proved unsuccessful when the people of a state, including migrants residing in the country, fail to internalise the values and ethos of the nation-state and feel structurally excluded, developing ambivalence toward it (Desai, 2015). In this context, the National Development Plan Vision 2030 outlined the long-term macro socio-economic policy of South Africa, dedicating an entire chapter to promoting social cohesion in nation-building through CE (ibid). For instance, learners are encouraged to read the Preamble of the South African Constitution in different languages and to share common spaces across race and class, thereby engaging in active civic participation (NPC, 2010).

However, despite the portrayal of social cohesion in South Africa within policy documents and the constitution, there is a noticeable lack of integration of the apartheid history and an exploration of how social inequality originated in that era, leading to poor race relations, despite the new Constitution.

2.6 SOCIAL COHESION IN EDUCATIONAL CONTEXTS

It was only after 2009 that the term 'social cohesion' materialised and appeared more frequently in official policy statements, becoming increasingly vital in nation-building through CE in South African schools. The focus on education provides an important context to promote social cohesion in schools, although the development of interventions and programmes in CE is complex. However, the current literature lacks a specific overview of the assessment of social cohesion (Veerman & Denessen, 2021). Consequently, social cohesion may appear fragmented concerning the multiple dimensions and components of social cohesion in general, as Schiefer and Van der Noll (2017) assert that it is a multi-dimensional construct.

Veerman and Densen (2021) presented a synthesis of instruments to evaluate social cohesion in schools and classrooms by using a non-systematic review. This proved to be extremely cumbersome as the concepts seemed to change and fluctuate within social contexts in marginalised settings. Human rights in CE have been infused into the subject LO; thus, the prime focus is responsible citizenship and social justice is necessary for the development of a cohesive society. The LO-CAPS curriculum is based on principles including transformation, social justice, human rights, and inclusivity, addressing skills relating to responsible citizenship including the application of these skills in real-life situations (DBE, 2011).

The development of these skills suggests that the national curriculum promotes proactive, participative citizenship in a democracy. However, many challenges arise in the teaching pedagogy of nation-building in CE, specifically as it is integrated across many topics such as human rights and history (Mnguni, 2018). In their study, Mnguni (2018) suggests that teachers can choose any democratic structure to teach the content of constitutional rights and responsibilities of the South African citizen, which implies that they might lose the essence of the concept of social cohesion in nation-building.

Given that citizenship is a contract between the state and the individual, educational policies require special attention, and teachers are tasked with adhering to and applying the principles of democracy in CE. Little attention has been given to teachers concerning curricular reform, resulting in policy neglect; it thus seems that teachers were perhaps unaware of how to teach democratic principles within CE (Pillay, 2012). To counteract the atrocities of poor race relations and social cohesion, Sayed et al. (2017) posit that teachers continuously need professional development in teaching CE, to be role models, as stated in the Manifesto on Values, Education, and Democracy's key values in the Constitution, to underpin social change and solidarity (DoE, 2001).

To substantiate the Manifesto, the South African History Project was initiated, featuring a six-volume series titled *Turning Points in South African History* in which it collaborated with the Institute for Justice and Reconciliation (IJR) (DoE, 2001). This project was aimed at teaching South African History in the National Curriculum Statement Grades 10-12 to lay the basis for living together in social cohesion (DoE, 2001).

Marx (2019) concluded in her empirical study that South Africa was in dire need of social cohesion. The premise of her article suggested that the neglect of social cohesion required a

delicate balance between celebrating the uniqueness of each ethno-cultural group and establishing a sense of harmony among the country's multi-racial societies. She explored the impact of dance education in the Arts and Culture curriculum to acknowledge each cultural and societal structure, including subscribed meaning-making systems, prior socialisation, and historical preconceptions. Her findings indicated that learners engaged in intercultural interactions and explored togetherness with those different from themselves, thereby practising citizenship through active participation and cooperation (ibid).

The concern in the study of Arendse (2019) highlights that the reason for the gap in the curriculum and teaching pedagogy could be, that the LO-CAPS curriculum provides limited information about democratic structures such as parliamentary issues. Learners have not been well informed about constitutional imperatives; thus, they suggest that active citizenship should be taught in schools, relating to empowering critical, creative citizens to make meaningful contributions to society (Masote, 2016). Educators display apathy and lack substantial knowledge about democratic and political processes, which presents problems in promoting social cohesion (Masote, 2016).

2.7 CIVIC RESPONSIBILITY AND DEMOCRATIC PRINCIPLES

In the South African context, the Life Orientation Curriculum and Assessment Policy Statements (LO-CAPS) focuses on democratic principles to ensure and promote social cohesion in nation-building. However, a notable limitation exists in that many teachers had limited knowledge about democratic processes in CE (Mnguni, 2018). Research further highlighted that the CE curriculum was misaligned with current societal problems (Mnguni, 2018). In contrast, Arendse and Smith (2019) in their empirical study, found that most teachers reported that the content related to constitutional processes in CE was indeed included in the LO curriculum.

Raanhuis (2021) emphasised that policymakers should exercise caution when the content of school subjects does not address conflicts in society, as this deprives learners of critical thinking and reflexivity in CE. She argued that, given the complexities of democracy, it is not sufficient to rely solely on content in the curriculum; rather, democracy requires a range of learning strategies and learning experiences both inside and outside of schools to encourage civic responsibility (Raanhuis, 2021). Lövgren (2022) concurred, stating that citizenship

learning is situated in the unfolding lives of young people and involves clarifying how they are themselves implicated in the wider social, cultural, political, and economic order.

Studies in Turkey for refugee students were evaluated for the effectiveness of their educational programmes in building social cohesion in ethnically mixed schools fostering civic responsibility (Alan, Baysan, Gumren & Kubilay, 2021). The programme was implemented in schools where the ethnic composition has changed rapidly due to a continuous influx of refugee children (Alan et al., 2021). The programme consisted of teachers attending workshops for at least three hours per week with the programme concerning a wide range of cohesion indicators, including peer violence and victimisation, social exclusion, ethnic segregation, and prosocial behaviours (Alan et al., 2021).

The results of another study presented by Alan et al. (2021) were promising as the programme significantly lowered high-intensity peer violence and victimisation on school grounds. It also reduced social exclusion and ethnic segregation in the classroom. The results were that prosocial behaviour-treated children exhibit higher trust and reciprocity toward their peers, cooperate more, and show higher altruistic tendencies. Prosocial behaviour promotes social cohesion and improves not only among classmates but toward anonymous out-school peers as well (Alan et al., 2021).

The lack of South African learners' understanding democratic principles in CE is still a concern. How can a cohesive, democratic society be developed when South African schools are not prioritising social cohesion in CE? Desai (2015) stated that he had addressed more than 30 000 learners throughout South Africa in the past five years, from black and white, urban, and rural, private, and public, and all of whom related the same thing, that schools teach the wrong stuff. Thus, he posed the question: What constitutes civic responsibility? Is taking part in protests or waving the national flag active citizenship? (Desai, 2015).

According to research, social cohesion could be promoted when citizens developed a sense of belonging and a willingness to assist others in times of need (Chan et al., 2006; UNESCO-IIEP (2006), UNDP (2014), OECD (2011), and the World Education Forum (2015), Sayed et al. (2017). This was also explained by Veerman and Denessen, (2021) that social cohesion could be simply defined as the development of shared goals, a sense of belonging, civic participation, inclusion, and recognition as citizens among heterogeneous groups, which the divisive apartheid had long prevented.

2.8 INCLUSIVE CE ADDRESSING POOR RACE RELATIONS

Much time has been invested in building a cohesive nation in South Africa to avert the deepening crisis of the economic divide for the marginalised, black nation in particular. The destruction of businesses recently in Gauteng and KwaZulu-Natal had led to panic, as Mabuyane (2021) reported, rendering the Constitution null and void. The reason for this mayhem was the incarceration of former president Jacob Zuma. Nevertheless, Mabuyane (2021) states that this certainly was not the sole inspiration for the protest and violence. To encourage political and constitutional transformation, the education sector is under the microscope to provide solutions to address these challenges of poor race relations in CE.

The struggle of poor race relations remains unresolved as education in South Africa has a main goal to address all the inequalities of the past. Therefore, schools are encouraged to lay the foundations of values, underpinning democracy, and to participate in an inclusive educational realm, as per the Constitution of South Africa (RSA, 1996). After nearly three decades of South African democracy, toxic race relations, indicating the lack of social cohesion in nation-building as portrayed by the media, need urgent attention (Mabuyane, 2021).

A lack of social cohesion, poor race relations, a decline in moral standards, violence, and an increase in populism, characterised by rebellion against the elite, has defined South African communities (Wolhuter et al., 2020). The civic education curriculum faces criticism in South African schools, and according to studies and media reports cited in the literature, CE is not fulfilling its critical role in South Africa's young democracy.

Several issues associated with the extension of full citizenship rights to previously marginalised groups have been identified. The South African Constitution and educational policies aimed at the transformative role of nation-building and specifically inclusive, social cohesion in CE were formulated, as Sayed et al. (2017) relates. However, the problem remains that teachers need support in addition to continuous curriculum reform, supplementary strategic initiatives specifically geared at addressing poor race relations (Sayed et al., 2017).

2.9 THE ROLE OF TEACHERS AS SOCIAL CHANGE AGENTS

In 2016 after the teacher union's national conference, the Continuous Professional Development (CPD) programme emerged, which Raanhuis (2021) claims, explicitly focused on the role of teachers in promoting social cohesion in CE. Then later, within the same year,

violent protests and debates about racism and discrimination in various schools across South Africa became apparent (Christie & McKinney, 2017). The transformative role of teachers needed a serious shift to accommodate teaching and learning of inclusive life skills regarding CE and Continuous Professional Training and Development (CPDT) programmes were made available (Mnguni, 2018).

The policy on teacher education Norms and Standards for Educators (NSE) (DoE, 2000b) provides detailed descriptions of competencies to support knowledge, skills, and attitudes, that a teacher should demonstrate effectively. Sultana (2019:36) states that it is important to recognise the knowledge and positionality of the knowledge giver. The essential aspect of social cohesion is that the positionality of the knowledge giver influences the knowledge proffered and how development knowledge is produced, circulated, and consumed (Sultana (2019).

According to Sayed et al. (2017), teachers were never involved or consulted on how they perceive CE to encourage social cohesion, and similarly, one of the major criticisms levelled at the Report of the Working Group (DoE, 2000), was that teachers had no say in the structure of the curriculum. Sayed et al. (2017) argue that teachers are disregarded and do not belong to the communities that make decisions on their behalf and add that the main principles of teaching democratic CE are thus absent.

The consultative process ought to have a participatory dimension, including a teaching community (Horner et al., 2015). The problem remains that teachers were just expected to fit in with the shift from colonialism to democracy, with no consultation, training and support. Nevertheless, Raanhuis (2021) in her article ‘Empowering Teachers as Agents of Social Cohesion’ reminds us that it is necessary to equip teachers to promote positive action emphasising social justice.

2.10 TEACHERS’ COLLECTIVE IDENTITIES IN MEDIATING CE

Before teachers can view themselves as innovative educators of CE, their collective cultural identities have to be taken into consideration because of their political views and how these impact their CE pedagogy. Msila (2007) asserted that if society were to embrace a new collective identity, teachers would require training to facilitate hassle-free CE lesson implementation. Global figures, such as The World Survey, indicated that people had varying

ways of identifying themselves. Amjad, Rubab, Aziz and Usman, (2020) confirmed that only 13% identified themselves as global citizens, 38% associated with their nation-states, and the remaining 49% prioritised their local identities (Msila, 2007). These figures suggest a perceived threat that globalisation does not constitute a real danger to cultural identity, as identity is not a fragile attachment but rather an institutionalised way of organising society (ibid).

According to Hall (2014), teachers' personal, and social identities can influence the implementation of CE pedagogy and impact their worldviews and ideology of understanding what it is to be a citizen. Hall (2014), an erudite scholar of personal and cultural identity, also suggests that we should always be thinking of identity as a production that is never complete but an everchanging process. Without professional training, LO teachers are blamed and accused of being responsible for the ineffective teaching of citizenship (Levinson, 2015) even though the historical disparities are never regarded as important and can be the main reason for the manifestation of generational and cultural identities in LO teachers in South African schools (Bryant et al., 2019).

Teachers have a moral obligation to highlight values as a crucial component, as studies claim, specifically for teenagers constructing their beliefs about themselves about society (Cappy, 2016; Zhang & Hu, 2018). As previously mentioned, for learners to become critical, meaningful proactive citizens, LO teachers should assist them in exploring self-awareness, social skills and conflict resolution to develop their collective identities. All these interconnected concepts in CE form learners' collective identities, including privileges of social rights, and benefits (Benhabib, 2002).

Once people are taught to respect one another, share common goals and show empathy towards one another, then only could a collective identity become possible. According to studies, when LO teachers learn to recognise religious and cultural commonalities, it becomes easier to define how civil spaces could be established for citizens in a democratic South Africa (Davids & Waghid, 2015). Letseka (2022) suggests that South Africa's indigenous knowledge systems should be used as schemes of emancipatory education to collaborate and participate in democratic control and social structures.

Rebelo (2022) explains that establishing a South African identity seems to be more intricate because of the divergent ethno-identities within a single state. If teachers grapple with their

historically marginalised identities, democratic principles need to shift from the classroom to the larger political arena where democratic engagement and dialogue manifest. It was established that Rebelo's study (2022) calls attention to curriculum reform in CE where a narrative approach to teacher identity development is a useful space to make meaning and understand how identities could facilitate critical citizenship.

Mohamad and Sihes (2019) elaborate that teachers' identities are influenced by their cultural orientations, and in turn, shape their CE teaching when they address structural inequalities and promote social justice. In the apartheid era, rather than learn CE, Sayed and Novelli (2016, 35) claimed that black learners were prepared for service-work skills, designated to white areas, with curriculum content prepared to justify this unequal education. According to the Constitution of South Africa (RSA, 1996), education aims to address the inequalities of the past, prompting schools to establish foundations of values that underpin democracy and encourage participation in a democratic society through CE (Richotte, 2017).

However, Mohamad and Sihes (2019) confirmed that there was a lack of review studies validating teachers' experiences and how these experiences affect their pedagogies in South African schools. Consequently, it was suggested that research on teaching CE was imperative, advocating for a deeper exploration of teachers' experiences, perceptions, and views regarding values education (Mohamad & Sihes, 2019). Sayed and Novelli (2016) emphasised that instead of relying on strict definitions of social cohesion, themes such as the responsibilities of teachers in promoting change and how they perceive their roles as cultivating a shared identity, trust, and structural equality, must be considered (Horner et al., 2015).

The understanding and conceptual framing of key concepts in policies, along with their constraints in shaping school environments while neglecting teachers' involvement, has contributed to the shortcomings of social cohesion in CE (Chisholm, 2019). Schools increasingly have become grounds for reproducing social inequalities, and, to date, the CAPS curriculum does not account for teacher identity and its influence on classroom practice and pedagogy (ibid). Sayed et al. (2017) concurred that teachers need to be consulted in curriculum reform, particularly concerning the pedagogy of CE in LO.

Davids (2019a) observed that after apartheid, teachers often taught in schools aligned with their racial and ethnic identities. For example, white teachers typically white learners and black teachers taught black learners. However, as Jansen (2004) contends, historically, despite

teachers' vital roles in society, there is an increased need for contextualised pedagogy and a clear understanding of the processes necessary in schools to facilitate quality learning that could drive social change. One notable gap in the reviewed literature is the relationship between teachers' identities and CE pedagogy. As aligned with Waghid and Davids (2015) who contend that teacher identities remained contentiously unexplored.

Msila (2007) advocates that teachers as social change agents need to position themselves between being employees of the state on the one side and learners, parents, community, and school management on the other. However, they are rarely viewed as part of the democratic process. Even though social change remains a neglected area, key policymakers need to understand the challenges and barriers faced by teachers in implementing CE. Additionally, according to Li, Kennedy and Tan (2016), teachers' perceptions could influence their attitudes, behaviours, and methods, which are in turn associated with the pedagogical implementation of CE, contributing to a continuous struggle with ethical behaviour (Mohamad & Sihes, 2019). The issue persists as Orchard and Davids (2019) revealed that ethics is often disregarded in discussions of moral and values education.

The challenge of aligning CE content with real-world issues remains unresolved. Studies have shown that teachers guide their learners to respect one another in the diverse, multicultural societies of South Africa (Alsubaie, 2016). However, South African teachers should become proactive participants in the educational arena in curriculum development and implementation, informed by democratic principles that their collective, cultural, and social identities may be followed and recognised by their learners (Davids & Waghid, 2015).

Cappy (2016) emphasised that school contexts influenced narratives of social cohesion and teacher agency, advocating for performance-based pedagogy, which includes pre-performance rehearsal (storytelling), performing, and post-performance (learners' reflection or discussion) as recommendations for teachers in South African schools. Teachers possess their own professional identities and work for the state, adapting to their collective identities. Historically, teachers have often faced criticism from multiple sources for inadequacies in teaching CE, however, their perspectives are rarely considered (Sayed et al., 2017).

2.11 AFRICAN MORAL ENCULTURATION- UBUNTU VALUES

African moral enculturation, as stated by Adeyemi and Adeyinka (2003), claims that the concept of Ubuntu could contribute to mitigating the moral decay if the concept were integrated into CE. African education was traditionally imparted orally by elders to initiate youth into the culture of society through storytelling. BJ Van der Walt (2003) supported this perspective, suggesting that ethical African education guided the young into becoming upright, moral, and respectful adults. The inculcation of a set of citizenship values aligned with the new, fully democratic dispensation could be seen as a core element in restoring the moral order of Ubuntu in South Africa.

Mnguni (2018) argues that even though schools are expected to teach CE, the cultivation of critical thinking in its prescription in the LO-CAPS curriculum, the principles of social transformation, and valuing indigenous knowledge systems present great challenges. Additionally, the curriculum is supported by a range of teacher-gearred policies to advance democracy, Ubuntu (human dignity), an open society, accountability (responsibility), the rule of law, respect and reconciliation, as reflected in the following three documents (i) Manifesto on Values in Education; Values and Human Rights in the Curriculum: (ii) A Guide and Building a Culture of Responsibility and Humanity in our Schools: (iii) Practical Guide for Teachers (ibid). With all these policies in place, the question arises about ineffective CE (Mnguni, 2018).

The concern is that CE has to be alive and living, encompassing democratic principles that cannot be limited to cognitive and theoretical considerations if it is to have any meaning (Sayed et al., 2017). Teachers and learners must know what it means to be creative, critical citizens, with a sense of belonging, inclusion, self-worth, and hope for a prosperous future (Sayed et al., 2017). Moral awareness and values are an integral part of CE, and the value of Ubuntu needs more consideration and reflection in LO teaching pedagogy. Ubuntu communities could create environments that develop philosophical thinking processes in storytelling promoting shared humanity and concern (Etieyibo, 2017).

Ubuntu in the communal context of South Africa, is a deeply rooted value system of collectivism versus individualism, imbining human dignity and respect for constitutional freedom. Many values identified by James (2003) for nation-building are similar; for example, diligence, responsibility and altruism (Singh, 2003). These values could be incorporated into

Ubuntu and need deep introspective thought and creativity in the teaching pedagogy of CE (Singh, 2003).

Letseka (2008) reiterated that democratic principles should be taught through innovative and stimulating instructional styles, applying them to societal issues and integrating them with the concept of Ubuntu. According to Halstead and Taylor (2000), values education refers to the development of attitudes and personal qualities, but Arifin (2017) contends that teachers are not capable of cross-integrating values in CE.

Cappy (2016) relate that teachers practise their pedagogy using narrative instruction, a practice that negatively impacts learners as they reflect on their own lives. Freire (1970) referred to this phenomenon as narration sickness or excessive banking. Learners are encouraged to conform to societal norms rather than reflect on their positions in the world, consider what could be improved, and contemplate how to effect change (Cappy, 2016). Another pedagogical method employed by teachers involves the use of autobiographical stories and literature to elicit emotional reactions (Etieyibo, 2017). For instance, teachers would draw upon their political struggles to influence learners' behaviour (Cappy, 2016). This strategy aimed to help learners recognise the positive aspects of their lives within a democratic environment.

Mnguni (2018) argued that teachers should adhere to the Manifesto, which recognises values that transcend language and culture, serving as the common currency that makes life meaningful. Furthermore, it encourages a way of life that conforms to normative principles (DoE 2001b:3). Sayed and Novelli (2016) posit that social justice is, therefore, a central value, aligning with Freire's belief that education should promote reflection and change in unequal social structures using problem-posing and dialogue as pedagogical techniques to foster social change.

Both developed and developing countries incorporate values education into their national education systems in response to societal demands for the development of future citizens capable of contributing to a sustainable economy, politics, society, science, and technology (Mohamad & Sihes, 2019). Due to the misalignment of integration across subjects, Sultana (2019) argues that it could minimise understanding of relevant content knowledge and ultimately lose the essence of the concepts or topics. As a result, in South Africa, the development of a successful CE curriculum remains distant, and there are lessons to be learned

from global accounts of CE and their strategies to foster active political and civic participation in curriculum development (Wolhuter et al., 2020).

2.12 INTERNATIONAL STUDIES

Learning from the experiences of other countries, the South African educational forum could very well benefit from teaching citizenship as Wolhuter et al. (2020) state, due to its diversity and multi-racial context. Global Citizenship Education (GCE) could serve as a tool to assist in building meaningful identities (Wolhuter et al., 2020). The power dynamics which underpin CE in education development require a fundamental change, and as reported by Piper (2016), is a change of attitude between the West and the Global South. He argues that human kindness in Ubuntu could alter the design of CE and Ubuntu could bring solutions and mend the broken field of international education (ibid).

New concepts such as the Education by Experience (E x E) teaching and learning programme allows for great flexibility in CE (O’Cadiz et al., 2022). O’Cadiz et al. (2022) reported that a philanthropist and entrepreneur in Mexico had developed an innovative programme, known as Education by Experience (E x E), aimed at seeking civic solutions for Mexico and the world. It promoted and developed competencies such as self-awareness, creativity, commitment, leadership, civic engagement, teamwork, critical thinking, linguistic competence, problem-solving, character development, physical and emotional well-being, and goal setting (ibid). Empirical data demonstrated that the programme fostered positive behaviour, empathy among participants, and, most importantly, a valuing of CE experiences in active political, and civic participation (ibid).

The Education by Experience (E x E) method is organised in four steps.

1. *Listening* - to the teacher
2. *Dialogue* – discussion between teachers and learners, and teachers explain the text and new terms.
3. *Decision-making* – The teacher poses questions and invites learners to share their views.
4. *Awareness-raising* – teachers prompt learners to engage in ethical practices, to raise their levels of consciousness regarding social problems and their relation to values.

De Jaeghere (2006:307) suggests using a Freirean critical approach to transformation while maintaining a combined focus on education, proposing conditions for collective social change, for example using Ubuntu as the moral concept (O’Cadiz et al., 2022). They indicate that the problem-posing approach, one of Freire’s most notable contributions in this realm, is that the pedagogical subjects of the educational process are not homogeneous citizens but culturally diverse individuals, reflecting the context (O’Cadiz et al., 2022).

This programme was developed collectively and aimed to construct a locally relevant curriculum that connected local realities to a broad range of individual, community, and societal issues (O’Cadiz et al., 2022). Their educational model began by ascertaining the theory of CE embedded in the concepts of human agency, civil societies, and social movements, and then sought an epistemological perspective to provide new knowledge to guide and redefine praxis (O’Cadiz et al., 2022).

Praxis is defined as reflection and action upon the world to transform oppression (Freire, 1970). Freire (1970) argues that crossing ethical borders in an attempt to educate for empowerment rather than oppression forms an essential pedagogical relationship between teachers and learners in the classroom. The Paulo Freire Institute’s research team at the University of California, Los Angeles (PFI-UCLA) examined a sample of several E × E-textbooks for learners and teachers, interviewed curriculum coordinators, and observed classroom interactions to encourage proactive, participative citizenship (O’Cadiz et al., 2022).

Any discussion of Global Citizenship Education (GCE), emphasises key values such as respect, tolerance, and social justice and responsibilities (MacCallum, Mkubwa, Maslin & Stone, 2022). However, in the South African context, where xenophobia, violence, and racial tensions persist, Waghid and Hungwe (2023) argue that GCE often serves as a metaphor rather than a tangible reality, effectively introducing a national political order into an international framework. A critical understanding of South Africa’s apartheid history, its impact on teachers, and why CE is not given sufficient emphasis in schools is crucial because of toxic race relations.

The world has become a global village, Hungwe (2022) explains that the emergence of the COVID-19 pandemic, forced countries to orient towards global citizenship. This article stated that there was a global, collective failure of CE systems to encourage empathy and promote democratic collaboration among governments worldwide; consequently, this might have led to

an increase in racism, xenophobia, and Afrophobia (Hungwe, 2022). Additionally, having navigated the pitfalls of the COVID-19 pandemic in South Africa, in the hope of reconstructing the economy to create jobs and reduce poverty, the devastation caused by the six-day looting spree of toxic violence in KwaZulu-Natal and Gauteng led to the destruction of many businesses, and a decline in both the economy and citizenship (Mabuyane, 2021).

Waghid (2023) advances an argument that there is a significant gap between existing literature and critical Global Citizenship education (GCE) specifically with the support of educational technological aid within the Global South. Many of the current crises in the education system of South Africa are also felt globally and force us to think critically, calling for the eradication of social inequalities and the decolonisation of curricula, specifically citizenship (Letseka, 2022).

MacCallum et al. (2022) suggest that Educating Rural People (ERP) is a theoretical construct of CE that underpins how global learning has supported the reflective consideration of social, cultural, economic, political, and environmental issues through critical thinking. Since the inception of the Sazani programme for teacher education, empirical research has been conducted with 51 secondary schools, 51 management groups, and 23 teacher resource centres (ibid). The findings emphasised that teachers and learners should understand what it meant to be participative citizens, rather than studying CE solely from a theoretical standpoint and that they should be aware of their human rights and social responsibilities (MacCallum et al., 2022).

Hungwe (2022) claims that it can be argued that the COVID–19 pandemic re-ignited complex issues such as the social stigma, and racism, that “people are labelled, stereotyped, discriminated against, treated separately, and, or experience loss of status because of perceived link with a disease” (WHO, 2020:1). For example, the racial insinuation of a headline that reads: *Coronavirus in Africa: Could poverty explain the mystery of low death?* caused a major uproar as the article suggests that Africans were expected to die. Letseka (2022) posits that these challenges and global pressures demand new strategies and ways of thinking in teaching pedagogies to eliminate racism in CE, as a revision of conceptions of knowledge and its utilisation.

As indicated by Hungwe (2022), the interconnectedness of people internationally shows that CE is oriented towards a global collaboration, and the world is fast becoming highly interdependent. Moreover, the global challenge of CE remains dynamic, and additionally,

twelve European Union (EU) member states, in an empirical study, discovered that there are considerable gaps between policy and practice regarding the teaching of CE (Veugelers, 2017). Among these new challenges is a social change regarding citizens and netizens.

Achmad (2021) explains that a citizen practices freedom of expression in public spheres, whereas a netizen actualises the interaction process of communication that prioritises technological, digital information. This causes a shift in morals, values and norms in society and has an impact on the behaviour of individuals, specifically teachers and learners (Achmad, 2021). However, Seherrie (2020) points out that this educational system failed miserably because of deficient teacher education and the change from a teacher-centred approach to a more learner-centred approach incorporating racial tolerance and morality.

Global research statistics by Osler (2013) suggest that promoting knowledge of citizens' rights, tolerance and responsibilities, and respect for other races and cultures are pivotal strategies of civic and CE, according to teachers' responses. The promotion of critical and independent thinking regarding CE is also among the most important aims of the article. Over half the teachers surveyed (57.9 %) as Osler (2013) reports, indicates that a very low percentage of teachers rated *preparing students for political engagement*, as important, even though this is a critical aspect of CE. Osler (2013) claimed that the percentage of teachers who critically defended their views promoted respect, and safeguarded the environment was only 36.7%. Subsequently, supporting the development of effective strategies to combat racism and xenophobia accounted for a strikingly low statistic of 16.2% (Osler, 2013).

The empirical analysis and discussion of curricula in Nordic schools suggests that the negotiation of the meaning of CE is a shared process between teachers and learners (Lövgren, 2022). Their voices are heard, and their identities are considered as measures of transformation aimed at the full development of the human personality (Lövgren, 2022). The narratives of Nordic learners suggest that self-development is characterised by an outward movement with enhanced responsibility for the local and global realisation of human rights (Lövgren, 2022). In agreement, developing specific values, attitudes, and behaviours is grounded in respect, tolerance, and solidarity, which is closely aligned with the LO-CAPS curriculum, except that schools in European countries encourage active participation and engagement at school and community levels (Lövgren, 2022).

As South Africa enters the era of transformation to democracy, a period marked by intolerance, instability, and political violence between cultural groups remained a continuous challenge for teaching CE in South African schools. Therefore, global CE guidelines could be useful (Dreyer, 2018). South Africa could learn from Torres (2017), as he reported that Global Citizenship Education (GCE) constitutes a new ethical system, notably with assessment as an important principle, considering teachers' competencies, resources, tools, and learning environment processes (ibid). Additionally, globally, civic education is afforded much greater importance than in South Africa. Nevertheless, some of the most important principles of GCE, according to Torres (2017), are as follows:

1. A global ethic of care for the individual and human rights, Saint Ignatius of Loyola termed '*Cura personalis*', like the thirteenth-century Andalusian scholar, Ibn Khaldun, one of the best philosophers and historians of the Middle Ages, who approves of the idea that the influx of new peoples has always been a positive move to reinvigorate and renew civilisation.
2. This new GCE advocates holistic learning that guides ethics, aesthetics, spirituality, and art and includes goals of peacebuilding.
3. Based on ethics of caring and compassion, GCE seeks to understand, explain, and solve today's migration crisis.
4. Because the world is changing at an unprecedented rate, hybridity is everywhere and GCE responds to the transformation of traditional cultures, ethnic groups, and gendered boundaries.
5. Through GCE research, unemployment should be addressed as marginalised youth worldwide grow restless facing hopelessness wondering about their future and how they can contribute towards solving local and global crises.
6. GCE employs a new lifelong learning perspective in the transition from education to work. Challenging the many forms of inequalities that persist globally, we face the need to intentionally incorporate more poor and unprecedented people.
7. GCE promotes a global identity, a sense of belonging and active responsibility to the global community, emphasising a shared common humanity and destiny between people and the natural environment. These principles should illuminate not only the ethics but also the epistemology of GCE (Torres, 2017).

Global Citizenship Education (GCE) could serve as a conceptual tool and should take its rightful place in CE in South African schools to assist in building meaningful identities (Wolhuter et al., 2020). Letseka (2022) shared a similar perspective and added that teachers struggle to reconcile their experiences of historical oppression, and their collective identities should be problematised. Thus, this information provides context for analysing how teachers' identities influence their understanding of CE pedagogy.

Wolhuter et al. (2020) confirmed that moral decay was not only experienced in South Africa but constituted a worldwide problem. Globally, the increased focus on CE implied that supranational agents endeavoured to construct a set of universal values in contrast to particularistic values confined to the state (Haugen, 2012). These international researchers in CE and human rights expressed their concern regarding the growing political apathy, racism, violence, xenophobia, and intolerance (Haugen, 2012).

Countless policies aimed at improving democracy have been formulated, inviting all countries to participate in the International Association for the Evaluation of Educational Achievement (IEA, 1999) Civic Education study, yet South Africa notably remained absent (Waghid & Smeyers, 2012). The author reiterated that the full report, known as IEA (Civ-Ed), titled *Citizenship and Education*, was conducted in 28 countries. Waghid and Smeyers (2012) stated that all these goals aimed to produce 'good' citizens who could contribute to achieving political stability and peace, in line with the imperatives of a global market economy. To combat crime, corruption, and moral decadence plaguing the South African populace, Wolhuter et al. (2020) suggested that cultivating global citizenship values alongside CE could assist in reforming South Africa's value system.

The findings encourage democracy; teachers must at all times exhibit the values of competence and commitment and make learners aware of the many forms of violence, sexual abuse and harassment manifested in schools (Sayed et al., 2017). Teachers in South African schools have to contend with multidimensional school-based toxic violence. As Sayed et al. (2017) demonstrated, this violence consists of various forms, such as bullying, theft, sexual and gender-based violence, assault and fighting, gang-related violence, cyberbullying, xenophobia, corporal punishment, and homophobia (Buckland, 2005; Burton & Leoschut, 2013; Mncube & Harber, 2013). Thus, the aim is to investigate the gaps in the curriculum, how teachers teach CE, and their understanding of social cohesion within these multidimensional, problematic contexts.

The implications of global citizenship are demonstrated by Raanhuis (2021) as *soft* and *critical* approaches: *soft* approaches are based on the perception of humanity, whereas *critical* approaches have a direct focus on social justice. The critical approach is relevant in the context of South African schools and to understand the origins and implications, of power, voice, and difference that is required for development education in CE. The *soft* approaches are based on the perception of common humanity, whereas the *critical* approaches focus on justice and complicity in harm (Raanhuis, 2021). This requires a degree of *critical literacy* for teachers, by being mindful of their assumptions or implications of approaches to teaching pedagogy of CE, to not indirectly or intentionally reproduce belief systems and toxic practices.

2.13 GCE WITHIN THE CONTEXT OF SOUTH AFRICA

Historical events such as the Zuma case as mentioned in Chapter One, page six, influences the teachers' approach as reported by Raanhuis (2021) advising a critical approach focussing on social justice. Teachers struggle to adapt their approaches when learners are disinterested in governmental and state affairs, painting all politicians with the same brush, stating that they are corrupt. Global Citizenship Education (GCE) then provides an innovative approach as learners are becoming increasingly technological, and teacher training is a necessity for the future in CE.

Valuing the diverse backgrounds of both teachers and learners is imperative in South African schools. Given the country's complex socio-cultural dynamics, ongoing teacher education and support are essential to address the limitations of CE in the LO-CAPS curriculum. Vavrus (2018) argues that bridging and addressing these pedagogical gaps through Cultural Responsive Teaching (CRT) enhances and informs evidence-based, inclusive pedagogical approaches. In pursuit of this GCE inclusivity, teachers must expand their multicultural knowledge for a learner-centred strategy that embraces an inclusive, culturally appropriate environment for historically marginalised learners (ibid).

The goal of Cultural Responsive Pedagogy (CRP) is to conceptualise a two-way communicative process designed to decrease learner passivity by encouraging learners to be the centre of the learning process. This approach is particularly beneficial in South African multicultural classrooms. Developed as a response to the tensions inherent in multicultural and democratic societies, CRP seeks to foster equity-based educational approaches (Vavrus, 2018). In the South African context, CRP plays a critical role in cultivating positive learner identities,

critical thinking skills, and civic consciousness. The framework emphasises teacher preparation programs to equip understanding of the realities of both urban and rural education, essential for learners to reach their full academic potential and a sense of belonging (Manuel, 2023).

Mpisi and Alexander (2022) inform us that in keeping with the ever-increasing globalisation across national and international borders, this migration of CRP has transformed classrooms around the globe. With this need, they also agree with Manuel (2023) that teachers should be aware of their learners' cultural backgrounds to deliver their CE lessons effectively. In this regard, education policymakers have a responsibility to ensure that schools implement creative and GCE-inclusive strategies that provide equitable learning opportunities, regardless of cultural or socio-economic backgrounds. Additional research could first advance our understanding of CRP and then investigate the impact of CRP approaches in building democratic principles and cultivating critical, meaningful, and proactive citizens.

The misalignment between LO-CAPS curricular expectations and actual classroom practices, as stated by Schoeman (2019), indicates that the CE curriculum needs urgent evaluation as real-world issues must be included. Teachers are left on their own devices to use their value judgments whenever they are faced with issues such as the Zuma case, and they are blamed for being ill-equipped to address diversity, equity, and unity within their classrooms (Levinson, 2015).

2.14 CONCLUSIVE POINTS OF THE LITERATURE REVIEWED.

To summarise, in this section of the review, I presented studies and empirical data related to the topic of CE. Studies on social cohesion revealed that teachers and learners had to share meaning in developing specific values, attitudes, and behaviours characterised by respect, tolerance, and solidarity in CE. Nevertheless, there has been a failure to deliver CE globally, increasing racism, xenophobia, and Afrophobia (Wolhuter et al., 2020). Consequently, the focus of this study was to indicate the relationship between the experiences of LO teachers in Western Cape schools in South Africa, their teaching of CE, and their understanding of social cohesion to promote and encourage active, critical democratic citizenship.

This study was deemed a worthwhile investigation, as the literature reviewed indicated that numerous research studies provided theoretical clarifications of CE alongside its challenges, particularly regarding toxic race relations. However, gaps indicate that limited work has been

done on how LO teachers understand social cohesion in CE. As a result, to contribute to the body of knowledge, there exists an urgent need to investigate the empirical and pedagogical experiences of LO teachers to gain deeper insights into the challenges of social cohesion within CE, ultimately encouraging meaningful citizenship for a democratic South Africa.

The theoretical framework of the study used the CP theory of Freire, Ubuntu framework and the PCK learning theory of Shulman. The important gaps evident in the literature are: The inculcation of a set of citizenship values aligned with the new, fully democratic dispensation that could be seen as a core element in restoring the moral order of Ubuntu in South Africa. Moral awareness and values are an integral part of CE. Global Citizen Education (GCE) could create environments of philosophical thinking processes in storytelling, promoting shared humanity and concern (Etieyibo, 2017). Ubuntu in the context of South Africa could alter the design of GCE in CE, bringing solutions to the broken field of international education (Wolhuter et al., 2020).

The problem-posing, critical approach of Freire (1970) to transformation could benefit from using Ubuntu as the moral concept of human agency in GCE to provide new knowledge to guide and redefine praxis in CE (O’Cadiz et al., 2022). However, Waghid and Hungwe (2023) argue that GCE often serves as a metaphor rather than a tangible reality, with a significant gap between existing literature and GCE.

The apartheid history of South Africa forces us to think critically in this era of democratic transformation, and Letseka (2022) asserts that we must be serious in the eradication of social inequalities and decolonising CE. The interconnectedness of people globally suggests that the world is becoming highly independent, and we must develop our youth for the future (Hungwe, 2022). Mpisi and Alexander (2022) advise us that, adopting the ever-increasing globalisation across national and international borders, this migration of Cultural Responsive Pedagogy (CRP) has transformed classrooms globally. Manuel (2023) suggests that teachers should be aware of their learners’ cultural backgrounds to deliver their CE lessons effectively.

The new generation of netizens uses technological digital information as a means of communication, causing a shift in morals, values and norms in society (Achmad, 2021). In agreement with the literature reviewed, South Africa enters into the era of democracy, a period marked by intolerance, instability, and political violence between cultural groups, and it

remains a continuous challenge for teaching CE in South African schools. Therefore, global CE guidelines could be useful (Dreyer, 2018).

Hence, to identify the literature gaps this thesis will address will respond to the research questions: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape? How do teachers teach CE, and why do they teach the way they do?*

The empirical experiences of LO teachers teaching CE signify; (i) a gap between policy and practice, where the existential weight of teaching CE is felt most acutely in their emotional labor, ethical decision-making, and efforts to model active citizenship in fractured communities. (ii) Teachers' voices. Teacher education is another gap that needs urgent attention, as teachers are left to use their value judgments whenever they are faced with issues of addressing adversity and social ills.

SECTION B: THE CONCEPTUAL FRAMEWORK

2.15 INTRODUCTION

This section reviews literature on the complexity and challenges of CE pedagogy and provides a conceptual foundation for investigating the experiences of LO teachers as they teach CE. Specifically, it explores how teachers approach this aspect of the learning area, and why they teach the way they do. A conceptual framework serves as a lens through which to understand the dynamics of knowledge in this context and helps to grasp the topic, research questions, data analysis, and study rationale (Lederman & Lederman, 2015). In essence, a conceptual framework can be defined as a supportive structure that encompasses the theory, context, and objectives of the study, providing an analytical lens to interpret the data to answer the research question. Its significance lies in facilitating the investigation of the underlying reasons for the problem under study by connecting it with similar research, previously conducted.

There is the perception of poor practice when there are no explicit conceptual underpinnings in the reporting of research results and themes. This interpretive perspective is supported by Braun and Clarke (2021) who emphasise the importance of a robust approach to Thematic Analysis (TA). Their perspective is encapsulated in the submission guidelines of Qualitative Psychology submission guidelines, which explicitly state that empirical research will be

evaluated based on whether there is adequate conceptualisation as opposed to simple description or reporting of themes (APA, 2020).

Thematic Analysis (TA), as a method, necessitates thoughtful deliberation from researchers and a commitment to reflective research practice, which is emphasised as crucial in numerous quality standards and guidelines. While TA values the flexibility of analysis it also serves to clarify and make visible the key elements of a study (Braun & Clarke, 2012). However, some critics have raised concerns about the predetermined nature of off-the-shelf methodologies. They argue that although conceptualising can be daunting, a well-structured conceptual and design framework can make the research more transparent (Chamberlain et al., 2012). Below, I present the conceptual map and design of the study (see Figure 2.1).

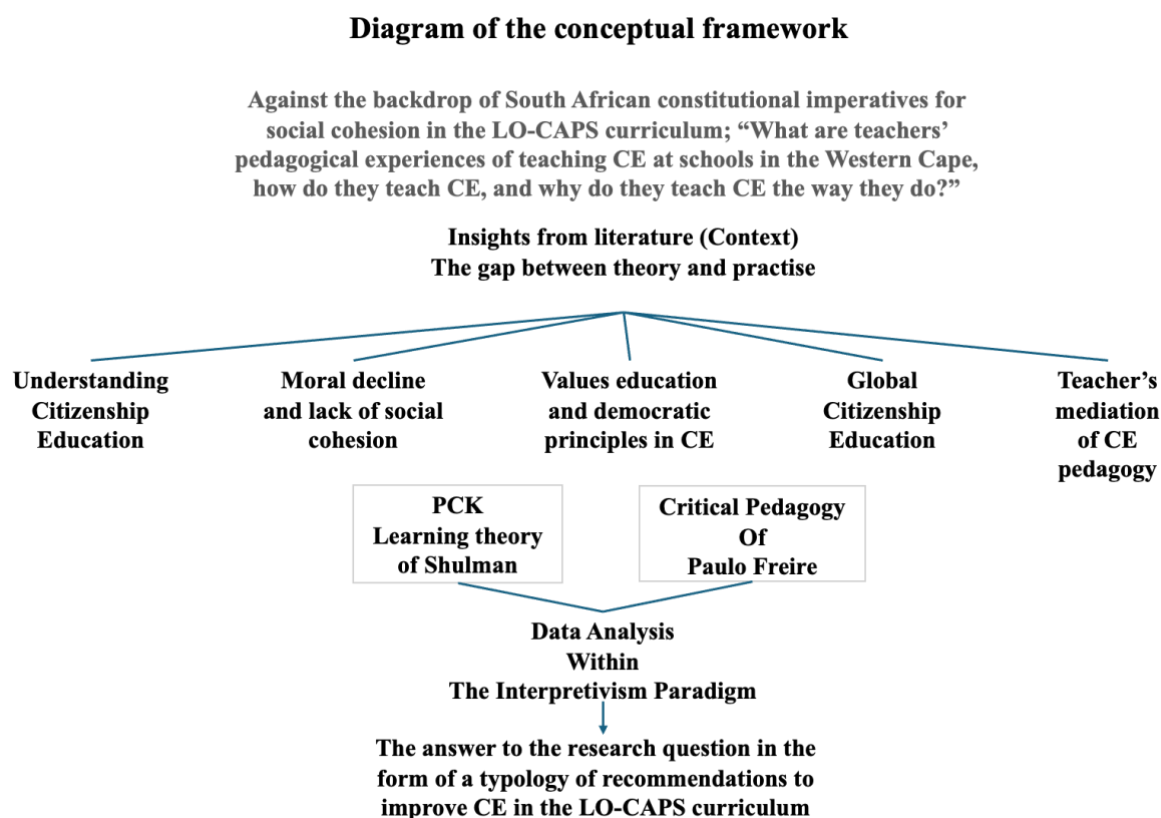


Figure 2.1: The Conceptual Framework

2.15.1 The Integration of Theories

The conceptual framework for this study integrates the Pedagogical Content Knowledge (PCK) learning theory of Shulman (Critical Pedagogy (CP) and the theory of Paulo Freire (1970), within the interpretivist paradigm. As illustrated in the above diagram, this framework serves

as a lens for understanding LO teachers' experiences of CE pedagogy in Western Cape schools. Specifically, it emphasises and expands on the relationship between teacher identities and CE pedagogy, explores their diverse pedagogical approaches, and examines their transformative roles in the classroom as social change agents, alongside the contextual factors that shape educational practice.

The study is guided by Shulman's Pedagogical Content Knowledge (PCK) theory (1986) alongside the transformational theory of Freire's (1970) CP theory. PCK advocates that teachers' content knowledge (what they know) must be effectively integrated with their pedagogical approaches (how to teach), and CP theory encourages conscientisation in oppressive contexts. The interplay between PCK (Shulman) and CP of (Freire) complements each other in providing understanding in CE pedagogy. To inform the methodology in response to the research questions, an interpretivist paradigm is the most practical choice for analysing and investigating LO teachers' pedagogical experiences in teaching CE. This approach explores how teachers teach CE, why they adopt specific methods and evaluates these practices against the constitutional requirements of the CAPS curriculum.

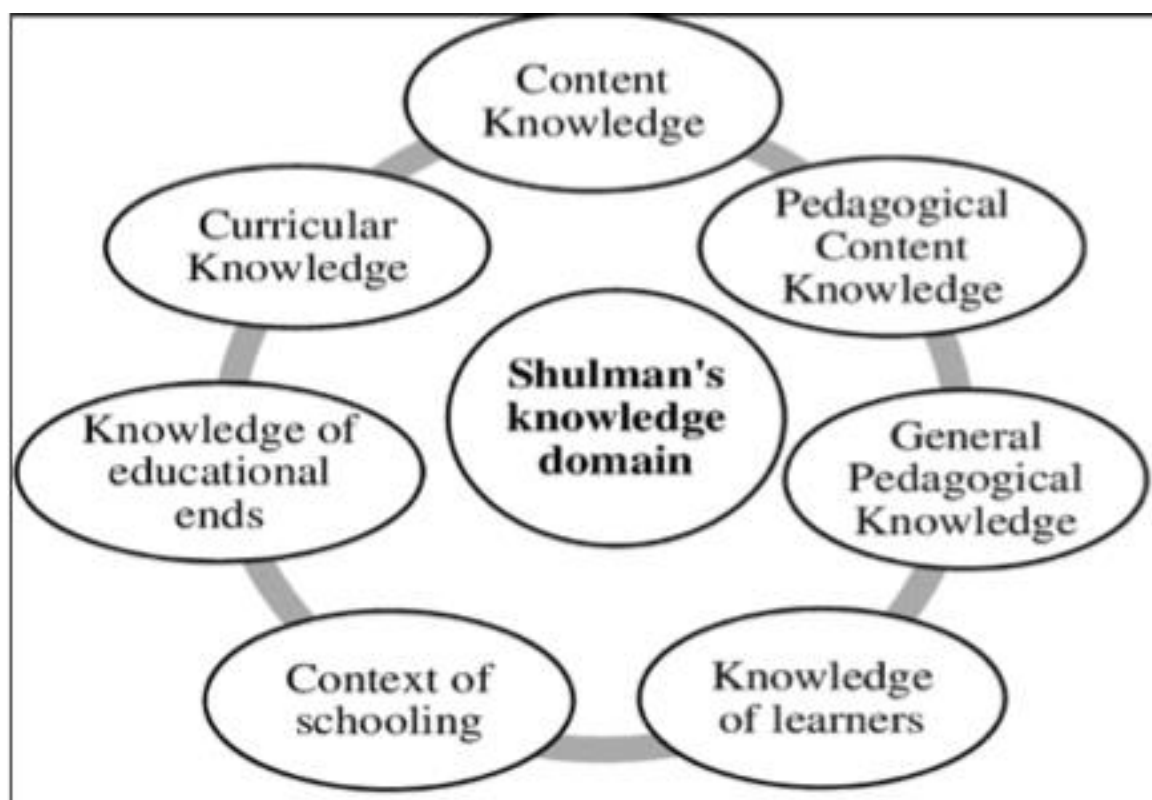
As Freire (1970) articulates, Critical Pedagogy is defined as follows:

The critical question here is whose future, story, and interests the school represents. Critical pedagogy argues that school practices need to be informed by a public philosophy that addresses how to construct ideological and institutional conditions in which the lived experience of empowerment for the vast majority of students becomes the defining feature of schooling.

CP strives to foster new forms of knowledge by emphasising the dismantling of traditional disciplines and encouraging the creation of interdisciplinary insights. This approach aligns fittingly with the problem-posing method which appears to be particularly well-suited for analysing the challenges that both teachers and learners encounter in the context of real-world issues and comprehending CE. In this dynamic, the teacher's role is consistently cognitive, while the learner's role is inherently reflective. Over time, the learners come to see themselves as committed and transformative individuals (Freire, 1970).

The diverse pedagogical approaches of LO teachers stand to gain significantly from the application of knowledge domain learning theory which facilitates meaningful discussion

about the real-world application of CE pedagogy. The following ‘Knowledge Domain Theory’ is presented in Figure 2.2.



(Source: Shulman, 1987)

Figure 2.2: Shulman's Knowledge Domain Theory

Shulman (1986) argues that Pedagogical Content Knowledge (PCK) should be integrated even though these were initially envisioned as separate domains. He explains that PCK is a unique form of knowledge that is specific to teachers arising from the way they connect their understanding of teaching pedagogical knowledge with their expertise in the subject matter content knowledge. This integration, or synthesis, of pedagogical and subject matter knowledge, constitutes the essence of PCK (Shulman, 1986). Specifically, in the context of LO, PCK encompasses teachers' understanding of CE, their comprehension of the principles of citizenship, as well as their ability to effectively apply their pedagogical strategies.

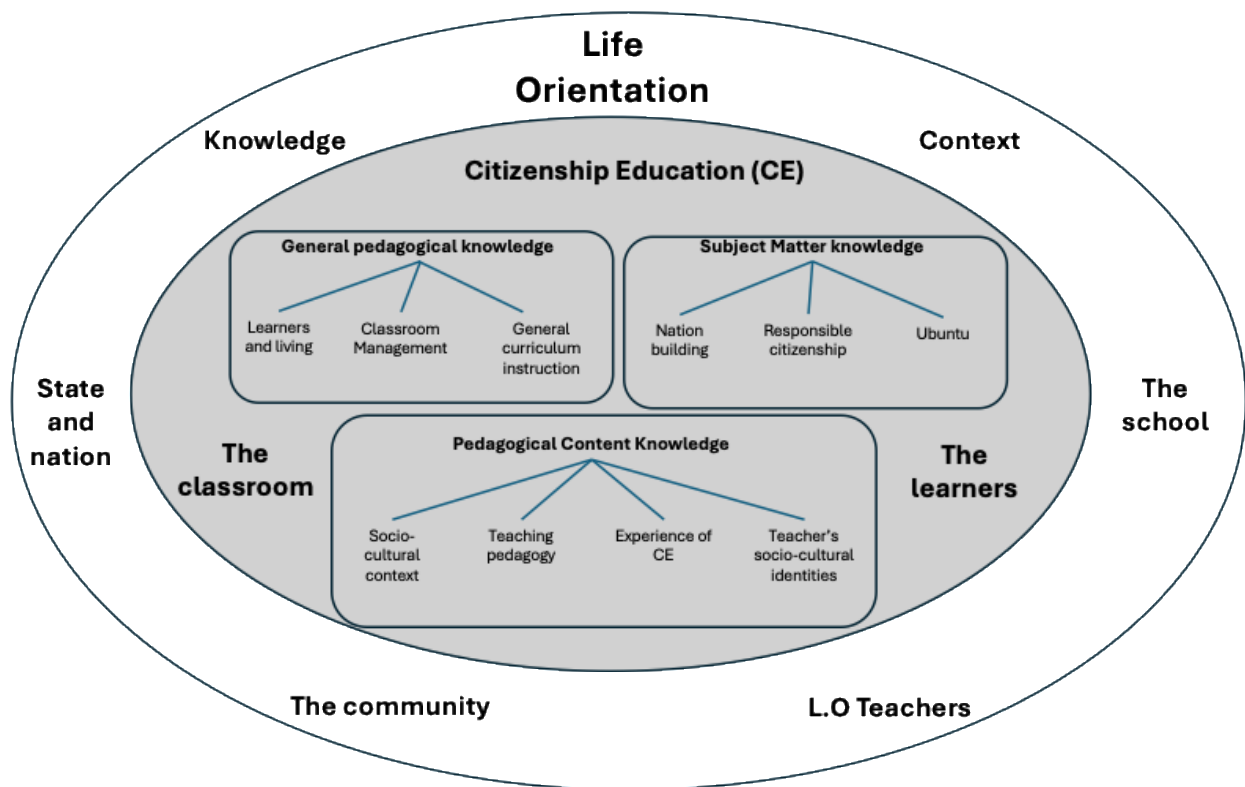
Despite the potential risks associated with teachers applying the meshing hypothesis from Shulman's knowledge domain theory (1987) to inform their pedagogy, this neuromyth continues to be prevalent in the education community (MacDonald & Madhusudhan, 2017). These identified risks include the mislabelling of learners, negative effects on their mindsets,

and a failure to employ evidence-based strategies (Lithander, Geraci, Karaca & Rydberg, 2021). To address these issues, teachers must embrace Shulman's knowledge domain theory of CPK in their lesson preparation. This theory will facilitate the expansion of the investigation in terms of how to prepare instruction for learners when necessary.

In spite of the objectives of the South African Constitution to create a society based on democratic principles and values, such as the Manifesto of Values in Education, which emphasises cohesive nation-building and fundamental human rights, the lack of social cohesion in communities persists. Even though South African secondary schools, at the conceptual phase of CE, are required by policy to promote active citizenship through the LO curriculum, this has highlighted significant challenges. Studies demonstrate that many teachers exhibit apathy toward civic engagement, where they portray a lack of clear comprehension of democratic principles in CE, but are in desperate need of support (Arendse & Smith, 2018; Sayed et al., 2017).

2.15.2 Conceptual Thinking for Thematic Analysis (TA) Research

Thematic analysis (TA) methods, as a cohesive group, share several key features. They provide theoretical flexibility, though this can fluctuate depending on the underlying assumptions regarding meaningful knowledge production and the context of qualitative research. TA involves systematic processes for coding and theme development accommodating both inductive and deductive approaches to analysis, with variations in the interpretation of these methods. Coding in TA can focus on surface-level manifest meanings, which are readily observable in the data, or delve into deeper, underlying latent meanings, which are more conceptual and implicit (Boyatzis, 1998; Braun & Clarke, 2006; Joffe, 2012). Despite these common characteristics, TA approaches can vary considerably, often reflecting distinct conceptual frameworks and values. The accompanying concept diagram (see Figure 2.3) illustrates this.



(Source: Carlsen, 1999)

Figure 2.3: Domains of Teacher Knowledge

The concept diagram illustrates how TA methods, as a cohesive family, share the following characteristics: theoretical flexibility, which is, however, constrained to varying degrees by assumptions about meaningful knowledge production and the conceptualisation of qualitative research. Additionally, the diagram highlights the initial stages of coding and theme development, along with the potential for both inductive and deductive orientations in the interpretation of these methods.

The analysis of manifest meanings, whether semantic or descriptive, is immediately evident on the surface of the data. However, it is important to recognise that latent, implicit, or conceptual meanings may also lie beneath this surface (Boyatzis, 1998; Braun & Clarke, 2006; Joffe, 2012). Furthermore, there are significant differences among various approaches to TA, often grounded in distinctly different conceptualisations and values.

The LO curriculum is grounded in the fundamental principles of transformation, social justice, and inclusivity. To support these principles, human rights concepts are integrated into discussions of constitutional rights and responsibilities. This integration aims to equip learners with the knowledge and skills necessary to become active citizens who make meaningful

contributions to society (DBE, 2010).). Central to this framework is the Bill of Rights outlined in Chapter 2 of the Constitution (RSA, 1996), which enumerates the rights and responsibilities that citizens can exercise. Despite this foundational structure, Mnguni (2018) points out that members of the public, including teachers, remain inadequately informed about the rights available to them.

Shulman and Shulman (2004) contend that critical reflections are at the foundation of learning, emphasising that deep thinking is essential for professional teacher growth and critical decision-making. Expanding on this idea is the extensive approach of Freire's praxis, which posits that education is inherently a transformational process (Freire, 1970). This perspective invites teachers to challenge the status quo, allowing them to critically examine issues such as impaired social cohesion. Furthermore, Freire (1970) advocates for the discovery of strategies to counteract oppression, including the improvement of strained race relations. Insights from Freire's work is integrated into the theoretical framework of this study, enabling a nuanced analysis of whether teachers adopt a transformative approach in their PCK.

The challenge of civic education in the post-apartheid South African context can effectively be addressed through co-intentional education, involving both teachers and learners. This approach not only aims to unveil critical realities but also emphasises the praxis of recreating knowledge. The realisation of critical pedagogy begins with the concept of praxis, where theorising practice and practicing theory form a continuous relationship within the classroom. The dynamic invites teachers to engage in a humble collaborative dialogue centred on problem-solving, which is essential for the successful implementation of CP (Shokouhi & Pasharie, 2015).

Additionally, the banking concept of Freire (1970) suggests that teachers view learners as empty vessels, passively waiting to be filled with knowledge by informed teachers, much like sponges eager to absorb facts. A significant criticism of CP, articulated by Pennycook (2004), is that it often remains entrenched in theoretical discussions rather than translating those theories into pedagogical practice. This gap is highlighted by Cappy (2016), who illustrates that many teachers do not recognise how, as professionals, they can effectively translate their efforts in fostering critical reflection into active CE practices that promote social cohesion.

Regarding the roles teachers can play in promoting social cohesion within the context of nation-building, this literature concludes with three key perspectives on the teaching of CE in the LO-

CAPS curriculum. However, there remains a need to address the relationship between LO teachers' identities and their CE pedagogy and the diverse pedagogical approaches employed by these teachers or their potential transformative roles as agents of social change.

The PCK learning theory proposed by Shulman (1986) and Freire's CP theory (1970) offer an ideal complementary framework for analysing the data in this study. This framework facilitates a deeper understanding of LO teachers' experiences in teaching CE pedagogy, including their instructional methods and the motivations behind their approaches. As a result, this analysis enabled me to present my findings in a reflective, analytical, and evaluative manner, allowing for comparisons with the existing literature.

As part of an inclusive framework, the LO curriculum is grounded in the democratic principles of respect, social justice, empathy, and accountability. At the conceptual phase, human rights have been integrated into dialogical engagement of constitutional rights and responsibilities, with the intent to encourage learners with the basic tools of knowledge and skills to become proactive citizens who contribute meaningfully to communities (DBE, 2010).

Chapter Two of the Constitution (RSA, 1996) stipulates the rights and responsibilities that citizens may exercise. However, despite this foundational framework, Mnguni (2018) argues that the public, including teachers and learners, are often poorly informed about the rights available to them. Consequently, lesson preparation requires teachers to examine and critically interpret the resources concerning their understanding of the subject matter in CE, as well as apply this understanding to real-world issues. Letseka (2022) asserts that Ubuntu is an ideal concept to integrate social cohesion and global interconnectedness in the South African context.

The theoretical framework of Ubuntu, supported by Global Citizenship Education (GCE), reinforces the seemingly abstract notion of common humanity while addressing the process of decolonisation (Waghid & Hungwe, 2023). However, an increasing body of scholarly criticism argues that GCE can be viewed as an elitist movement with the explicit aim of promoting Eurocentric epistemological hegemony, which privileges Western perspectives over other cultural values, including indigenous beliefs. In light of this critique, this study advocates for liberating the minds of both teachers and learners from the remnants of colonial thought. By integrating Ubuntu into the educational framework, the study acknowledges the enduring traces

of political struggle and oppression left by colonialism. Ultimately, the study advocates for incorporating GCE as a progressive pathway for South African education.

2.16 CHAPTER SUMMARY

To sum up, this chapter was structured in two sections: the review of literature pertinent to the study and the conceptual framework, which served as a guide for addressing the research questions and interpreting the data collected. The following chapter (Three) outlines the research methodology, encompassing the research paradigm, design, and approach aimed at answering the central question: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape?*

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

I reviewed the relevant literature and the study's conceptual framework in the previous chapter. This chapter presents the research design and methodology I used to investigate the questionable status quo of Citizenship Education (CE) pedagogy in South African schools. Defined as knowledge of the state's civil and human rights, this study on CE sheds light on the knowledge that learners acquire, as well as how they are encouraged by their teachers to protect and be loyal to their country when it faced threats.

Against the backdrop of South African constitutional imperatives for social cohesion in the Life Orientation – Curriculum and Assessment Policy Statements (LO-CAPS) curriculum, the methodologies below have been applied to answer the research question: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape?* Furthermore, the selected methodology investigates answers to the following sub-questions:

1. *How do teachers teach CE, and*
2. *Why do they teach the way they do?*

In keeping with the initial aim and objectives of the study, as per the research questions, I establish my discourse upon the model that the South African Constitution, adopted in 1996, aimed to overcome the divisions of the apartheid era by establishing a democratic society built on quality education (Richotte, 2017). As a consequence, CE, as part of the LO curriculum, became mandatory in schools, and teachers were entrusted with the crucial task of empowering learners to become informed, critical, and proactive citizens. Despite nearly three decades of democracy, South Africans still grapple with the transition, as reflected in academic literature and media reports (Mabuyane, 2021).

As a result, to answer the study's research questions, I employed a qualitative approach in a multiple case study design. To this end, I discuss empirical data from interviews with four schools' LO teachers in response to the main research question. These discussions draw attention to their teaching experiences and allow me to achieve a diverse overall interpretation of their perspectives and strategies of CE pedagogy. I then analyse the data using conceptual and theoretical frameworks that substantiate the study. \

In this chapter, I discuss the research approach, research design, case study, population and sampling, data collection techniques, interviews, classroom observations and document analysis. In addition, issues of trustworthiness and research ethics are also discussed.

3.2 RESEARCH APPROACH

The research approach serves as a roadmap for the study, clearly outlining how the study was to be undertaken. As explained, I employed a qualitative research approach from several traditional designs that have significantly contributed to both theory and practice in education. The decision to conduct a qualitative study stemmed from the realisation that statistical analyses and quantitative measures would not have addressed the research issues at hand nor facilitated responses to the research questions.

Moreover, quantitative measures were prone to lack sensitivity to factors such as racial and gender discrimination in a multi-racial, multi-cultural South Africa. Such considerations underscore the importance of understanding people's feelings and lived experiences, hence more aligned to qualitative studies (Creswell, 2013). In this context, Yin's (2016) discussion emphasises that the qualitative approach supports the present research priorities which are teachers' beliefs, feelings, and collective identities. Hence, the research paradigm provided essential contextual details about the socio-political and cultural circumstances that assisted in understanding their typical pedagogical experiences of CE.

Dean and Wiley (2022) further explain that a qualitative research approach is characterised as rich and holistic, focusing on lived experiences within their context, honouring participants' local meanings and interpreting their viewpoints and stories. This approach preserved chronological flow, allowing for the documentation of the sequence of events and their resulting outcomes, while explaining the underlying reasons for these sequences and illuminating the various interpretations that may arise. Furthermore, Dean and Wiley (2022) emphasise that this approach offers valuable insights into addressing societal issues, such as poor race relations, to encourage proactive citizenship and serving humanity.

The purpose of the investigative qualitative approach used in this study was as follows:

Firstly, a qualitative method of inquiry is primarily utilised by researchers interested in collecting primary data through face-to-face interviews, observations, and document analysis, and subsequently identifying patterns and themes for final data analysis (Creswell, 2014). The

study under discussion is a qualitative study aimed at gathering insight into the issues faced by LO teachers in their school settings and how they experience teaching CE. Thus, data were collected via interviews, classroom observations, and document analysis during this qualitative study, providing readers with the opportunity to uncover the realities of how LO teachers understand the conceptual aspects of CE, implemented their lessons, and the rationale behind their teaching practices. I concur with Haradhan (2018), that the qualitative approach offers a depth of understanding regarding teachers' subjective, philosophical views, granting research participants the opportunity to express their opinions in a context marked by a lack of social cohesion, as highlighted in the literature.

Secondly, the qualitative case studies reveal the importance of the meanings that participants assign to their teaching and the curriculum, denoting that the diverse viewpoints necessitate careful analysis for the researcher to fully comprehend current educational issues. Ultimately, these interpretations were linked to various themes that subsequently provided recommendations addressing existing challenges in CE, exploring the sub-question of why teachers teach the way they do. Additionally, this study aimed to identify the obstacles that arose when considering the perspectives of teachers as social change agents in transformative South Africa, as well as their opinions on enhancing Pedagogical Content Knowledge (PCK) in CE (Shulman, 1986). This focus is crucial as any modifications made in the future could facilitate the effective adoption of new PCK, thereby promoting CE and encouraging proactive citizenship.

Thirdly, the qualitative approach was emergent and iterative, permitting amendments to the initial strategy, following data collection, should novel issues arise. According to Davids (2019c), several challenges related to CE necessitate careful consideration, and teachers in South African schools require significant personal and professional development support to make progress. Few studies have examined teachers' collective cultural identities and their impact on curriculum and classroom practices (Davids, 2019c). However, the primary objective of the present qualitative study was to collect data from multiple sources and analyse documents related to curriculum policies to understand LO teachers' experiences of teaching CE in Western Cape schools, in South Africa.

The primary method of data collection was interviews, with classroom observations and document analysis assisting in addressing critical issues such as the way teachers implement their CE lessons. Particularly how they address social ills such as poor race relations, human

rights concerns, and a lack of social cohesion. Classroom observations were employed to investigate the sub-question: *How are teachers teaching CE?*

I framed my study within the interpretivist paradigm, arguing that teachers possess different philosophical assumptions based on their subjective worldviews. Since interpretivist research is typically exploratory and inductive, aligning well with the study's aim of examining the subjective dimensions of human experience. A research paradigm guides researchers in selecting suitable methods for collecting and analysing data. It is defined as the perspective that directs the researcher in analysing and interpreting the topic under study (Denzin & Lincoln, 2017).

Before starting the fieldwork, I introduced myself to the LO teachers as an empathetic researcher and briefly clarified the topic of CE to build rapport with them and to accurately reflect all observed behaviours. I subsequently explained that the literature indicated that the pedagogical experiences of LO teachers teaching CE could contribute to proactive CE, fostering democratic principles and promoting social cohesion in South Africa.

Once data were gathered via the recorded interviews and observations, I became familiar with the recordings and transcribed them into sizable chunks of textual information for thematic analysis (Guba & Lincoln, 1985). I maintained a journal documenting the pedagogical experiences of LO teachers within the CAPS curriculum framework, noting the social context of the schools as well as the holistic meanings that teachers attached to morals and values education in their lessons. The flexibility of the interpretivist research paradigm encompassed ontology, epistemology, axiology, methodology, and methods.

Ontology deals with the nature of reality, while epistemology is concerned with the theory of knowledge, its nature, forms, and acquisition. The methodology focused on data collection, and the methods represented the ways data were analysed and interpreted to address the research questions. According to Terre Blanche, Durrheim and Painter (2006), all studies begin with ontology, a value-laden concept that involves the researcher's belief system regarding the social phenomenon being investigated. In this study, the reality was addressing the lack of social cohesion and poor race relations in South Africa and how LO teachers could promote proactive CE in schools. Understanding ontology provided the necessary tools to respond to the research questions and generate recommendations for meaningful CE.

Decades after apartheid, evidence from social media and other sources indicated that South Africa had a fragmented society characterised by a lack of social cohesion exacerbated by toxic race relations (Mabuyane, 2021). Constitutional initiatives expected the educational sector, particularly LO teachers, to address the challenge of promoting proactive citizenship in South African schools and ultimately in society. Consequently, this study investigated how teachers understand the shift from apartheid to democracy, making it essential to examine the pedagogy of CE. Ontologically, it became crucial to grasp the reality of current conditions to study these social processes effectively.

The epistemological dimension focused on understanding the subjective experiences of LO teachers teaching CE and examining their worldviews as transformative, social change agents. In this context, epistemology investigated truth through empirical evidence, which encompassed LO teachers' pedagogical experiences (Kivunja & Kuyini, 2017). This exploration presented a significant issue regarding CE, as it involved the interactive process of engaging with LO teachers' pedagogical experiences within an empirical framework. The interactive process, framed within the interpretivist paradigm, took into consideration individual's race, gender, ethnicity, social class, and educational history to understand how teachers comprehended, mediated, and implemented CE pedagogy and how their collective, personal identities impacted their lessons.

To achieve a holistic understanding of the LO teachers' CE pedagogical experiences, the study was conducted in the natural settings of four schools. I recognised that discussing the implementation of CE lessons with teachers was a sensitive issue and remained conscious of my own biases during the interviews. Throughout the research process, I adhered to a moral criterion of remaining empathic and sympathetic to ensure fairness in data interpretation (Kivunja & Kuyini, 2017).

By prioritising the perspectives of the participants, the study aimed to contribute new knowledge by exploring direct experiences of the world and revealing indirect insights into various phenomena in an unbiased manner. As Guba and Lincoln (1989) pointed out, this interpretivist paradigm facilitated a deeper understanding of the literature surrounding this phenomenon. To achieve this, a multiple case study was designed along with qualitative methods for data collection and interpretation, discussing both their advantages and disadvantages. The chapter culminated in a triangulation process to enhance credibility, followed by a context of trustworthiness and validity (Creswell, 2013).

3.3 RESEARCH DESIGN

In the field of research, diverse designs may be used to frame studies, each serving a specific purpose and context. Given that researchers engage with humans at different subjective levels, a wide range of methods can be employed, including phenomenology, ethnography, and case studies (Creswell, 2014). A case study design is an appropriate research design when the researcher tries to learn more specific context and in-depth information on a specific real-world phenomenon. It is used for in-depth understanding, examining, analysing, evaluating, and comprehending various aspects of the research problem (Creswell, 2014).

This led me to select a multiple case study design as the most suitable choice for investigating the contexts of the four selected secondary schools in the Western Cape. Case study designs can adequately capture the components and characteristics of defining a particular phenomenon in a bounded context (Creswell, 2014; Yin, 2009). In this regard, each of the four schools was impacted by its specific social context, being public or independent schools, and further, the teachers' generational differences with their learners were examined.

3.3.1 Multiple-Case Study Design

It was evident that multiple case study designs offered both benefits and limitations; however, I agree with Gustafsson (2017) who argued that the advantages outweighed the drawbacks. This assertion underscored that a multiple-case design facilitated a broader exploration of theory and provided a deeper understanding of the participants, specifically the LO teachers involved in this study. Such an approach enabled me to achieve a more comprehensive theoretical evolution of effective teaching practices (Gustafsson, 2017).

To ensure rigour, the final data collected within the multiple-case study design, were analysed and interpreted using triangulation, as outlined by Creswell and Poth (2018). The multi-site case study, situated within the interpretivist paradigm, focused on four secondary schools in the Western Cape, as previously mentioned. To establish clarity, I consequently provided a brief description of each school, detailing its environment and history. Moreover, the multiple case study designs not only offered methods but also established tools that proved instrumental in formulating relevant themes necessary to address the main questions of this study, alongside its sub-themes.

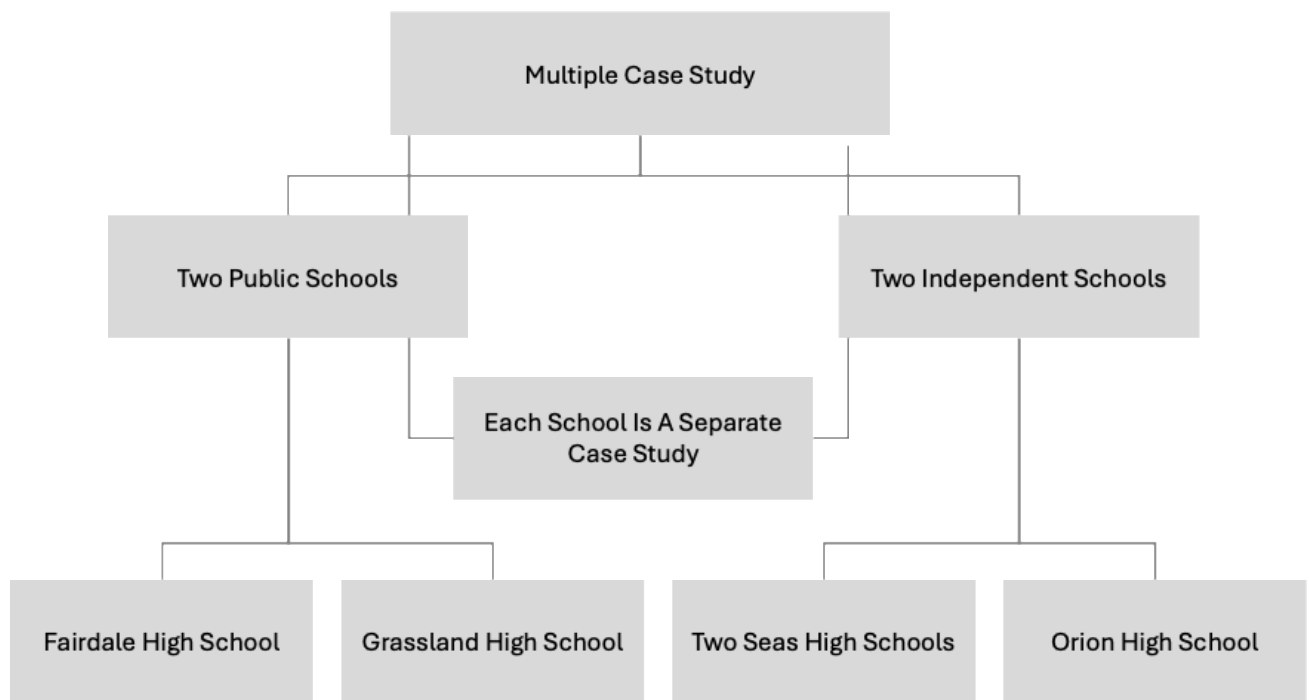


Figure 4.1: Multiple Case Study

Each school has about four LO teachers, teaching the Senior and FET phases, who were purposefully selected as the participants whose experiences of teaching CE were recorded. The research design needed to align with the research questions, and methods for analysing data had to be appropriate. For this emergent qualitative study, I framed the research methodology within a multiple-case study design to document background information about the four schools, ensuring that the teachers' meanings were preserved in context (Lune & Berg, 2017). Pseudonyms were used to identify and protect the confidentiality of the research participants. (See Appendix E).

By employing this multiple-case study design, I sought to confirm emerging constructs and identify both similar and contrasting themes regarding teachers' understanding of human rights, ethical behaviour, morals, and values of education about CE. Baxter and Jack (2008) indicated that the phenomenon under investigation, LO teachers' pedagogical experiences of CE could be analysed within its natural school settings, allowing participants to feel secure within their classrooms. This analysis was further enriched by comparisons across different settings and meanings, facilitating the formulation of themes. Ultimately, using an empirical case study design proved most appropriate for seeking deeper philosophical understandings of how LO teachers approached the aspect of teaching CE.

3.4 POPULATION AND SAMPLING

A purposive sample is a non-probability sample based on the characteristics of a population and the study's objectives. According to Creswell (2014), purposive sampling is a technique used by researchers to select individuals and study settings that can purposefully contribute to an understanding of the research topic. The target population for this study consisted of LO Senior and FET phase teachers who met the study's criteria.

I employed a purposive sampling method to identify the most relevant sample capable of yielding significant data, which would provide deep insights and understanding of the research topic, CE. The best approach for this empirical field investigation is as Babbie (1979) recommends, purposive sampling with interviews as part of qualitative research, emphasising its effectiveness in gathering rich, meaningful data. Patton (2001) noted that the strength of purposive sampling lies in selecting information-rich cases for in-depth study; these key cases allow researchers the opportunity to gain substantial insights into issues central to the research's purpose.

3.4.1 Selected Sample

While global studies indicated that CE is often integrated into various subjects, in the South African context, it is exclusively taught in LO. Upon reflection, I decided to focus on senior and FET phase LO teachers as key informants for this study on CE, recognising their critical role in contributing to the development of youth into meaningful, democratic, and proactive citizens of South Africa. The participation information sheet is attached as (Appendix C).

As stated earlier, the target population in this study included LO teachers from four Western Cape secondary schools, two independent schools and two public schools. Sixteen LO teachers as information-rich participants were selected to contribute to an understanding of the research topic to obtain comprehensive information beneficial to the study (Yin, 2016). Four LO teachers were selected from each school, resulting in a total of eight teachers from the two independent schools and eight teachers from the public schools. The consent form to participate in the study. (See Appendix D).

Table 4.1: Sample of 16 LO teachers for the study

School	Type	Sample
Fairdale High School	Public school	4 LO teachers Senior and FET phase
Grassland High School	Public school	4 LO teachers Senior and FET phase
Two Seas High School	Independent school	4 LO teachers Senior and FET phase
Orion High School	Independent school	4 LO teachers Senior and FET phase

Fairdale High School and Grassland High School are public schools, and Two Seas High School and Orion High School are independent schools. The profiles of the teachers in this study and their work experiences are presented in the tables below.

3.4.2 Selection Criteria

The participants in this study, specifically teachers, were purposively selected from these four diverse schools: two independent schools located in affluent areas and two public schools situated in sub-economic regions. This selection of research sites and participants aimed to gather varied teaching experiences that could enhance the CE component of the LO-CAPS curriculum. The inclusion criteria were meticulously defined rather than applied randomly and focused exclusively on senior and FET phase LO teachers, as they were deemed most capable of providing rich and relevant information pertinent to the study.

Criteria:

LO teachers (Senior and FET Phase)

Years of experience.....

Grade.....

Additional experience in further studies/development.....

It was anticipated that the sample for this study could provide profound insights into the pedagogical experiences of LO teachers, specifically exploring how they taught CE and the reasons behind their teaching approaches (Patton, Sawicki & Clark, 2015). By gathering rich data, the research sought to enhance understanding in these areas. The selection of inclusion criteria was not random either. Instead, four LO teachers from each of the four selected schools in the senior and FET phases were purposively chosen for the study.

In this process, gender was taken into account alongside the teachers' experiences as LO educators teaching CE. I drew on the strengths of their lived experiences and professional cultural identities to develop an interpretive analysis of the teachers' subjective worldviews. Furthermore, I recorded various aspects of the teachers' profiles, including their cultural backgrounds, diversity, educational qualifications, and the duration of their teaching experience at their respective schools

3.4.3 The Description and Profiling of the LO Teachers

- **Grassland High School (public)**

Table 4.2: Fairdale High School (public)

Teacher	Area of Specialisation	Grade	Years of Experience
Teacher Radia	LO	Grade 12	26 yrs.
Teacher Henry	LO	Grade 11	34 yrs.
Teacher Vernon	LO	Grade 11	14 yrs.
Teacher Sera	LO	Grade 10	13 yrs.

The teachers' instructional experience at this school ranged from 13 years to 34 years. They specialised in LO as their major, and Teacher Radia is a registered life coach, teaching mathematics for grade 11. During teacher education one of the teachers did a psychology course and also became a MOT counsellor, a Life Skills programme run by a Norwegian Non-Profit Organisation (NPO) (2022) group. Some teachers worked weekends to arrange extra-curricular activities, like gardening and sports.

- **Grassland High School (public)**

Table 4.3: Grassland High School (public)

Teacher	Area of Specialisation	Grade	Years of Experience
Teacher Andrew	LO	Grade 10	3 yrs.
Teacher Tino	Business & LO	Grade 11	35 yrs.
Teacher Jane	Mathematics & LO	Grade 10	15 yrs.
Teacher Sonya	LO	Grade 11	4yrs.

These participants held enlightened views on understanding CE, yet they claimed to have limited resources to be able to teach the subject effectively. The Head of Department (HoD)

for Life Orientation was the oldest teacher, Teacher Andrew, having begun his career during the apartheid era, was now in his final year of teaching Grade 11. His successor, a young and vibrant female referred to as Teacher Sonya, was proficient in technology and specialised in LO. However, she articulated her perspective on CE by stating, *‘It’s a boring topic, so I come up with my own stories- My understanding of CE is based on my life experiences and has very little to do with curriculum content and policies, so I think one should be active to be a good citizen.’*

- **Orion High School (independent)**

Table 4.4: Orion High School (independent)

Teacher	Area of Specialisation	Grade	Years of Experience
Teacher Nadia	LO	Grade 11	32yrs.
Teacher Taz	Maths & LO	Grade 11	15 yrs.
Teacher Anna	English & LO	Grade 10	17 yrs.
Teacher Fuzlyn	LO	Grade 11	37yrs.

Most of these teachers were religious and dedicated to humanitarian community programmes, grounded in a strong moral ethic. One of the LO teachers reminisced about the apartheid era and expressed her struggle with the mindset of today’s generation and in particular, the teaching of CE. She believed that to be a good citizen, one must be willing to serve society. In her reflection, she noted: *I feel that the government has changed from being overly prescriptive in moral rules of codes of conduct to freedom of choice, confusing to both of us as teachers and learners.*

- **Two Seas High School (independent)**

Table 4.5: Two Seas High School (independent)

Teacher	Area of Specialisation	Grade	Years of Experience
Teacher Hazel	Economics and LO	Grade 12	30 yrs.
Teacher Fay	LO	Grade 10	12 yrs.
Teacher Amy	Afrikaans & LO	Grade 11	6 yrs.
Teacher Nora	Tourism and LO	Grade 11	23 Yrs.

Two Seas High School is a private, independent institution located in an urban area yet situated in the vicinity of a sub-economic range of flats within a challenging hostile environment. The faculty at the school was relatively small; comprising teachers with diverse backgrounds, one of the LO teachers hailed from Zimbabwe, while Afrikaans was the mother tongue of the other faculty members. The teacher responsible for LO was a white female with 32 years of teaching experience. She held a B.Com degree and initially taught Grade 12 Business Economics but was later asked by the school to teach LO as a filler subject.

Teacher Hazel, as she was known, was an activist who had fought for human rights. She began her career at a predominantly 'White' school before transferring to Two Seas High School, which served a coloured community. Throughout her career, Hazel continued to advocate for women's rights and placed a strong emphasis on the importance of good citizenship.

3.4.4 Socio-Economic Description of the Four Schools

- **Fairdale High School (public)**

This public school had 828 learners and 35 teachers and was classified as a quintile 5 institution receiving minimal state funding. It is located in a semi-rural, impoverished area characterised by violence. Despite the well-maintained physical infrastructure and the eagerness of both the principal and teachers to participate in the study of CE, the school struggled with the harsh realities of its social environment, as evidenced by its bulletproof fence. The rampant unemployment in the area made these challenges particularly relevant to the school's context.

- **Grassland High School (public)**

Grassland High School, another public school, also ranked as a quintile 5 institution, is located in a semi-rural area and consists of 1 250 learners and 40 teachers. As a notable achievement, the school received the 2023 Mayor's Civic Pride Award for its outstanding achievements in cultivating responsible citizens for the future by instilling values of community service and civic responsibility. During a class session, I observed that the learners worked in groups, discussing food gardens for the underprivileged and developing plans for distributing the harvest to alleviate poverty and provide sustenance.

- **Orion High School (independent)**

This independent small school is located in an urban area where most parents are relatively affluent, acknowledging the complexities and challenges of a changing world. As a result, they aimed to equip their learners to become productive, critical citizens. The staff comprised 20

teachers serving 270 learners. Additionally, as a faith-based institution committed to community service and civic engagement, the school made its hall available for use as an electoral voting station.

- **Two Seas High School (independent)**

The school is a private, independent institution located in an urban area, near a sub-economic range of flats in a challenging hostile environment. Despite its small teaching staff of 45 teachers serving 420 learners, the school thrived under the principles of the Model C programme. This programme aimed to deliver an inclusive educational experience that not only fostered academic excellence but also empowered learners to become innovative citizens.

3.5 DATA COLLECTION TECHNIQUES

The data for this study were collected via interviews, classroom observations and document analysis. In response to the research questions, the data collection protocols were tailored to ensure that the topics addressed remained relevant to the pedagogical experiences of LO teachers. Given the qualitative nature of the study, the questions were designed to be flexible; as Creswell (2013) noted, interview questions needed to be adapted to align with the specific problems under investigation and to reflect the experiences of the interviewees. To facilitate thorough analysis, the interviews were recorded digitally and subsequently transcribed for further examination.

Creswell and Poth (2018) advised that case study designs facilitated in-depth discussions, which demonstrated multiple sources of data and provided a comprehensive elucidation of the context. I chose these methods to gain insights into the issues at hand and to explore and uncover the meanings of teachers' pedagogical experiences concerning CE. Furthermore, this approach allowed for variability in the data, enabling qualitative themes and patterns to emerge from the data sets.

The methods of data collection for this study were as follows:

Face-to-face interviews were conducted to explore LO teachers' pedagogical experiences regarding the everyday challenges they faced in teaching CE. These interviews aimed to uncover not only the challenges but also the rationale behind their teaching approaches.

Classroom observations served as a method to address the sub-question aimed at understanding the strategic implementation of teaching practices and their reasoning.

Document analysis was utilised to examine lesson plans and CE resources such as the Manifesto on Values Education. This analysis sought to investigate the interplay between theory and practice, specifically addressing how LO teachers implemented CE in their classrooms. Gichuru (2017) asserts that thoroughly examining these strategies could reveal how the curriculum facilitates the incorporation of CE within the LO framework.

I endeavoured to accommodate the teachers' schedules when I arranged the interviews and lesson observations. Data were recorded in a journal diary, while an Android phone was used to capture audio recordings of the interviews. This dual approach facilitated the classification and transcription of data, enabling the formulation of meaningful themes from the collected texts.

3.5.1 Interviews

The first data collection method employed in this study was the traditional qualitative face-to-face semi-structured interview, designed to address the main research question: *What are LO teachers' pedagogical experiences of teaching CE in Western Cape schools?* After obtaining consent from the secondary schools, an interview schedule was established. Each teacher was interviewed for two hours, depending on their availability on separate days. As a researcher, it was essential to take this role seriously and to possess the confidence necessary to make the teachers feel comfortable enough to open up and engage with me during the data collection phase.

Given the intention to understand the LO teachers' interpretations of their experiences, the conceptual framework and interpretivist paradigm played a pivotal role in the final analysis. As a teacher, I felt a moral obligation to address the lack of social cohesion in CE within South African schools, a concern supported by the gap in the reviewed literature. By allowing teachers to voice their concerns in this empirical study, I aimed to deepen my understanding as a researcher as well as that of the teachers, regarding how CE was taught in schools and the underlying reasons for the teaching methods employed.

Patton et al. (2015) reported several types of interviews, such as the interview guide approach, standardised open-ended interviews, and informal conversational interviews. Given these

options, it was decided that semi-structured interviews would be most appropriate for this study. These interviews were characterised as a dialogue between the interviewer and the interviewee. I utilised open-ended questions to facilitate a deeper understanding of the teachers' experiences, which was crucial for the research objectives. Additionally, I provided a thorough explanation of the data-gathering approach, emphasising the importance of the teacher-professional's engagement in promoting democratic social change in South Africa.

The interviews consisted of approximately twenty open-ended questions. Following the initial interviews, the information was collated, and a follow-up interview was scheduled after lesson observations to identify major themes relevant to the study. The flexibility of the semi-structured interview format permitted deeper probing, particularly concerning sensitive issues surrounding democracy in South Africa. This was especially significant given that teachers were typically not included in the curriculum development process. The questions are included in Appendix F.

In this qualitative case study approach, teachers' interviews served as the primary data source, enabling me to gain a deeper understanding of their teaching techniques for advancing democratic principles in CE. According to Creswell, Pacilio, Lindsay and Brown (2014), qualitative data are gathered through direct observation and analysis of how teachers apply PCK in teaching CE, including their motivations for doing so. This qualitative approach effectively captured multiple viewpoints of teachers, which were then transcribed and categorised into thematic datasets ready for the analysis of the final stage of findings and recommendations. Additionally, the second method employed in this study was document analysis, which facilitated the preparation for the third method: classroom and lesson observation.

3.5.2 Class Observations

To address the sub-question of how LO teachers implement CE in their teaching practices, class and lesson observations were planned as an additional research method. Class observations represent a type of qualitative research method in which the researcher observes and records interactions between teachers and learners, as well as their behaviours. These observations yield rich and valuable data that informs the development of new educational strategies. However, it was essential to obtain consent from participants to conduct classroom

observations. I promised not to disrupt their lessons and to ensure confidentiality and privacy throughout the process.

According to Denzin et al. (2017), observation in qualitative research falls within two distinct categories: complete observation and non-participant observation. Among these, non-participant observation constituted the most commonly used method in the social sciences. In this particular study, the focus was on how teachers delivered and implemented their CE lessons to learners. A standardised tool called the Classroom Observation Protocol (COP) was utilised, providing a structured and systematic approach to observing and recording instruction, thereby ensuring both consistency and trustworthiness in the findings. (See consent in Appendix G).

The COP process consisted of three cohesive steps, which were outlined as follows:

Pre-observation: Before the observation, a meeting with the teacher was set up to discuss the goals of the lesson observation from a non-participant perspective.

Observation: During the observation, consent was obtained to spend time observing the teachers' delivery of CE

Post-observation: After the observation, a meeting with the teacher was held to provide feedback and discuss areas for improvement, taking detailed notes on various aspects of the observation.

Observations conducted in classrooms necessitated taking notes and assessing outcomes related to CE and the strategies employed to encourage proactive civic participation. In addition, notes were taken to document specific behaviours, feelings, and attitudes of both teachers and learners throughout the CE lesson. According to Corbin and Strauss (2015), observation is an active process of collecting data that involves gathering information from primary sources to implement lessons effectively. Observing how teachers mediated their lessons within natural contexts provided a valuable opportunity to examine their instructional practices, as noted by Cohen et al. (2018). (See confidentiality agreement in Appendix H).

Observation Checklist:

- The content of the lesson plan and its enrichment

- The lessons' structure and assessment methods were used to determine whether the CE outcomes were achieved.
- The interventions used to enrich CE.
- The strategies used to promote pro-active CE and their rationale.

To address the sub-question of *How do LO teachers teach CE?* the following criteria were adhered to:

- Observations of the LO lessons were conducted as planned with the teachers at each of the four schools involved in the study
- Learners were included in the study only when the teacher engaged with them.
- Interactions among learners were recorded, but their faces and names were not included to protect their identities.
- The observations focused on the content and pedagogy employed by the teacher.
- Notes were taken on any material relevant to the topic of CE.

Data classification was performed manually by organising the text into segments and identifying patterns, themes, and codes, which initiated the systematic thematic data analysis process. According to Davids (2018), most teacher education programmes do not involve teachers in the initial discussions about the importance of CE, which results in unpreparedness and reluctance to teach CE. My study later confirmed this claim, illustrating that the approach to pre-service teacher education was carried out in an insulated and detached manner, disregarding teachers' input. Furthermore, Davids' study indicated that teachers did not comprehend the democratic principles associated with CE (Davids, 2018). Nevertheless, lesson observations were utilised alongside document analysis of the CAPS curriculum to prepare the categories for pattern-seeking before coding.

3.5.3 Document Analysis

As Denzin and Lincoln (2017) advised, it is crucial to review documents before the completion of data collection for a research study. Consequently, the relevant documents listed below were examined to gain a thorough understanding of the policies related to the study of CE, clarify the scope of the research, and refine the research questions accordingly (Creswell et al., 2014). An analysis of these documents was conducted before the interviews, as it was essential to explore how policies influenced teachers' lesson plans for teaching CE. Therefore, I

familiarised myself with the documents, noting those sections that were deemed important for further review.

Bowen (2009) posited that document analysis is a systematic procedure for evaluating both electronic and printed documents, such as lesson plans, utilising analytical methods integral to qualitative research. The use of documents for this study assisted in forming a composite picture of data that could be examined and interpreted to elicit meaning, gain insight, and develop knowledge. The documents that were reviewed for this study included the following.

- LO-CAPS lesson plans *constitutional rights and responsibilities* in CE.
- LO learning materials.
- The National Development Plan Vision 2030
- The Manifesto on Values and Education

Enquiries were made to determine if the documents were available at the schools included in the study. Subsequently, consent was sought to examine them on-site, download them from online sources, and request participants to provide relevant links. Corbin and Strauss (2014) describe document analysis as a form of data collection, encompassing policy documents, curriculum records, lesson plans, and any other materials pertinent to the study.

These documents offered valuable insights and a deeper understanding of the subject of CE and the methodologies employed by teachers in delivering this aspect of the curriculum. A careful interpretation of the experiences of LO teachers' Pedagogical Content Knowledge (PCK) (Shulman, 1986) and the alignment between the requirements outlined in the policy documents and their instructional practices yielded comprehensive information essential for developing themes crucial to the study. An example of a lesson plan follows.

Table 4.6: Grade 11 Lesson Plan

The Main Topic	Content & Structure	My Feedback
The contents of the lesson plan and its enrichment	The main content was human rights.	There is definitely a gap between theory and practice.
The lesson structure and assessment methods used to determine whether the delivery of the outcomes of CE were achieved.	There was discussion about the responsibility to vote for government.	The learners were disinterested, and the teacher used various strategies to assess the outcome of CE.

The Main Topic	Content & Structure	My Feedback
The interventions used to provide enrichment of CE  Democracy and Human Rights.pptx	Pictures were taken of the learners who registered to vote.	There was a heated dialogue about government and learners said that there is no hope for change and transformation.
The strategies used to promote pro-active CE. Why do you use these strategies?	The youth loved the attention, and that they could post the photos on social media, photo is below.	The teacher said she would appreciate extra training to handle these difficult situations.

Document analysis facilitated an understanding of how teachers utilised policies and how they specifically adhered to the CAPS principles. Over one week, two hours per day were dedicated to reviewing policy documents at a local school. Additionally, notes were made on pertinent information related to the study to assess the teachers' comprehension of the democratic principles of CE, their teaching methodologies, and their evaluation of assessments regarding the outcomes of their lessons. (See Figure 6 in Chapter Four) Responsible Citizenship Using Document Analysis.

The advantages of document analysis included its availability, cost-effectiveness, and resource efficiency. However, this same method also presented challenges; paradoxically, documents frequently lacked sufficient detail, and access to them was sometimes obstructed by no internet resources, complicating retrieval (Bowen, 2009). Furthermore, this qualitative method remained subjective to teachers' experiences in teaching CE, with the interpretation of various themes being influenced by the collective cultural identities of the teachers, as argued by Davids (2019b).

Bowen (2009) notes that source documents possess a significant advantage over interviews in that they do not exhibit reactivity; interviews necessitate consideration of participants' consent, behaviours, feelings, and attitudes. The analysis of documents aided in identifying the factors that influence teachers' conceptual understanding of PCK and their teaching strategies in CE, as well as clarifying the rationale behind their instructional choices. Denzin and Lincoln (2017) asserted that it is vital for the researcher to be well-versed in the documents relevant to the study before conducting research. To verify and corroborate the data, triangulation was employed, incorporating face-to-face, semi-structured interviews, document analysis, and class

observations to gather a comprehensive and rich description of the phenomena before the interpretive analysis process began.

Systematic document analysis supported the study by contributing relevant documents. Corbin and Strauss (2010) emphasise that qualitative methods involve an analytical procedure that necessitates data analysis and interpretation to extract meaning, achieve understanding, and generate empirical knowledge. Despite the mandate for Western Cape secondary schools to foster active, participatory citizenship through the teaching of the subject LO, research has revealed a disconnect between theory and practice, indicating that teachers are in urgent need of support (Fataar, 2019).

3.6 DATA ANALYSIS

Thematic Analysis (TA) has often been criticised as a poorly understood qualitative analysis method, despite being utilised throughout the twentieth century (Joffe, 2012). In response to these misconceptions, the term Thematic Analysis (TA) was used (Braun & Clarke, 2019). As a result, an attempt was made to investigate and interpret interview and observation findings to understand the educational experiences of LO teachers better and discover distinct patterns and themes. Qualitative research entails arranging and explaining data to make sense of what the researcher has observed and learnt, and then expressing it to others in a straightforward, schematic manner (Cohen et al., 2018). TA then provides the option to engage with the data sets, constructing the primary themes and sub-themes, and then linking them.

Thematic analysis of data provided a valuable, comprehensive, and diverse account of each case study within the respective schools, effectively utilising a large dataset. This approach not only expedited the six phases of analysis but also resulted in easily transferable themes and sub-themes (Braun & Clarke, 2013). Specifically, the Real-Time analysis of data involved the interrogation and organisation of information, enabling me to segment the study into manageable chunks and identify patterns, explanations, and themes. Furthermore, the theoretically flexible interpretative approaches to qualitative data analysis facilitated the identification and analysis of patterns or themes within each case study's dataset (Byrne, 2022).

3.6.1 Thematic Analysis

Thematic analysis is a qualitative data analysis method. The proposed hypothetical themes could be adjusted based on the data collection, and the questions leading to the themes outlined

below were merely examples intended to address the main research question: *What are the LO teachers' pedagogical experiences regarding teaching CE, how did they teach this component of CE, and what were their reasons for teaching in that manner?* The detailed questions are included in Appendix F.

1. Participants were asked to share their experiences as LO teachers and explain their understanding of CE.
2. They were also asked about how they planned their LO-CAPS lessons to strategically encourage pro-active CE.
3. Furthermore, participants were prompted to reflect on their teaching methods and to consider whether they viewed themselves as social change agents in post-apartheid SA.
4. Lastly, they were asked for their opinions on Global Citizenship Education (GCE) which posits that CE should encompass social ills within the community and that the curriculum should be aligned with active participative CE.

These questions were elaborated upon in detail as specific knowledge themes began to emerge. The key concepts guided the questions, and the codes were manually documented at first. The hidden quality of coding became apparent as the analysis became more interpretive an aspect, noted by Braun and Clarke (2012, 2021), as being particularly intriguing.

The focus then shifted to the teachers' perspectives, which helped to develop central themes relevant to addressing the research questions. Recognising that thematic discourse analyses often overlap, Braun and Clarke (2006) caution that it is essential to interpret deeper levels of meaning and significance while remaining mindful of the key aspects of thematic discourse that are vital to the study (Braun & Clarke, 2006). The six phases of data analysis outlined by Braun and Clarke (2006) served as a guide for me to analyse the data.

The six phases of data analysis

Phase one: Familiarisation with the data - In qualitative analysis, the familiarisation phase was crucial, as it involved not only listening to recordings of interviews before transcribing, requiring concentration and active listening but also taking notes after listening to the interviews a second time. Reading and working to understand the primary data, along with recording texts and documenting personal thoughts and feelings about the entire dataset, facilitated an intimate familiarity with the analytical process.

Phase two: Generating initial codes - The process of coding can be described as the application of interpretive labels that were vital to the relevance of the study, producing succinct explanations of the information provided by participants. It was a non-prescriptive process regarding how data was segmented and itemised for coding, allowing for adjustments as needed. Adhering to the guidelines established by Braun and Clarke (2019), it was determined that once the dataset was fully coded and the codes collated, sufficient depth existed to investigate the patterns within the data. This investigation specifically encompassed the teachers' pedagogical experiences of CE, their views on how they taught CE, and the reasons behind their teaching methods.

Phase three: Generating themes - Phase three involved interpreting the significance and relevance of a theme after all datasets had been coded and compiled, marking the beginning of the examination of meaning and meaningfulness. The PCK of Shulman (1986) regarding how teachers addressed the challenges related to CE and their specific strategies were kept in mind. I also organised these codes into sub-themes as the coded data were reviewed and analysed to identify shared meanings. Each code served as an overarching narrative within the data, acting as a main theme while establishing relationships between different themes (Braun & Clarke, 2012). It was essential to emphasise the importance of effectively addressing the research questions and ensuring that the data conveyed meaningful suggestions for enhancing proactive citizenship in CE (Braun & Clarke, 2013).

Phase four: Reviewing potential themes - Braun and Clarke (2012:65) proposed a series of key questions that the researcher should address when reviewing potential themes.

They are:

- Is this a theme (it could be just a code)?
- If it is a theme, what is the quality of this theme (does it tell me something useful about the data set and my research question)?
- What are the boundaries of this theme (what does it include and exclude)?
- Is there enough (meaningful) data to support this theme (is the theme thin or thick)?
- Are the data too diverse and wide-ranging or (does the theme lack coherence)?

Phase five: Defining and naming a theme - The detailed data analysis of the thematic framework was presented in a diagram, where each theme and sub-theme was elucidated

coherently about the research questions. At this stage of the analysis, the names of the themes could have been modified during the final revision, which required deeper analysis and interpretation. Consequently, I identified the data items relevant to answering the research questions. Building on this foundation, a compelling and explicit narrative account of the arguments presented in the study was subsequently provided to inform the reader about the evidence of CE in Western Cape schools (Braun & Clarke, 2012).

Phase six: Producing the report - As noted by Creswell (2013), the final stage of writing a qualitative report of findings was an iterative process that continued throughout the study. Changes were documented during this process via informal notes and memos. Braun and Clarke (2012) recommend maintaining a research journal for the entire duration of the interpretive, thematic research. In the final interpretive phase, the meanings of the cases were presented, drawing from both the issues within the cases and insights gained from unusual or unexpected situations encountered. Thus, this phase encapsulated the lessons learnt from the cases (Guba & Lincoln, 1985).

It was believed that carefully implementing procedures such as triangulation could effectively control much of the bias inherent in individual researchers. Furthermore, additional precautionary measures were taken to prevent bias (Gichuru, 2017). The triangulation of semi-structured interviews, class observations, and document analysis provided rich information for the final synthesis and classification of themes (Bowen, 2009). Consequently, access to reality was only achievable through various social constructions, such as language, consciousness, and shared meanings (Boland, 2004; Pather & Remenyi, 2005).

The coding process was initiated manually after data was transcribed into segments and the information was categorised inductively to develop themes. By adhering to the qualitative approach, all transcriptions were printed, with similar quotations related to the research questions labelled and organised in thematic order (McMillan & Schumacher, 2014:399-400). This approach highlighted the inseparable relationship between data collection and data analysis, which is a key distinction that sets qualitative research apart from traditional research (de Vos, Strydom, Fouché & Delport, 2005, p. 335).

As a result, this recurrent process involved careful planning, thorough explanation, and a deep understanding of the data. Additionally, the analysis transformed the data by sorting out similarities, differences, and patterns, while identifying trends. After thoroughly refining and reading the data to grasp a comprehensive understanding, the coding process started.

Once the coding process was completed, the data analysis took an exciting turn, encapsulating the LO teachers' pedagogical experiences into five themes. Adhering to the six phases of data analysis, according to Braun and Clarke (2013), each code was collated to fit within the emerging five themes to determine sufficient depth to investigate the patterns within the data. After reading and re-reading the transcripts from the three data sets, interviews, document analysis, and observations, coding was conducted and categorised. Phase Four emphasised that the data should be grouped into an over-arching narrative, establishing relationships between themes (Braun & Clarke, 2013).

The consolidation of common code-occurrence frequencies highlighted Fairdale High School as the school that placed a significant emphasis on the importance of understanding CE. Teachers at this school recognised the pivotal role of citizenship in fostering social cohesion and contributing to nation-building. Notably, it was the only school to implement the MOT Norwegian Life Skills programme (Annual Report, 2022). Furthermore, their LO teachers, trained as life coaches, provided insightful and highly positive feedback during their interviews.

The primary data source of interviews highlights the research question that delves into the South African constitutional imperatives for social cohesion in the LO-CAPS curriculum. It explored the pedagogical experiences of LO teachers in teaching CE at schools in the Western Cape, focusing on how they teach CE and why they adopt specific teaching methods. The conceptualisation of CE and its understanding by LO teachers are central to this study. The school's environment and culture are identified as significant factors that shape how teachers interpret CE and approach its instruction. The analysis of responses revealed a complex representation, illuminating the diverse socio-economic backgrounds of learners' schools and the political perspectives of teachers.

3.7 MEASURES FOR TRUSTWORTHINESS

According to Guba (1981:83-8), qualitative research primarily focuses on trustworthiness, making it essential to adopt a naturalistic paradigm for inquiry in the pursuit of this vital goal. Initially, this rigorous process required extensive documentation to establish substantial trustworthiness, as Guba (1981) noted that outcomes needed to be corroborated by reliable others. In this meticulous study, four key measures of trustworthiness were systematically applied: credibility, transferability, dependability, and confirmability (Guba, 1981). This

comprehensive approach allowed for the examination of the phenomena more holistically, by considering the complexities of the LO teachers' nuanced understanding of CE. The teachers' insightful statements were thoughtfully categorised into thematic chunks to facilitate meaningful concept development before data analysis.

3.7.1 Credibility

Credibility ensures that the meticulously collected data are trustworthy, and consequently, the findings are believable. After the initial face-to-face interviews with dedicated teachers, explicit permission was sought to conduct follow-up interviews to verify the reliability and trustworthiness of the data and to ensure that the coherent conclusions derived from the collected information remained consistent (Creswell, 2014).

In this study, I used participant validation or member checking to ascertain whether their ideas were fairly presented and triangulation of interview responses with document analysis and observations. In considering the various issues of credibility, it was essential to acknowledge the bewildering array of interlocking factor patterns, such as teachers' cultural identities, to fully understand their complexities. Guba and Lincoln (1985) suggest that credibility in naturalistic inquiry could be enhanced through prolonged engagement in the field, which results in consistent elaboration and sharing of the significant challenges encountered in the dynamic teaching of CE as a mechanism for verification. Therefore, the triangulation of multiple data collection methods greatly assisted in authenticating the overall credibility, transferability, and trustworthiness of the compelling research findings (Ritchie, Ormston, McNaughton & Lewis, 2013).

3.7.2 Transferability

Transferability of qualitative data means that the study's results can be applied to similar comparable educational settings (Cohen et al., 2020). The thick and rich descriptions of the dedicated LO teachers' diverse pedagogical experiences in CE empowered readers to interpret the nuanced analyses and explore various possible interpretations to determine a deep understanding. Guba and Lincoln (1985) caution that the researcher's fundamental responsibility in a naturalistic study is to provide a comprehensive index of transferability, thus necessitating the inclusion of sufficient data, as suggested. I further elaborate on the important concept of dependability in the following section.

3.7.3 Dependability

The methods employed to confirm dependability involved a thorough process of validating the teachers' responses after all the brief transcriptions were meticulously completed. This prolonged examination aimed to ascertain whether their responses remained consistent or exhibited variation. As Cohen et al. (2020) suggested, dependability emphasises the importance of respondent validation, indicating that researchers might need to interview the respondents a second time.

Accordingly, the open-ended questions were carefully prepared focusing on the same underlying themes while rephrasing them to check for consistency in their responses. The six systematic steps of thematic data analysis outlined by Braun and Clarke (2012, 2021) were followed religiously to ensure that the reader could effortlessly trace the methodical path of data collection concerning the final analyses and findings (Flick, 2014). Furthermore, a thorough discussion of the confirmation of the data was included.

3.7.4 Confirmability

Confirmability serves as a crucial audit of the data, methodically describing and certifying that the data exist primarily within the product of the inquiry. While recording the insightful interviews of LO teachers regarding their pedagogical experiences, Guba (1981) advised that strict neutrality be observed in collecting data, particularly in interpreting the teachers' candid responses, so that the established outcomes might be validated by others. Although this thorough process initially required extensive documentation, trustworthiness in confirmation was established, as Guba (1981) emphasised the necessity for the outcomes to be reliably validated by independent sources. Guba (1981) proposed achieving the four essential requirements: credibility, transferability, confirmability, and dependability, to rigorously check for trustworthiness. The intention was to apply the detailed criteria as documented in Chapter One.

- member checks
- peer debriefing
- triangulation
- thick descriptions

- reflexivity

Member checking validation, as posited by Cohen et al. (2020), involved verifying information from the interviewees to correct any factual inaccuracies and providing respondents with opportunities to contribute additional insights if necessary. Willig (2008) argues that credibility checks should be established by thoroughly assessing the relevance of the teachers' accounts in this study, referencing the accounts of other colleagues through peer debriefing, and critically examining my interpretations of the data to ensure their overall credibility.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations, as defined by Cohen et al. (2018), encompass the profound purpose and significance of the study while safeguarding and respecting the integrity of the participants beyond mere physical interactions. In this context, qualitative research proved invaluable in facilitating the collection of personal and sensitive data, as pointed out by Creswell and Poth (2016). Consequently, the unwavering integrity of the research, from the outset, guided me in avoiding bias, backed by robust ethical guidelines designed to respect and uphold the participants' rights.

The university has implemented precautionary measures to protect both the researcher and the participants through a rigorous process to obtain ethical clearance before the commencement of data collection. A commitment was made to respect and safeguard the rights of both the participants and the teachers, diligently adhering to the ethical guidelines set by the University of South Africa (UNISA). Throughout the data collection process, empathetic precautions were taken to ensure that no individual was hurt or offended. This proactive and thoughtful approach underscored a deep understanding of ethical dilemmas prior to conducting the research, which is further elaborated in the subsequent sections on consent and confidentiality (See Appendix A).

3.8.1 Informed Consent

Permission was sought from the UNISA research ethics committee and subsequently, I obtained consent from the Western Cape Education Department (WCED) regarding the selection of secondary schools for the study. After receiving prompt telephonic approval, strategically planned meetings were arranged with the principals of the four schools to access

the grounds, discuss the interview schedule and obtain individual consent. This planning ensured that the teachers' valuable teaching time was not disrupted (See Appendix B).

During these meetings, the various activities were explained to the LO teachers individually, providing clarity on the estimated duration of my engagement, while also respecting their privacy and requesting them to sign a consent letter. Denzin et al. (2017) prudently advise that seeking permission from the relevant authorities, institutions, and individual participants is vital to avoid inadvertently infringing on anyone's rights prior to data collection. The Ethical Clearance Certificate is attached as Appendix A, and the WCED consent letter is included as Appendix B.

3.8.2 Confidentiality

To protect the participants, the LO teachers were assured that their identities would be kept anonymous and their responses confidential. No one would gain access to their personal names or insightful views. Patton et al. (2018) state that confidentiality is an ethical consideration, emphasising that pseudonyms should be employed to protect both the teachers and the schools involved in the study. Each participant signed a confidentiality agreement, and firm assurances were given to the principals that the names of the schools would remain undisclosed. Additionally, it was confirmed that the study would be utilised solely for academic purposes and meaningful evaluation of CE within the LO-CAPS curriculum.

3.8.3 Data Storage

Data would be securely stored on a password-protected computer and backed up on a reliable cloud platform, specifically within a dedicated Google Drive folder. The interviews were recorded electronically using a reliable Android phone, then meticulously transcribed, and saved in a Google document. To ensure privacy, the interview recordings would be deleted after three years.

3.9 CHAPTER SUMMARY

In this chapter, I presented a qualitative, multiple-case study as a research approach and design. The research design and methodology are underpinned by the interpretivist paradigm. The study's participants, the LO teachers, were selected through the purposive method and face-to-face semi-structured interviews, classroom observations and document analysis were used to

collect data. Following data collection, the data were transcribed and analysed through thematic analysis resulting in themes emerging which relate to the research questions.

The knowledge themes emerging from the analysis of data are presented in the following chapter and formulated as findings of the study in Chapter 5.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter outlined the methodology and design of this study, which examined Life Orientation (LO) teachers' pedagogical experiences with Citizenship Education (CE) across Western Cape schools. This Chapter Four, will present and analyse the data collected. Despite the significance of CE teaching in South African education, its seriousness has often been overlooked, resulting in insufficient critical engagement with the country's complex social, political, and economic issues.

CE is a fundamental subject of the Department's Curriculum Assessment and Policy Statements (CAPS) curriculum, (DBE, 2011). It has been specifically integrated into the LO programme to foster a sense of nationhood, particularly considering the historical challenges to social cohesion.

Colonialism and apartheid entrenched the segregation of people based on the discrimination of "race" and skin colour. As a result, in the post-apartheid period, the education sector was tasked with addressing community fragmentation and promoting a shared understanding of democratic citizenship as outlined in the Constitution of 1996 (Richotte, 2017). Given the ongoing issues related to national identity and poor race relations after 30 years of democratic governance, there are growing concerns regarding the role of the school curriculum in tackling these challenges.

This study was therefore designed to investigate the teaching of CE as part of the LO-CAPS curriculum. Chapter One presented several examples that illustrate toxic race relations, highlighting how violent protests resulted in socio-economic losses, including business revenue declines, and tragically, loss of lives in South Africa. In light of the issues outlined above, the study is deemed important for several reasons. The following research questions inform this study and guide the investigation: *What are LO teachers' pedagogical experiences teaching CE in Western Cape schools?* and the sub-questions: *How do they teach it?* and *Why do they teach the way they do?*

To achieve a comprehensive knowledge of CE, data were collected from the sixteen participants who were purposefully selected, consisting of four LO teachers from each of the

four chosen schools. Following approval from the Western Cape Education Department to engage with two public schools and two independent schools, I secured informed consent through both oral presentations and formal written letters.

The data collection process was both demanding and rewarding, particularly during the interviews with the LO teachers. Initially, I manually organised the interview transcripts, incorporating verbatim quotations to illustrate the diverse pedagogical experiences of the participants. Additionally, classroom observations and document analysis enriched the discussion of emerging themes. By systematically categorising and refining the data sets, I aimed to uncover deep qualitative insights into the pedagogical approaches of LO teachers' experiences regarding CE. Throughout the study, I adhered to the ethical guidelines outlined by UNISA (McMillan & Schumacher, 2014).

4.2 THE EMERGING THEMES

During the thematic analysis of the data, five key themes emerged:

1. The Relationship between Teacher Identity and CE Pedagogy
2. Teachers' Experiences with the Curriculum and Textbooks
3. Diversity in Pedagogical Approaches Adopted by LO Teachers
4. Teachers as Role models and Agents of Social Change
5. Teachers' Perceptions of Global Citizenship Education (GCE)

I will present these themes in the following sections, elucidating the LO teachers' perceptions and pedagogical experiences related to CE.

4.2.1 Theme 1: The Relationship between Teacher Identity and CE Pedagogy

This theme directly addresses the main research question, by examining how teachers' cultural and personal identities influence their pedagogical understanding and approach to teaching CE. In the context of a country transitioning from apartheid to democracy, CE is closely tied to LO teachers' life experiences, values, moral ethics, and cultural background.

CE, as a subject, was introduced after the establishment of democracy, and it is a critical component of South Africa's educational framework, aimed at promoting democratic values, social cohesion, and responsible citizenship. Thus, the data revealed that teachers emphasise

that CE, for them, transcends mere political discourse, it is deeply rooted in their lived experiences, a perspective that is consistently analysed and presented throughout the study.

The teaching of CE is neither neutral nor uniform. Teachers bring their personal histories, cultural values, and belief systems into the classroom, which significantly shapes their understanding of CE and their approach to teaching it. These individual and cultural identities influence how they interpret citizenship, democratic values, and social cohesion and how they convey these concepts to their learners.

This important theme highlights the diverse ways in which teachers understand and implement CE. Teachers often navigate tensions between their cultural, value systems, and identities and the formal curriculum, making the teaching of CE a deeply personal endeavour. By investigating and examining how teachers' identities influence their pedagogy, this study sought to illustrate the complexities and challenges of teaching CE in a context marked by socio-political change, cultural diversity, and evolving democratic ideals.

In one interview, a teacher reflected on her understanding of CE and responded. *"I never truly considered it."*

This statement encapsulates the diverse levels of these teachers' consideration of CE pedagogy, highlighting the need for a more nuanced exploration of their personal and professional experiences.

By drawing on teachers' reflections and experiences, this theme explores the complex relationship between personal identity and teaching practice. It investigates how individual beliefs, cultural backgrounds, and life experiences shape the teaching of CE, and, in turn, influence learners' understanding of social cohesion and democratic principles.

In the following sections, I present and analyse the experiences of teachers from various backgrounds and generations. These narratives reveal patterns of influence, contrasting perspectives, and the critical role of personal and cultural identity in shaping CE pedagogy. Additionally, teachers elaborate on how they incorporate their values, such as empathy, respect, and community service into their classrooms, often reflecting their religious and cultural beliefs.

For instance, Teacher Radia from Fairlane High School emphasises the importance of moral values and life experiences as fundamental to her understanding of CE, drawing from her cultural background and religious beliefs. Her perspective embodies a lived experience in which social cohesion in CE transcends a theoretical concept. It represents a practical, values-based approach shaped by her Muslim faith. She stated:

My understanding of CE is that it is based on life experiences and has little to do with content and policies. Religion plays an important role in having good morals and values. I am a devoted Muslim, and always keep my promises to learners, wanting them to progress in education and assisting wherever I can. By showing them a practical example, my daughter who loves serving the community.... comes to school on a Saturday to support cognitively impaired learners with Math.

CE is embedded in the evolving experiences of teachers' morals and belief systems, highlighting their involvement in the broader social, cultural, political, and educational landscape through reflections on their collective and personal identities. For instance, it became evident that Teacher Radia (one of the older teachers), who adopts a religious, values-based approach, views CE as an extension of moral and ethical life principles. In contrast, Teacher Sera from the same school, (the younger teacher) approaches CE through a modern, critical lens, emphasising contemporary issues such as free thinking and cancel culture:

I believe respect is the core of CE, but we as teachers should be cognisant of current social issues, especially concerning our youth. I also believe in cancel culture and encourage free thinking while remaining respectful as a citizen.

Teacher Sera views 'cancel culture' as a necessary tool to address systemic inequalities, however, there have been questions about the balance between accountability and care. The contrast with more experienced teachers underscores the evolving nature of CE and the challenges teachers encounter in adapting to new societal norms, such as 'cancel culture'. The varied responses from teachers suggest that grasping the pedagogy of CE is not a one-size-fits-all endeavour, rather, it is a dynamic process shaped by individual and collective identities.

While Teacher Radia draws on her cultural and religious identity to instil traditional moral values like empathy and community service, Teacher Sera, who did not experience apartheid, focuses on more current social issues, including cancel culture and respect for diversity perspectives.

This generational difference highlights the evolving understanding of CE as a pedagogical concept, where older teachers prioritise the installation of moral values rooted in their upbringing, while younger teachers emphasise critical thinking and adaptation to the current socio-political landscape. These varied experiences reflect the diverse pedagogical methods and the transformative nature of CE in post-apartheid South Africa.

CE is linked with teacher identity in subjective and nuanced ways. For example, the data also indicates that teachers, operating in more challenging environments, such as Teacher Andrew from Grassland High School, encounter additional difficulties in defining and teaching CE. In a school characterised by societal ills and disruptive learners, he expresses frustration with the curriculum, which he believes lacks adequate guidance and relevance. He noted that the staff confront social issues daily. Evidence of this is seen in the learners' tendency to choose their behaviour and their refusal to listen to their teachers. Teacher Andrew, who qualified in the apartheid era, further articulated his concerns:

After apartheid, we were introduced to a very liberal human rights movement, and everything became pro-choice. The teacher became a facilitator and lost some authority. I cannot discipline my disruptive learners, they refuse to listen, choice has become one of the rules that we live by. Hence, values become an issue of choice. For me, teaching CE is not about content, it's about your self-concept and identity.

By connecting individual teacher experiences to macro-level issues, it becomes evident that the challenges of teaching CE are not solely personal, they are also intricately linked to societal transitions, such as the shift from apartheid to democracy. Teachers who experienced apartheid, such as Teacher Andrew from Grassland High School, reflect on how their experiences of oppression and the absence of citizenship rights have informed their approach to CE pedagogy. This connection highlights the broader societal challenges of fostering citizenship and ensuring that CE is inclusive in a democratic South Africa.

Teachers expressed concerns that the transition from a racially segregated society to a democratic one was not adequately addressed through formal training. This has left teachers such as Teacher Andrew from the apartheid era, to reconcile their personal histories with the new expectations of CE pedagogy in the LO-CAPS curriculum. The current situation highlights a comprehensive pedagogical issue that the curriculum does not provide sufficient support for teachers navigating these historical and cultural shifts.

These reflections illustrate that the teaching of CE is profoundly personal and significantly influenced by identity and the broader societal context in which teachers operate. Teachers often feel vulnerable and distressed as they strive to adhere to a curriculum, shaped by democratic ideals, yet they frequently struggle to provide adequate support when navigating the historical and cultural complexities of post-apartheid South Africa.

Teacher Andrew from Grassland High School expresses frustration regarding the curriculum's lack of guidance on CE, which compels him to rely on his own cultural, and personal beliefs about citizenship and identity. Meanwhile, Teacher Fay from Two Seas High School reflects on how the shift in the transition to OBE left many teachers unprepared for teaching citizenship in democratic South Africa.

The identities of teachers often conflict with the rigid expectations of the curriculum, emphasising the need for a more inclusive, adaptable approach to teaching CE. Many teachers struggle to align their personal experiences with the demands and expectations of the educational sector, noting that the curriculum is overly prescriptive and lacks adequate content on CE. Teacher Fay from Two Seas High School shared her concerns.

I started teaching 30 years ago, and Outcomes Based Education (OBE) didn't cover citizenship, I remember feeling overwhelmed and that we needed training, as in this new democracy, we as teachers should be role models for our learners. Then as the curriculum underwent various changes, citizenship was introduced, which in my understanding is to be the best that I can be in society. The curriculum provides all the information about the rights of a citizen, but it is not easy to implement CE as the morals of being a responsible citizen is an important criterion.

The tension between personal values and curriculum expectations becomes apparent when Teacher Andrew from Grassland High School struggles to teach CE in an environment where the curriculum is perceived as overly prescriptive and lacking in depth. His frustration points to a critical gap in teacher education and curriculum development, where teachers are expected to promote social cohesion and democratic values without being equipped with the necessary tools to do so.

Similarly, Teacher Fay from Two Seas High School observes that the transition to OBE reveals a sense of unpreparedness among teachers, who must reconcile the demands of the new curriculum with their interpretations of what it means to be a responsible citizen. She employs

her value judgements to navigate the balance between personal identity and CE, saying that being a responsible citizen is having good morals.

Nevertheless, teachers' personal and cultural identities are inextricably linked to their pedagogical approaches to CE. Whether influenced by religious beliefs, cultural philosophies, or generational experiences, these identities significantly shape both the content and style of teaching. As a result, CE in South African schools is not a neutral or uniform subject, rather, it is profoundly personal and contextually driven, shaped by the values and experiences of those who deliver it.

This theme highlights the significance of a flexible and supportive curriculum that enables teachers to incorporate their values and experiences alongside the broader objectives of CE. By acknowledging the diverse identities of teachers, we can cultivate a more inclusive and effective approach to citizenship education, one that authentically reflects the realities of South Africa's democratic journey

To Summarise

The analysis of the theme 'The Relationship between Teacher Identity and CE Pedagogy' revealed key insights and established connections between individual teachers' experiences and how personal and cultural identities influence CE pedagogy. As the data unfolds, it becomes evident that teachers' identities are deeply interwoven with their pedagogical approaches to the teaching of CE, reflecting a dynamic interplay among personal experiences, societal norms, and educational philosophies.

Teacher Fay from Two Seas High School related that understanding citizenship is being the best in society. Teachers are role models, and their narratives provide valuable insights into the challenges, aspirations, and evolving perspectives that shape the landscape of CE pedagogy in contemporary educational settings.

The evidence indicates that LO teachers exhibit a self-experience bias in their understanding of CE pedagogy with their collective, personal identities significantly influencing their implementation of the subject. The data presented underscores the complex nature of LO teachers' subjective experiences of citizenship, highlighting concerns regarding their ability to define CE as a pedagogical concept, as one teacher stated, she had never considered it.

While older teachers, shaped by their experiences under apartheid, often perceive CE through the lens of moral values, younger teachers offer a more critical and contemporary perspective on the subject, reflecting the evolving nature of citizenship in a democratic society. The tension between personal beliefs and curriculum expectations further complicate the implementation of CE when Teacher Fay from Two Seas High School stated that moral conduct is not easy to teach.

Ultimately, this theme underscores the importance of recognising the relationship between teacher identity and CE pedagogy, particularly within the broader societal and curricular contexts. The data evidenced that teachers' cultural and personal identities in shaping CE pedagogy, are crucial in South Africa's new democracy, revealing many deficiencies in addressing the diverse needs and expectations of both teachers and learners.

4.2.2 Theme 2: Teachers' Experiences of the Curriculum and Textbooks

The interaction between the prescribed textbooks and the curriculum provides valuable insights into the challenges faced by LO teachers instructing CE in South African classrooms. This theme critically examines how textbooks influence, and at times, limit, teachers' pedagogical approaches, thereby highlighting a gap between the curriculum's intended objectives and its practical implementation in the classroom. Additionally, the data further reveals how teachers' personal interpretations and instructional strategies intersect with the often rigid and prescriptive nature of CE textbooks, impacting their daily teaching experiences.

Textbook influences

The document analysis data in terms of the 'Grade 11' LO textbook reveals significant insights into the disparity between theoretical understanding and practical implementation in teaching responsible, proactive citizenship. Through readings and class observations, it becomes clear that the LO textbooks adopt an overly prescriptive approach. Teachers have expressed concerns regarding this prescriptive nature of the content, advocating for a more interactive and experiential approach to CE. Below is an excerpt of the senior phase LO textbook.

Work in pairs to select the sports and recreation that you think (a) males OR females, or (b) both genders, should play, from this list. Give reasons for your answers. (14)

Diketo	• Morabaraba	• Soccer
Intonga	• Chess	• Wrestling
Netball	• Hiking	• Table tennis

LIFE ORIENTATION TEXTBOOK

Figure 4.1: Responsible Citizenship Using Document Analysis

The prescribed content in the LO textbooks presents a rigid interpretation of fundamental democratic principles, such as the necessity to obey the law, the responsibility to vote, and the obligation to pay taxes. Teachers have expressed concerns that these principles are conveyed in a didactic manner, leaving little room for interpretation or critical engagement. While the key concepts advocate for responsible citizenship, they do not offer guidance on how to foster meaningful discussions on CE that would enable learners to fully understand these concepts.

This overly prescriptive content may reflect the broader challenges of teaching CE, where teachers are expected to deliver content aligned with mandated outcomes but lack the flexibility to adapt to local contexts or the lived experiences of learners. The content of the textbooks tends to emphasise compliance and obligation, for example, '*must obey, must vote, must pay tax*' rather than empowering learners to explore the broader ethical, social, and political dimensions of these responsibilities.

Subsequently, this prescriptive content aligns with governmental mandates but restricts teachers to narrow pedagogical boundaries, limiting their instructional ability to engage learners with the wider educational concern of proactive CE. The challenges teachers face involve reconciling the textbook content with the critical outcomes envisioned by the constitutional intentions of South Africa (Richotte, 2017).

Due to the authoritarian nature of the LO curriculum, Teacher Sonya from Grassland High School noted that the CE content is excessively rigid. This rigidity fails to account for the dynamic and evolving nature of citizenship, leaving little room for the adaptability and

creativity necessary to promote active participation and critical thinking among learners. She provided evidence and responded during an interview.

I feel the CE textbooks in LO are too organic, and the vision set out in the curriculum is misaligned with active participation.

The prescribed content exemplifies a top-down, authoritarian approach to CE, prioritising compliance over critical thinking. The description of the organic textbook means that it is overly dictatorial. Teachers are mandated to adhere to rigid guidelines that restrict them to narrow pedagogical practices, thereby limiting their ability to engage learners in meaningful, real-world applications of these principles.

For instance, while the curriculum emphasises the importance of responsible citizenship, it provides limited guidance on how to facilitate complex discussions about social justice or political engagement. This misalignment restricts teachers from adapting the content to the local contexts of their learners, ultimately hindering their ability to connect the curriculum to learners' lived realities.

Interviews: LO Teachers' experiences of the CE curriculum

During interviews with LO teachers, the data revealed a widespread recognition of the importance of CE, but also, a deep concern over its marginalisation, since democracy in South Africa. Teacher Andrew from Grassland High School remarked:

After apartheid, we haven't had any real training in CE. We do our best, but the textbooks are not explicit enough to assist us in dealing with topics like social justice or political systems.

The analysis of the post-apartheid curriculum reform highlights a significant shift in educational priorities, specifically with the inclusion of LO as a compulsory subject. This shift places an additional burden on teachers, especially as they are tasked with instilling the values of responsible citizenship in their learners. OBE was considered a transformational tool in South Africa; however, balancing the alignment of learner-centred teaching with national developmental goals remains a major challenge. Teacher Andrew from Grassland High School explained:

We are supposed to prepare learners to be active citizens, but the time allocated for CE is not enough, the curriculum is of no help and we barely touch on the real issues facing our country.

The OBE learner-centred approach was introduced to prepare learners as proactive citizens. Adopting the OBE system without developing teachers, and then changing it to National Curriculum Statements (NCS), became a critical pedagogical issue. Teachers' concerns regarding capacity-building regarding poor race relations as reported in the problem statement in Chapter one, respond to the data collected. The lack of time allocated to LO added to the problematic issues. Another teacher from Fairlane High School echoed this sentiment:

The curriculum guidelines are broad, but we are under pressure to cover too much content, so the deeper discussions on citizenship get sacrificed with the lack of time.

Teachers' experiences with the curriculum constraints of CE reveal a widespread sense of frustration regarding the challenges associated with teaching this subject. While many teachers acknowledge the importance of preparing learners for proactive citizenship, they often feel hindered by the lack of time, training, and resources.

These sentiments underscore the difficulties faced by teachers, who understand and recognise the vital role that CE plays, but they feel ill-equipped and unsupported in their efforts to teach it effectively. For instance, discussions among teachers indicate that although the curriculum mandates lessons on responsible citizenship, there is a lack of guidance on how to facilitate meaningful, in-depth, dialogical engagement on this key concept. Teacher Taz from Orion High School stated:

Our CE lessons are guided by respect from its core, unfortunately, the lack of time allocated leaves us to end our lessons abruptly, rushing and not reaching the intended meaningful outcome.

Additionally, the data reveals that teachers expressed concerns about the limited time allocation of two hours per week for CE, which must compete with four other topics as outlined in Chapter One. Notably, one of these two hours is designated for physical education, leaving one hour for CE (DBE, 2011). This lack of support reflects a broader systemic issue, wherein professional development for teachers is deprioritised leaving them ill-equipped to address the multifaceted nature of CE in a democratic society. Teacher Nadia from Orion High School stated:

Our school has a strong vision of factual citizenship in our teachers' contracts, but our vision is not collaborated with management and WCED. We as teachers feel devalued and left out where our rights are concerned.

Teachers' experiences of the LO curriculum have a strong focus on promoting women's rights and fostering good citizenship, the statement of this teacher contributes a dynamic, unique perspective to the educational community in South Africa. Teacher Hazel from Two Seas High School, a strong activist, asserts her commitment to proactive citizenship and human rights values:

The experience of teachers' pedagogical implementation of CE goes beyond curriculum content, and political life experiences impact our perceptions- for example. I use my community involvement as an activist to reinforce my lessons

This interview with the Head of Department (HOD) for LO at Two Seas High School, a confident teacher with 32 years of teaching experience, was impressive. She holds a Bachelor of Commerce degree and began her career, teaching Grade 12 Business Economics before transitioning to teach LO as a supplementary subject. It is important to note that many of the teachers that I interviewed lacked formal training in the learning specialisation of LO.

In this context, Teacher Hazel from Two Seas High School stands out as a passionate activist who has previously advocated for human rights at a predominately white school before joining Two Seas High School, a faith-based independent school. The political history and current socio-economic climate of South Africa significantly influence the teaching of CE. Teachers frequently draw upon their own political and social activism to enhance the relevance of the curriculum. Teacher Hazel from Two Seas High School, a dedicated human rights advocate, employs political strategies in her citizenship lessons. However, many teachers lack formal training in LO and CE, such as Teacher Hazel which exacerbates their challenges.

These pedagogical strategies demonstrate that when teachers are granted the freedom to innovate, they can transform CE into an active, engaging process for learners, as opposed to the passive, rote-learning methods often promoted by the curriculum and textbooks. This underscores the reality that CE pedagogy is shaped not only by formal textbooks but also by the personal experiences, identities, and activism of the teachers themselves. Teacher Tino from Grassland High School supported this assertion:

The LO curriculum is more of a blueprint that has to be followed, and learners are not serious about being proactive citizens.

Furthermore, the observation that learners *"are not serious about being proactive citizens"* indicates a gap between the curriculum's intended outcomes and its actual impact in the real world. This lack of learner engagement may arise from various factors, including how the subject is presented, the broader social context, or a disconnect between the curriculum's theoretical goals and learners' lived realities.

This theme is supported by the evidence presented in Figure 4.1 of the LO textbook concerning 'responsible citizenship'. The description of the curriculum as a 'blueprint' implies that it provides rigid guidelines for teachers to follow, which may limit their ability to adapt to the specific needs of learners. This suggests that while the curriculum establishes clear expectations, its practical implementation may lack the necessary flexibility to engage learners on a deeper level.

Interviews consistently reveal that teachers feel compelled to innovate beyond the prescribed textbooks. For example, Teacher Andrew from Grassland High School perceives CE as an unengaging subject and often opts to incorporate personal narratives to make lessons more relatable:

It's a boring topic, so I come up with my own stories. CE has very little to do with curriculum content in the textbook and policies.

Teachers such as Teacher Andrew seek to humanise citizenship lessons by incorporating contemporary social issues and personal anecdotal stories in their CE pedagogy. Thus, this approach bridges the gap between the static textbook material and the dynamic lived experiences of both teachers and learners.

To Summarise

Data evidence from the document analysis and interviews collectively illustrates the influences of textbooks and teachers' experiences regarding the misaligned curriculum of CE pedagogy. The information of the post-apartheid curriculum reformation underscores a significant shift in educational priorities, particularly with the inclusion of LO as a compulsory subject. This shift raises concerns that learners may not view the content of LO as relevant or empowering, which in turn limits their motivation to engage actively and understand meaningful citizenship.

Additionally, the influence of textbooks is overly prescriptive, demonstrating a lack of flexibility.

Teachers' experiences with curriculum constraints indicate that the rigid structure of the curriculum allows little flexibility for the implementation of proactive citizenship. Interviews with LO teachers reveal a pervasive sense of frustration regarding the challenges associated with teaching CE. Even though teachers acknowledge the importance of preparing learners for active citizenship, they feel constrained by insufficient time, training, and resources.

The rigid curriculum structure appears to create a disconnect between the theoretical objectives of CE and its real-world impact on learners. Teacher Tino from Grassland High School describes the LO curriculum as a 'blueprint' that teachers are required to follow, pointing out that learners often feel disengaged from the concept of proactive citizenship. The use of the term 'blueprint' underscores the inflexibility of the curriculum, which dictates specific content without considering the specific needs or interests of learners. The lack of learner engagement may stem from a curriculum that prioritises formal obligations over proactive civic participation and critical thinking.

The theme 'Teachers' Experiences of the Curriculum and Textbooks' reveals a misalignment between curriculum intentions and learner engagement. Teacher Hazel from Two Seas High School contends that teaching CE extends beyond merely adhering to the curriculum. It necessitates personal involvement and life experiences. Her background as a human rights activist enriches her teaching, enabling her to introduce more nuanced and practical insights into the classroom.

In summary, this theme has shown that the curriculum lacks sufficient flexibility for teachers to incorporate their own experiences or address community-specific challenges, which could render CE more relevant and engaging for learners.

4.2.3 Theme 3: Diversity in Pedagogical Approaches Adopted by LO Teachers

The data in this theme reveals the diverse 'hands-on' pedagogical approaches adopted by teachers in CE within South Africa's LO curriculum. While the concepts of human rights and social justice are central to CE, the instruction often exposes the need to use approaches designed to address social issues at hand. The data, collected through interviews, classroom observations, and document analysis, highlights the variety of teaching methods employed and

the unique challenges and contexts in which these teachers operate. It illustrates three key approaches, addressing experiential learning, case-based learning approach, and co-operative integration of real-world scenarios.

(i) Experiential learning approach

Teacher Vernon from Fairlane High School delivered a CE lesson focused on positively influencing learners' self-concept, responsible citizenship, social awareness, and the exercise of human rights through project work. He emphasised the importance of self-understanding and the promotion of transformation for social change and progress in South Africa. To facilitate this, he engaged the learners in a practical activity designed to enhance their understanding of voting and to encourage responsible citizenship.

The data, based on observation, demonstrated that the lesson was structured around a yearly campaign task in which learners were asked to select a theme related to environmental sustainability and to identify a recycling hero profile. Subsequently, the learners were required to create campaign materials, which included drafting a mandate, designing a poster, and constructing a ballot box. At that time, in 2023, the South African government was campaigning for the election of a new president.

By engaging learners in this hands-on project, regarding voting, Teacher Vernon effectively integrated computer skills to enhance the project design, fostering proactive participation in civic engagement in CE. This approach enabled learners to understand the importance of governance participation through voting for a new South African president. Teacher Vernon also emphasised the distinction between a career and a job in politics, prompting learners to reflect on aspirations and life goals.

Moreover, the activity was crafted to be both educational and engaging, incorporating elements that excited the learners' interest in social media, particularly their enthusiasm for capturing photos related to their campaigns. This experiential method not only enhanced their social awareness and understanding of human rights but also bolstered their self-concept by involving them in cooperative learning activities centred on real-world tasks. The following figure illustrates an aspect of the activity.



Figure 4.2: # Youth Vote Matters

The data from this lesson observation indicates that Teacher Vernon at Fairlane High School employed this experiential learning approach, effectively integrating real-life skills such as computer use and design, alongside discussions about the distinction between a career and a job. This approach resulted in proactive citizenship through practical applications, including ballot boxes and campaigns. The outcome was to encourage the learners to participate in the voting process.

In contrast, Teacher Radia from Fairlane High School was challenged by disruptive learners. She had to adopt a different experiential strategy to address classroom disruptions during a CE lesson. By incorporating Ubuntu, an African philosophy into her lesson, she discovered that theoretical discussions were insufficient to engage her learners. To recapture their attention, she modified and adapted her teaching strategy by integrating physical activities. She took her learners outside to the school's vegetable garden to harvest and de-weed, aiming to foster responsible citizenship in CE. The learners were enthusiastic and excited as they utilised this sustainable food project to network and compete with other schools based on their harvested crops.

The evidence for this practical approach aligned with the core values of Ubuntu, emphasising care for the community and interdependence. In contrast to other methods, the learners

ultimately became more engaged through this hands-on experience, with the data suggesting that practical tasks can effectively bridge the gap between theoretical knowledge and learner engagement in CE.

(ii) Case-based learning approach

The concept of human rights and social justice in CE prompts teachers to grapple with how to adapt their pedagogies to incorporate democratic principles. In an interview response, Teacher Radia from Fairlane High School stressed:

The learners cannot even understand the meaning of social justice and - they are excited about human rights only if they pertain to them, for example, the right to have abortions at any age, after 12 years. There's a definite need for practical workshops so that we as teachers can have a platform to have dialogical engagement about integrating the theory of human rights policies with practice.

The data illustrated that Teacher Radia initiated the lesson activity by introducing the concepts of human rights and social justice in CE, connecting them to the learners' experiences. She then facilitated a discussion on the learners' understanding of proactive citizenship. An ideal opportunity arose when a real-life scenario presented itself, which she utilised as a case-based teaching strategy to foster critical thinking and explore the broader concepts of civic responsibility.

In this case-based learning approach, according to the statement of Teacher Radia from Fairlane High School, her lesson in CE-LO took an unexpected turn when local news, circulating on social media, reported an attempted child kidnapping in the crime-affected area surrounding the school. The learners became agitated and expressed a desire to form a group to protest and physically confront the alleged kidnapper. In response, the teacher emphasised the importance of adhering to legal procedures, highlighting the necessity of due process and the role of law enforcement in handling such cases.

She connected the incident to community-driven acts of activism at local, national, and international levels. In her case-based learning approach, she utilised the concept of Ubuntu to guide the discussion, emphasising human rights and social justice throughout the lesson. She outlined the appropriate steps for civilians to take, underscoring the importance of applying the law to foster a cohesive society. To facilitate this, she divided the class into groups for a role-

playing exercise that simulated the interactions between civilians and the law, employing co-operative learning and group work.

The data illustrated that the objective was to reinforce and consolidate the learning of CE, by ensuring verification and due process, clarifying details, and following the structured steps of applied law. Additionally, Teacher Radia noted that at the beginning of the lesson, learners expressed concerns about the lack of police support, which further intensified their inclination to take matters into their own hands. In response to this feedback, she initiated discussions on human rights, national law, and the process of achieving justice through legal means within the context of CE.

(iii) Co-operative integration of real-world scenarios

In another CE pedagogical experience, the data highlighted ‘Role-playing or Simulation’ as an example from a lesson instructed by the LO Teacher Nora at the independent Two Seas High School. She employs a hands-on approach to educate learners about the significance and importance of responsible citizenship and peaceful protests. The example she selected was both relevant and relatable to the learners, as it drew upon a real-life local case, the Princess Vlei incident.

This case involved an influential, businessman who was planning to build a shopping mall on a lake in Grassy Park, a community home to many animals and birds. The learners were introduced to the concept of environmental activism through this example, where the local community united to prevent the destruction of an important environmental site.

The teacher provided context, by utilising multimedia resources to highlight the community’s concerns and their efforts to oppose the shopping malls’ construction. The class was divided into two groups, one group was the developer and the other group was the community of Grassy Park. The objective of the community group was to organise a peaceful protest. They were tasked with planning how to present their case, drafting a petition, and strategising ways to garner support. Meanwhile, the developer/government group would role-play negotiations with the community.

Teacher Nora explained to the learners how the community organised a peaceful protest and petition to oppose the development. This served as a valuable lesson in civic responsibility, within the context of CE, demonstrating that when people unite for a common cause, they can

influence decisions and bring about change in a non-violent way. The peaceful protest ultimately succeeded, resulting in the preservation of the Princess Vlei area, which was declared a world heritage site. This outcome illustrated to the learners how their voices can be heard and respected when channelled through organised and peaceful means.

Throughout this lesson, learners were encouraged to view protests not merely as acts of defiance, but as constructive tools for change. They gained an understanding of the value of advocacy, the power of collective action, and how legal and peaceful methods such as petitions and negotiations can lead to positive outcomes. By emphasising the importance of peaceful protests, Teacher Nora from Two Seas High School helped her learners recognise that social activism in CE is not about violence or chaos but about creating meaningful dialogue and making a positive impact.

The data indicated that the objective was to learn how to function in real-life contexts, thereby extending education beyond the classroom. Following the simulation, the class participated in a debriefing session to discuss the process and how a peaceful protest can lead to change. Schools create spaces that support the identities of both teachers and learners. The ethos of this school is notably rigid in its adherence to the protocols outlined in its teaching contracts, as noted by Teacher Nora from Two Seas High School in her interview response:

The Western Cape Education Department (WCED) outlines human rights in LO, and the exam papers are set inclusive of constitutional rights and responsibilities, but our learners lack morals, values, and etiquette. I conduct my lesson plan for CE by using cooperative learning with debates, then I assess the outcomes by how the learners view human rights and what is expected of them.

The evidence in this data concerning innovative pedagogical approaches illustrates the diverse ways in which civic issues can be taught and understood in LO, providing learners with a broad perspective on participation, rights, and responsibilities in CE. Disgruntled by the attitudes of his learners, and paradoxically to the approach taken by the independent school, Teacher Andrew from Grassland High School, the public school shared his CE lesson on protests in LO:

I asked my class to participate in the search for drugs. Most of the learners agreed to be searched, but my learners refused and protested, saying that the police should be called before they open their schoolbags.

He highlights how learners from specific groups respond differently during tense situations such as the drug search that escalated into chaos. Some learners refused to comply, citing human rights violations, which ultimately led to protests and heightened tensions. The key lesson of CE here revolves around issues of discipline and learners' rights, and how these escalate into confrontations when the authority is challenged.

The same Teacher Andrew from the public school, Grassland High School, elaborates on another violent protest that erupted when black learners reacted to perceived injustices, which included stone-throwing and what he described as 'barbaric' behaviour. This outburst during the CE lesson was triggered by a flooding issue at school. He stated:

I asked my learners to fill sandbags to mitigate the flooding, but they refused, asserting that they came to school to learn and not to work.

These incidents portray the difficulties that teachers face in marginalised environments.

On the one hand, the 'Princess Vlei' movement represents a peaceful community-led environmental activism effort to protect a local wetland area in Grassy Park, Cape Town. This initiative involved learners from diverse backgrounds advocating for the conservation of the lake and promoting environmental citizenship. This scenario exemplifies engagement through positive activism, fostering a more harmonious relationship between the community and authority figures. Within this context, the issues of human rights and discipline in CE emerged as significant focal points.

On the other hand, Teacher Andrew from Grassland High School situated in a semi-rural environment, adopted a disciplinary approach to protests, suggesting that actions such as protests should be managed with greater authority. These differing civic outcomes in CE, highlight a breakdown in communication and unrest, escalating tensions surrounding the complexities of social unrest and civil disobedience.

The data from these two lessons in CE indicates that violent protests, coupled with parental disengagement, pose significant challenges in teaching CE. Teacher Andrew from Grassland High School views the curriculum as somewhat disconnected from the realities of school discipline and civic unrest. Conversely, the 'Princess Vlei' case of the independent school, presents a more optimistic example of how CE can cultivate responsible and engaged citizenship.

These contrasting approaches demonstrate the complexity of teaching CE, particularly in environments where social and political issues intersect with everyday school discipline. The broader implications for CE in LO present challenges to the LO teachers. Teacher Radia from Fairlane High School, the other public school expressed concerns regarding protests:

Our learners look for opportunities to protest, they are desensitised to violence, posting it in their status and boasting on social media. If there's an accident, learners put it on their status. There's no punishment. Some learners ask people to pose as their parents to cover for them. They are inclined to violence and look for opportunities to protest. But they know their human rights, and that supersedes everything else.

The data analysis recognises that Teacher Radia from Fairlane High School raised significant issues related to human rights and their impact on discipline. She noted that learners are not only desensitised to violence but also actively glorify and disseminate it on social media. By posting violent incidents on their status and boasting about them, they demonstrate a troubling lack of empathy and a disturbing comfort with aggression. This situation raises concerns about the influence of digital spaces on learner identities and their sense of civic responsibility.

The teacher expresses frustration that violence has become so normalised that learners actively seek opportunities to protest and, potentially, create chaotic situations. This desensitisation complicates efforts to guide them toward peaceful conflict resolution. Teacher Radia noted that learners are increasingly willing to manipulate authority figures by asking others to impersonate their parents. The ease with which learners can easily cover for one another without facing consequences indicates a significant breakdown in school discipline.

The data also highlights the absence of consequences for learners' actions, resulting in a cycle of disrespect for school rules and schedules. There are no punitive measures in place, and respect for school management is lacking. This situation further contributes to the erosion of traditional authority structures within the school, particularly regarding human rights and its' impact on discipline in CE.

To Summarise

This theme examined the diverse pedagogical strategies employed by South African LO teachers to deliver CE in schools across the Western Cape. Although CE prioritises and emphasises human rights and social justice, data gathered from interviews, classroom

observations, and document analysis reveal how teachers employ a hands-on approach when a current social issue arises. Three primary approaches have been identified namely, experiential learning, case-based learning approach, and co-operative integration of real-world scenarios.

At Fairlane High School, Teacher Vernon used project-based, experiential learning to teach responsible citizenship and human rights. He engaged learners in a campaign task focused on environmental themes, equipping them with practical skills such as creating campaign materials and utilising computers for project design. This hands-on, experiential approach aimed to enhance learners' social awareness, self-concept, and understanding of voting as a civic responsibility.

In contrast, Teacher Radia from the same school, utilised gardening activities to teach the philosophy of Ubuntu. Her experiential lesson sought to reconnect learners with the values of community, care, and responsibility. This method became necessary after theoretical discussions failed to engage the disruptive learners, illustrating that practical tasks can often be more effective in fostering learner participation.

The data illustrated a case-based learning approach when Teacher Radia also faced challenges in meaningfully incorporating human rights and social justice into their curricula. For instance, she utilised a real-life kidnapping incident in the school's neighbourhood to initiate a discussion on civic responsibility and the role of law in promoting social justice. The lesson included group work and role-playing activities to simulate the legal processes involved in responding to such incidents. This practical approach encouraged learners to think critically about activism, legal rights, and the importance of due process.

At Two Seas High School, Teacher Nora adopted the co-operative integration of real-world scenarios approach concerning the 'Princess Vlei' environmental activism case to instruct learners on peaceful protest and community engagement. Through this method, learners discovered how organised, non-violent activism can affect social change, illustrating the importance of collective action and responsible citizenship in a democratic society. This CE approach emphasised responsible citizenship through role-playing activities that allowed them to practice negotiation and petitioning skills.

The contrast between these approaches such as peaceful community activism exemplified in the 'Princess Vlei' case versus the disruptive protests in Grassland High School underscores

the complexities involved in teaching CE. While some schools foster positive civic participation, others struggle with issues of discipline and social unrest. At Grassland High School, Teacher Andrew encountered significant challenges when learners invoked human rights to resist school authority, escalating into violent protests. This tension between human rights, discipline, and social responsibility reveals the difficulties teachers face in translating the ideals of the curriculum into effective practice, particularly in environments characterised by conflict and unrest.

Additionally, the data within this theme, ‘Diversity in Pedagogical Approaches Adopted by LO Teachers’, highlights and presents evidence of the need to use innovative methods of instruction to apply to social issues at hand. Teacher Radia noted that learners have become desensitised to violence and often glorify it online, complicating efforts to teach peaceful conflict resolution. This presents a broader challenge for teachers in CE, as they strive to balance the promotion of human rights with the necessity of maintaining school discipline. Thus, the broader implications and data of this theme respond to LO teachers’ assertions that each CE lesson is painted with a different paintbrush, depending on the context aligning with the sub-question of ‘how teachers teach CE’.

4.2.4 Theme 4: Teachers as Role Models and Agents of Social Change

The data in this theme offers evidence in response to the sub-question of ‘why teachers teach the way they do’. Teachers’ roles as social change agents are foregrounded, as they draw upon personal experiences from the pre-democracy era to make historical events, like apartheid oppression, resonate with learners. By sharing anecdotes of political struggles, teachers foster learners’ respect and compassion, nurturing a deeper appreciation for the democratic values of post-apartheid South Africa.

The theme highlights teachers’ strategies for fostering social cohesion in diverse and sometimes hostile environments, the intersectionality of parental involvement, and issues such as xenophobia within the context of CE in the LO curriculum. Teachers are challenged to cultivate socially conscious learners who understand their rights and responsibilities in a democratic society. However, this task is complicated by balancing the prescribed curriculum content with their own lived experiences, values, and collective identities.

Central to this balance lies the integration of Ubuntu, decolonisation, and the promotion of community-oriented education rooted in South African values of social responsibility. The theme also addresses how teachers navigate frequent changes in the curriculum. The rich data within this theme provides critical insights into the redefinition of CE aimed at enhancing social cohesion by highlighting the roles of teachers as agents of social change in democratic South Africa.

(i) The roles of teachers cultivating Social Cohesion in CE pedagogy

To encourage social cohesion in diverse educational environments, teachers employ a range of pedagogical strategies that demonstrate their implementation of CE. The data evidence presented succinctly summarises and highlights the curriculum and policies implemented by LO teachers. Their value judgments are evident as they focus on integrating practical experiences and making contextual adjustments to meet the needs of their learners. As Teacher Amy from Two Seas High School stated in an interview:

I believe that the mission statement of the school should be in line with the 'manifesto of values' to develop teachers and learners in terms of good character, always willing to accept change as meaningful citizens, but social cohesion should be encouraged in the family first.

Furthermore, frequent curriculum changes coupled with inadequate support, have left teachers feeling uncertain about how to implement new concepts, such as social cohesion. Shared responsibility necessitated that teachers reflect on their understanding of citizenship and their role in society. Teacher Amy provided evidence that even though 'the manifesto of values' guides CE in terms of cultivating meaningful citizens, social cohesion should start with the family.

The data evidenced that the introduction of concepts like 'Ubuntu' into the curriculum, which emphasises community and shared responsibility, is not understood by learners. The African philosophy of Ubuntu seeks to create inclusive learning environments that foster care, interdependence, empathy, and collective responsibility. The concern arises because of the multi-cultural nature of South African classrooms, that teachers are challenged to teach Ubuntu.

The teacher at an independent school, encapsulates her role as a social change agent and demonstrates through her lesson that accountability and care are integral to the concept of Ubuntu. In an observation data set, Teacher Fuzlyn from Orion High School emphasises this reflection and incorporates her personal insights on accountability to explain her lesson:

I ask my learners to carry 2.5 kg. of flour, representing a baby for an entire week. This lesson makes them realise the burden and responsibility of starting a family and the rights of having a child. They are monitored and at the end of the week, they feel relieved to be free of the burden.... A teacher needs to think smart and work with the content, this lesson reinforces caring and being accountable as demonstrated in Ubuntu...the outcome was that the family is a microcosm of social cohesion.

The learners, initially excited by the challenge, expressed relief at the end of the week when the responsibility was lifted. This lesson proved highly effective in making abstract values such as accountability, care, and compassion tangible for the learners. Teacher Fuzlyn's approach underscores the importance of interactive, experiential learning in CE, allowing learners to directly connect theoretical concepts to their everyday responsibilities. Furthermore, the support from parents in this independent school environment enhanced the educational outcomes, as the community's involvement resonated with the collectivist principles of Ubuntu.

Teachers rely on innovative pedagogical strategies, such as those rooted in the concept of Ubuntu, which emphasises the reciprocal nature of care and support. Teacher Fuzlyn from Orion High School acknowledges the importance of thinking outside the box and utilising 'project work' to establish the foundation of CE in LO. She emphasised that family is a microcosm of social cohesion. Similarly, another teacher from the independent school created the role of an innovator, always involved in community projects. Teacher Amy from Orion High School stated:

My view is that schools and the education system should be seen as a family that needs to align with common beliefs and democratic principles to move forward.

While parental support is often lacking in public schools, teachers as role models strive to accommodate their learners to the best of their abilities. Nevertheless, the family serves as a microcosm of social cohesion. Be that as it may, another participant from the public school expressed a strong commitment to the 'in loco parentis' doctrine, which assigns some of the responsibilities and duties of parents to the school. When asked to share his views on teaching

social cohesion and how his role as a change agent translates to pedagogical practices, the interview data indicates that Teacher Henry from Fairlane High School stated”

So, I pray that my learners understand that I want the best for them. My learners call me Father, and every time, I remind them of their societal role of social cohesion in South Africa and that they must always respect all races and cultures.

When social cohesion is lacking within the family unit, particularly in semi-rural areas, teachers express frustration over the insufficient engagement and support from parents, while teaching their learners about cohesive societies. Parents in public schools frequently find themselves preoccupied with their children’s social and economic challenges, compounded by the realities of living in communities affected by crime.

In contrast, schools in urban areas, such as Two Seas High School, offer transformative educational programmes that empower learners’ critical thinking. However, these schools tend to overlook LO in favour of a stronger focus on academic subjects. Parental involvement is recognised as a crucial factor in the effective delivery of CE. Without active parental participation, the efforts to instil democratic values and foster social cohesion among learners are significantly hindered.

In response to an interview question regarding her role as a change agent in promoting social cohesion, Teacher Radia from Fairlane High School emphasised that the relationship between parents, teachers, and learners is vital for promoting proactive CE, as supported by the data. Fairlane High School is located in an area where poverty and unemployment are factors impacting the parents of these learners, and Teacher Radia describes herself as the mother of the school. The data is related to her interview response:

I taught the parents, and now I’m teaching their children, and their great-grandmothers are caring and looking after them – Democracy and social cohesion start at home and continuously evolve, first in the family unit, then at school, but my learners have no parental support... I emulate the role of the mother of the school.

(ii) Advocating positive change due to a sense of belonging

Moreover, the data of this theme explores the historical and social context of South Africa, particularly focusing on the lasting effects of apartheid and its influence on teachers and learners’ sense of belonging in cultivating social cohesion. Teachers have raised concerns regarding the learners’ perceived lack of morality and unity, attributing these issues to the

country's turbulent history and the ongoing challenges faced in the post-apartheid era. The data underscores the critical role that teachers must play in advocating for positive change, promoting a sense of cultural identity, and nurturing a spirit of proactive citizenship to address societal issues and build a cohesive, thriving community. In the interview, Teacher Sonya from Grassland High School responded:

I'm passionate about nurturing a cultural sense of belonging and caring for each other, promoting social cohesion among my learners by integrating South African history and cultural education into my teaching by using technology and various teaching strategies.

In a class observation data set, Teacher Henry from Fairlane High School effectively demonstrated the concept of a sense of belonging within social cohesion by sharing his lesson plan for setting educational goals. He confidently emphasised his role as a Life Coach specialising in LO and proudly presented his certificate from the Hypnotherapy and Ethno-Psychology Association of South Africa (HEPASA).

He practices a modality called 'Ethnopsychology', which informs his teaching philosophy centred around love. He embodies the role of a father figure within the school. He then began to draw a diagram on the whiteboard emphasising the importance of integrating the subject of history into the curriculum to support learners' self-concept, boost their self-confidence, and foster a deeper understanding of social cohesion. He shared his perspective on the sense of belonging. He related his lesson and started drawing on the board:

The hurdle is social ills.... this diagram will blow your mind...A thick rope used on ships is the starting point in which he places a circle...an arrow is used to indicate water, sand, and fire...the baby is represented by water, sand is a child, fire is the adolescent, then adulthood....then the seasons, Spring is the child, Summer is the adolescent, Autumn is your prime, then middle age comes with Winter and old age.....so these elements are representative of life.....I as the teacher must assess my learners to see at which stage of life they must be guided to find their sense of belonging...then we have discussions about further educational goals.

On one hand, the sense of belonging is perceived in its tangible form, with its origins and solutions thought to be rooted in socially and historically disadvantaged educational institutions. However, some teachers argue that the absence of morality is closely linked to

South Africa's legacy of apartheid manifesting symbolically and posing a broader threat to social cohesion in the country.

The public-school teachers faced similar challenges due to the context of the public school system. Teacher Jane from Grassland High School expresses concern about learners lacking a sense of belonging. She noted her concern in her response during an interview:

Many learners have a limited understanding of their heritage, assuming that they are simply the result of a mixed-race marriage without knowledge of the diverse ethnic groups like the Khoi and the San. I prepared my lesson on how and when we in South Africa were called Coloureds. CE is a period of self-exploration and learners need to know where they come from.

Sense of belonging is a huge challenge in South Africa because of the melting pot of cultures and their pluralism. Decolonisation of the curriculum involves the means of liberating the mind from the struggles of apartheid and oppression. The data indicate that the teachers who qualified during the apartheid era faced challenges in transitioning their roles from authoritative figures to facilitators.

For example, Teacher Andrew from Grassland High School appeared quite upset by the questions regarding social cohesion. He reflected on this and replied that his learners disregarded his lessons on morals and values related to social cohesion in CE. This statement underscores the concerns expressed by Teacher Andrew in the public-school context:

I believe that the strict rules and foundation in the colonial period were more beneficial, and I find it difficult to control my learners without any punitive measures. They are rude and show no respect to us as teachers. I find it extremely difficult to break free from the oppressive systems, and I need support in handling these issues.

The data demonstrates that this teacher is crying out for support. This includes freeing the mind from colonisation. He makes strong suggestions that there are inadequate programmes of evaluation of CE for addressing teachers' challenges. Additionally, he points out that he needs strategies for controlling his learners to be problematised. Because disciplinary methods were different in the apartheid era, Teacher Andrew struggled to control his learners.

Some teachers consider their roles of commitment to serve the community differently. They dedicate their time to engaging learners in outreach projects and sustainability initiatives,

ultimately working towards building a more cohesive society. However, their sense of belonging seemed to limit their understanding of social cohesion. Teacher Jane from Grassland High School elaborates on the interview data set:

I take two learners per week to delve into a deep discussion about personal lives, focusing on self-concept and sense of belonging.... they hardly understand what citizens are, as they are too engrossed in their socio-economic, poverty-stricken environment. I teach them gardening to sustain their families.

The issue persists, teachers were expected to adapt to the transition from colonialism to democracy without any training or support in fostering social cohesion. Additionally, the absence of the evaluation of the CE-LO curriculum is mentioned by teachers. The data reveals the emotional connection teachers have in their application of theoretical concepts to real-life scenarios. However, empowering learners to understand the importance of a cultural sense of belonging and to promote positive actions remains a challenge, as Teacher Henry from Fairlane High School elucidated in an interview response:

I have the desire to impact my learners, supporting them to become meaningful citizens, but we need to evaluate our CE curriculum first before we can do this. Meanwhile, I use storytelling and role-play as encouragement in a sense of belonging.

Various pedagogies have been introduced in South African schools to cultivate creative, well-rounded citizens. However, it ultimately falls to teachers' value judgments to determine the most effective implementation strategies. Schools provide opportunities for both teachers and learners to flourish as meaningful citizens. Nevertheless, the data shows that teachers serve as the primary role models in exemplifying ethical, moral democratic principles.

The data indicates that social cohesion begins within the family unit. Consequently, the lack of parental involvement, feelings of a sense of belonging, and frequent curriculum changes impose additional responsibilities on LO teachers. Feedback from teachers consistently reveals a profound frustration stemming from the absence of a participatory dimension which undermines the principles of democratic community engagement in teaching. Furthermore, this theme highlights how teachers as role models deal with xenophobia and poor race relations.

(iii) Xenophobia

Cultural differences can often lead to conflict and confusion; however, teachers as role models and agents of social change, navigating the complexities of colonial transformation are actively

countering xenophobia by creating inclusive learning environments. In the case study of Fairlane High School a diverse group of learners is represented, including Xhosa, Coloured, and learners from various religious backgrounds. Upon reviewing the National Development Program Vision 2030 policy document, I noted a strong emphasis on reformative content about education, social cohesion, xenophobia, and teacher education.

The data set from the document analysis highlights the importance of citizen responsibilities and collaboration, urging individuals to actively engage in their development and work together to address societal tensions. It challenges the passive mindset of relying solely on the state, emphasising the significance of proactive citizen engagement within South Africa's governmental framework. This assertion is supported by the statement of Teacher Radia from Fairlane High School:

In the section on 'Nation building and Social Cohesion, I follow the section on rights responsibility to the state- I feel confident that I am a trained coach in the MOT program and can positively say that I encourage my learners to be brave to say no to peer pressure, and no to xenophobia. Through this training, I embrace my role as a transformative social change agent.

Teacher Radia seeks to engage her learners in the subject matter of xenophobia through her training as a life coach in the Motivational Outreach (MOT) Norwegian life skills programme. Her approach fosters a mindset that transcends immediate challenges empowering learners to make a positive impact on society.

The section on 'Nation-building and Social Cohesion' introduces the concept of the 'Bill of Responsibilities' in schools, which serves as a complement to the 'Bill of Rights' (DBE, Education, 2011). The document analysis and the interview response elaborate on the key strategies to improve the quality of education, especially in disadvantaged schools, by positioning teachers as role models for social change.

The NDP (2011) programme further extends this vision by addressing the inclusion of foreign learners emphasising the importance of supporting them with legal paperwork to promote social cohesion in recognition of South Africa's diverse demographic landscape. Teacher Radia from Fairlane High School confirmed this perspective during the interview data collection:

Our principal stays after school hours to assist foreign learners in preparing their passport papers before they write their matric exams as they need that for the matric certificate. He adheres to the inclusion of the 'Bill of Responsibilities' where schools should align with the idea that citizens have both rights and responsibilities, reinforcing the mutual nature of societal obligations and human rights.

Document analysis data outlines that this crucial addition is essential to the LO curriculum as it emphasises the mutual obligations that citizens have to one another and to society, thereby fostering a balance between rights and responsibilities. The integration of this concept into schools aims to cultivate and nurture a sense of civic duty and responsible citizenship among learners. Despite having experienced oppression in the apartheid era, Teacher Radia from Fairlane High School elaborates on her method of CE instruction. Teacher Radia seeks to engage her learners in the subject matter of xenophobia through storytelling and a variety of teaching strategies. Her approach fosters a mindset that transcends immediate challenges empowering learners to make a positive impact on society:

To address this lesson of xenophobia in CE, I focus on cultural differences, allowing learners to explore their heritage and that of others by inviting diverse speakers with experiential learning to relate their stories. It starts with caring, looking at foreigners, and identifying that xenophobia is disrespectful and immoral. Role-play and storytelling of how teachers were marginalised before democracy seem unreal now in this era, the learners cannot believe this happened.....then I assess the outcomes by dialogical engagement.

Teacher Radia emphasises experiential learning by inviting diverse speakers to share their personal experiences, enabling learners to reflect on their heritage and identity. The interconnectedness of Ubuntu's philosophy, 'I am because we are' is used to promote respect for all nationalities. This dialogical engagement exemplifies a learner-centred approach allowing learners to process sensitive topics such as exclusion and marginalisation in a safe environment.

She seeks to engage her learners in discussions about xenophobia through storytelling and various teaching strategies, fostering a mindset that transcends immediate challenges and empowers them to make a positive impact on society. As a social change agent, the teacher plays a crucial role in helping learners develop empathy, care, and critical thinking within the framework of CE. She elaborates on her method of instruction and the interview data set

supports this perspective. Teacher Radia from Fairlane High School shared these insights as well:

There are quite a few foreign black learners, I am strict and positively address prejudice and racism leading to xenophobia. When school is on a break for lunch, I join my learners so that I encourage them to mix and not to have in-groups, ignoring foreign learners.

One of the senior teachers, Teacher Andrew from Grassland High School reflects and shares insights in this interview data:

Xenophobia is prevalent, and the attitudes toward foreigners are concerning, this stems from home, learners tend to mistreat foreigners and talk behind their backs. 'It spirals out. We cannot become complacent; it's a salient democracy that must evolve.

Talking to a few teachers, the role of this teacher is regarded as 'old fashioned' and cynical because he struggles to engage with his learners in a participative teaching capacity, having been accustomed to an authoritative teaching style. He finds it extremely cumbersome to teach without clear disciplinary rules and frequently comments that teachers should have more authority in enforcing disciplinary methods, as presented in the data.

The youngest teacher, Teacher Sonya from Grassland High School, integrates multimedia tools to encourage transformational learning to make lessons more relatable as noted in the interview response.

Teaching values to incorporate xenophobia.... I integrate videos, music, and relevant media about social ills, highlighting the toxic environment with limited parental involvement, and strategise with the learners to discuss and engage with them regarding transformational issues.

At Grassland High School, this teacher is highly respected for her tech savviness with learners often trying to emulate her methods and feeling comfortable in her lessons. She struggles because she faces challenges due to a lack of parental involvement. Despite this, her confidence in teaching CE is recognised by both school management and learners alike. Teacher Sonya plays a vital role in mediating social values and addressing xenophobia, using media as an effective learning tool.

In contrast, the preceding assertions when Teacher Fuzlyn from Orion High School recognised that parental involvement is more prevalent in independent schools when they assisted in caring for the fictional baby project. At the other independent school, Teacher Nora from Two Seas High School, a foreign national, related her experience and provided a unique insight into how her learners reacted to discussions around xenophobia. The learners expressed mixed feelings about foreign nationals in South Africa, largely due to the high unemployment rate. The socio-economic realities shaping their views on immigration and employment complicate the strategy and role of Teacher Nora as she noted:

My learners don't know how to express their feelings about xenophobia, I guess because I'm a foreigner, so they will say, if there are others that are better at their jobs, then they have no problem.... 'The learners have a general feeling that it is not fair that other nationalities get jobs when the unemployment rate is so high in South Africa.

To manage classroom tensions, Teacher Nora had a cautious approach when navigating the sensitivity of the issue. The socio-economic realities reflect a need for emotional intelligence with these diverse topics. This data underscores that teachers play a challenging role as social change agents, managing learners' biases as well as their sense of fairness in the classroom.

The data is impacted by the emotional and insightful contribution of the role of teachers, emphasising the importance of human rights, their input in curriculum evaluation, their role in serving the country, and their impact on curriculum transformation. The problem statement of this study is rooted in the protests in Gauteng and KwaZulu-Natal where angry protesters looted and destroyed numerous businesses, severely damaging the country's economy, as reported in Chapter One.

I asked the teachers about their thoughts on the incident and if they incorporated it into their lesson plans. Their responses revealed that learners in independent schools generally view protests as a waste of valuable teaching time, while the converse is true for learners in public schools. The teachers also emphasise the importance of social and emotional learning in fostering learners' development, promoting respect for different cultures, and educating learners about the harmful effects of xenophobia.

Teachers are faced with the challenge of analysing and interpreting the LO-CAPS curriculum to ensure that desired knowledge, skills, and values are effectively imparted. They must possess

the necessary skills, attitudes, and community engagement abilities not only to teach the content but also to connect it to relevant community issues.

(iv) Establishing teachers' voices in driving social change

This theme delves into establishing teachers' voices as role models of transformation in democratic South Africa. Overall, the data shows that teachers' perspectives emphasise the importance of self-awareness, values, and understanding one's collective identity as a LO teacher in CE. They highlight the need for more proactive and value-based approaches to promote responsible citizenship and social change in South Africa. All teachers agree on their transformative roles and believe that the WCED should involve them in curriculum evaluation and development. As Teacher Nadia of Orion High School acknowledged:

There's a feeling of hopelessness in some of the learners, and we as teachers feel the same. We have no voice and feel too scared to speak up. Back in the day, it was whites only, now all the attention is on the blacks, so where do we as immigrants fit in?

This statement of Teacher Nadia of the independent school confirms that the previous data is rooted in the concerns of teacher education and development. She admits to feeling scared to speak up, highlighting the lasting effects of colonialism and requesting support in teaching CE. The data is evident that respondents from both independent and public schools appeal to assistance in teacher education and development to cope with the effects of the post-apartheid era.

In an interview, Teacher Henry from Fairlane High School, the public school, advocates for creating spaces where teachers can engage in meaningful dialogue, giving them a voice, and a platform to discuss their sense of belonging as citizens. Teacher Henry emphasises that teaching CE is not just about delivering content, it is also a time of self-exploration and developing self-concept. He feels that their roles as social change agents could be strengthened if the WCED provided mentorship and inclusive training initiatives. He further elaborates on this point:

I would appreciate it if the DoE would listen to our voices and involve us teachers in the decolonisation of the CE curriculum, I would like to share best practices to promote citizenship.

The data reacts to the driving motivation behind the approaches taken by the teachers to emancipate both themselves and their learners from the remnants of colonial mindsets, discovering and establishing their voices, while actively combating xenophobia. Understanding the motives of why teachers teach CE the way they do is reflected in the data of this theme, teachers positioned themselves as agents of social change in democratic South Africa, shaping CE practices with these goals in mind. Educational theorists may advocate for a more collaborative approach to culturally responsive education.

To Summarise

In summary, the data demonstrates that the driving motivation behind the teachers as social change agents is to emancipate both themselves and their learners from the remnants of colonial mindsets. The reasons behind how teachers approach CE are evident in this data, which highlights their roles as social change agents in democratic South Africa. Their concerns about parental disengagement, sense of belonging, and poor race relations reflect their commitment to adapting to the dynamic needs of society.

Their holistic attitudes as role models underscore their role in promoting inclusive education, addressing colonial legacies, and preparing learners to contribute positively to a multicultural society. Specifically, the empirical interview data on how LO teachers address xenophobia shows shifting approaches to these societal challenges, encouraging social cohesion. It challenges the passive mindset of relying solely on the state and emphasises the significance of proactive citizen responsibility within South Africa's governmental framework. Establishing teachers' voices in the evaluation and development of the CE curriculum is a need expressed throughout the interview data.

Teachers are emphasised as role models, influencers, and facilitators of social change underscoring the importance of aligning educational practices with democratic principles and societal values. By embracing these methods, teachers strive to bridge the gap between learners from diverse backgrounds, fostering a sense of belonging and empowering citizens to become active contributors to a democratic South Africa.

4.2.5 Theme 5: Teachers' Perspectives on Global Citizenship Education (GCE)

This final theme highlights the importance of LO teachers' perspectives on GCE, with a particular focus on attitudes toward global care. It examines the relationship between the urgent

need for teacher development and the implementation of innovative pedagogical strategies to engage Generation Z (Gen Z) learners. While digital content plays a significant role in fostering social awareness, there is concern that this generation often prioritises their individual needs over showing compassion and respect for others. The data for this theme is primarily derived from face-to-face interviews. This theme underscores the importance of teachers' voices in addressing learners' indifference and shaping their attitudes toward global citizenship.

The evolving educational landscape of South African schools necessitates innovative strategies for teacher development in CE to effectively engage Gen Z learners. As digital natives, Gen Z learners are characterised by their tech savviness and socially conscious worldview. To prepare them for an increasingly interconnected world, teachers are exploring GCE. However, the perceptions and practices of teachers play a crucial role in implementing GCE.

South African teachers are struggling to nurture critically engaged and meaningful young citizens for a democratic society. One teacher from an independent school expressed his concerns about the future of CE. Teacher Vernon from Fairlane High School stated:

I find coping with the demands of this new generation 'Gen Z' difficult, they outsmart us. Our school needs to provide opportunities for practical learning of global issues in GCE, to bridge the gap between knowledge and practice, like networking with other institutions and government excursions. It would be a help if we could be trained in more stringent disciplinary methods, as freedom of choice is a problem.

Teacher Vernon laments the values and moral decline in South Africa and asserts that social change should incorporate GCE along with additional teacher education and development. He emphasises the importance of practical opportunities such as networking with other international institutions. His concern revolves around the significant implications of freedom of choice without a foundational framework of rules for CE. He noted that learners often outsmart teachers, highlighting the distinct characteristics of the new generation known as 'Gen Z.'

'Gen Z' is a diverse cohort shaped by social media, making them the most diverse generation in history. Many individuals within this generation identify as non-binary, genderqueer, or gender fluid. They are dedicated to forging their own paths, which presents significant challenges for teachers. Their tech-savvy attitudes and values can be complex to navigate.

In response, another teacher highlights the need for additional Continuous Professional Development and Training (CPDT) to address the challenges of diversity in the classroom effectively. Teacher Amy from Two Seas High School shared her perspective on GCE

The kids take advantage of us, their manners are awful, only 50% of parents are involved with their children... I am also young, so I watch myself as a role model... I have a strict moral code, so yes in this melting pot of cultures, I find it challenging to teach so many different races and cultures in one class...I'm open to being trained in CPDT especially to handle Gen Z.

Teachers encounter significant challenges in adapting their instructional methods for CE to meet the needs of the diverse and digitally savvy 'Gen Z' learners. This generation, born between 1997 and 2012, has been profoundly influenced by the digital age, social media, and global connectivity. While they are often entrepreneurial and creative, they tend to have shorter attention spans. Additionally, the disruptions caused by the COVID-19 pandemic further complicated their learning experiences, leading to numerous curriculum changes. The data is influenced by insights from Teacher Fuzlyn from Orion High School, who noted that:

COVID-19 forced us to become globalised and technologised, so when I teach, I focus on netizens, starting chats on Instagram, and WhatsApp, and then I promote GCE through campaigns, and discussions of voting, aiming to instil a sense of identity and co-existence with others globally.

The data confirms that this teacher is tech-savvy and effectively utilises social media to encourage her learners to be pragmatic and resilient. She communicates and presents her CE lessons using curated content, including memes, videos, and images related to international news and cultures. As a result, her learners have become globally aware and have gained opportunities to connect and network through online platforms.

Teacher Henry from Fairlane High School shared his interdisciplinary approach to GCE:

Practical training of GCE in other countries had an impact on my approach to teaching CE, integrating CE within subjects like Maths and incorporating life skills and practical experiences. Having expertise in Economic and Management Sciences (EMS), I teach LO as a complementary subject.

According to this teacher, he relates that GCE is integrated with other subjects, making it easier for the learners to understand. He incorporates Life Skills in the subject of EMS, although he admits that LO is not his specialised learning area. During the interviews with some of the teachers, I found that the data responds to the fact that most of them were teaching LO as a filler subject. This is quite a concerning discourse as South African teachers are finding it tough to cultivate critical, meaningful young citizens for a democratic country. Teacher Henry continues and states:

However, there are time constraints, making it challenging to delve into the history of apartheid and address cultural awareness linking it to GCE, so I use realistic teaching methods of story-telling and addressing social issues - some learners have no phones and only Computer Applications Technology (CAT) learners are computer literate.

Paradoxically, the teachers at the public schools suffer severe setbacks in their teaching because of the digital divide. Teacher Radia of Fairlane High School shared her teaching strategies and spoke: When the question was asked, "How do you perceive GCE?" Teacher Radia responded.

I focus on self-concept and choice, and I allow my learners to explore their perspectives and experiences- I stress the importance of GCE in the curriculum of CE to broaden our learners' understanding of global issues – to enhance entrepreneurial and economic skills.

The data reveals that LO teachers demonstrate perseverance in navigating their teaching strategies to promote the importance of proactive citizenship in South Africa. Teacher Hazel from Two Seas High School expressed disappointment, emphasising the apparent neglect of GCE as a crucial component. She noted that CE in South Africa is rooted in democratic principles, highlighting the importance of collaboration between teachers and parents to foster citizenship and ensure professional training. The following statement supports the data, indicating that professional development for teachers can enhance their understanding of educational policies. Teacher Hazel from Two Seas High School stated:

I am concerned about the limited understanding of global issues among learners. Only a small percentage of learners know concepts like globalisation or netzine. CPDT is needed for interdisciplinary integration to bridge the gap between traditional CE and GCE. Expanding the curriculum to include global topics can help us understand the world's interconnectedness.

When teachers were asked to share their views on GCE, their interview responses revealed both concerns and valuable insights. Developing and empowering teachers necessitates their engagement in collaborative citizenship efforts, which can be achieved through constructive feedback and active listening to their input. Validating responsible citizenship and GCE is crucial for shifting the mindsets of both teachers and learners.

To Summarise

The analysis of this theme examines how teachers creatively adapt GCE concepts to connect global issues with local contexts, employing storytelling, digital platforms, and problem-solving exercises. For instance, Teacher Radia incorporates international news to address topics such as the economic impacts of global events, while Teacher Henry integrates GCE with other subjects, thereby broadening learners' perspectives and understanding of global issues. These innovative strategies underscore the commitment of teachers who strive to inspire proactive citizenship among their learners despite facing systemic and technological challenges. Additionally, this theme highlights the challenges teachers encounter in addressing the attitudes and behavioural tendencies of Gen Z, the digital divide, and the demand for CPDT to foster a more nuanced approach to GCE.

4.3 CHAPTER SUMMARY

The first theme, 'The Relationship between Teacher Identity and CE Pedagogy,' explored how LO teachers shape their approach to teaching CE in South Africa. CE is perceived not only as a form of political instruction but also as a subject intricately connected to teachers' life experiences, moral values, and cultural backgrounds, all of which have been influenced by the country's transition from apartheid to democracy. This theme highlighted that teachers' perspectives on CE are influenced by generational and cultural differences.

The second theme, 'Teachers' Experiences with the Curriculum and Textbooks,' explored the misalignment between the curriculum's intentions and its actual impact in the classroom. The overly prescriptive nature of CE textbooks, coupled with a lack of professional development for LO teachers, undermines efforts to make CE relevant and engaging.

The third theme, 'The Diversity in Pedagogical Approaches Adopted by Teachers,' examined the diverse, hands-on strategies employed by South African LO teachers to ensure that CE resonates with learners from various social contexts. Acknowledging that concepts such as

human rights and social justice often necessitate more than just theoretical discussions, these teachers employ experiential learning, collaborative engagement, and real-world scenarios to enhance learners' civic awareness.

Additionally, teachers address real-life scenarios to enhance learners' understanding of civic engagement and justice. For example, Teacher Radia from Fairlane High School employs a local kidnapping incident to illustrate legal processes and civic responsibility, encouraging learners to critically analyse the role of law enforcement. At Two Seas High School, Teacher Nora guides learners through the 'Princess Vlei' case, employing role-playing to highlight the power of peaceful activism.

Theme four, 'Teachers as Role Models and Agents of Social Change' demonstrated that LO teachers play a crucial role, exemplifying the civic values, attitudes, and behaviours they aspire to instil in their learners. The data indicate that their actions in the classroom, particularly in how they facilitate discussions on social justice, human rights, and community involvement, can profoundly impact learners' understanding of active citizenship. By embodying the abstract concepts of democratic principles, empathy, and a commitment to fairness, teachers foster a classroom culture where these values are not only taught but also demonstrated in practice.

The final theme, 'Teachers' Perceptions of GCE' presented an analysis of data regarding LO teachers' perspectives on GCE and their efforts to foster social responsibility and global awareness among learners. Interviews revealed that teachers employ innovative strategies, including storytelling, digital media, and interdisciplinary approaches, to connect global issues with local contexts.

However, teachers face challenges, particularly with 'Gen Z' learners, who often prioritise personal needs influenced by social media. This cohort is tech-savvy but can exhibit attitude and discipline issues in the classroom. Furthermore, the digital divide exacerbates these challenges, as public-school teachers grapple with disparities in access to technology. Teachers stress the importance of CPDT in navigating these complexities, advocating for a framework that harmonises local values with global perspectives while fostering proactive citizenship. The insights gathered underscore the dedication of teachers in providing effective GCE, as well as the systemic barriers they encounter in promoting an interconnected worldview among their learners.

In this chapter, I presented data collected from interviews, class observations, and document analysis, providing an in-depth view of how South African LO teachers experience and approach CAPS in terms of CE. Through the interpretivist lens, I explored five core themes outlining the various dimensions of how teachers deliver CE lessons, as well as the challenges they face and their perspectives. In Chapter Five, I conduct a detailed analysis and an epistemological discussion of each theme, now presented as findings, highlighting the key insights that emerged from the data. By examining each finding about existing literature and the unique South African educational context, this study aims to advance knowledge and contribute to further research in this field.

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter provides a synthesis of the study's findings that Citizenship Education (CE) in South African schools plays a pivotal role in cultivating influential, critical citizens in a democratic South Africa. Throughout the study, I investigated the LO teachers' experiences of teaching CE in Western Cape schools. The research is grounded in the constitutional imperatives of the South African Constitution for social cohesion as outlined in the LO Curriculum and Assessment Policy Statements (DBE, 2011; Richotte, 2017).

The first chapter introduced the research problem of poor race relations and the moral decline of South African youth, exploring the critical role of LO teachers in addressing societal challenges such as social justice and civic responsibility. The study highlighted the importance of examining the experiences of how teachers deliver CE, fostering proactive citizenship and social cohesion and their pedagogical choices in their classrooms.

The literature in Chapter 2, revealed significant challenges regarding the real-world application of CE globally, and particularly in the context of multi-cultural South Africa. Local perspectives in the South African educational system revealed significant gaps, such as frequent changes in curriculum and the lack of teacher education that could assist them in coping with challenges. Following this, the lingering effects of the apartheid legacy continue to create barriers to equality and opportunities for growth for both teachers and learners.

Nevertheless, there has been a failure to deliver CE both globally and locally, and the empirical experiences of LO teachers highlighted a gap between policy and practice. Subsequently, another gap that needs urgent attention is teacher education. Teachers' voices are vital in curriculum reform as they use their value judgments in cases of addressing political adversity and social ills.

In response to the primary research question of LO teachers' experiences of teaching CE, the qualitative case study methodological approach ensured a nuanced understanding explaining strategies used by LO teachers in four Western Cape secondary schools. The study detailed the three data collection methods, consisting of semi-structured interviews, classroom observations

and document analysis, complying with ethical considerations. Moreover, in Chapter Four, the data presentation and analysis demonstrate the complex realities that teachers face in their day-to-day practices.

Building on this foundation, Chapter Five discusses the study's findings, highlighting the implications for both policy and practice. Key insights gained from this research offer a detailed explication of the complexities of CE, proposing recommendations to enhance the efficacy of LO pedagogy in fostering proactive and responsible citizens in democratic SA.

While the South African Constitution (RSA, 1996) aims to heal the nation from its apartheid past through democratic principles, social cohesion, quality education, and human rights, the vision for CE is challenged by persistent issues such as toxic race relations (Mabuyane, 2021). Teachers, positioned as agents of social change, play a crucial role in fostering meaningful citizenship, yet the legacy of apartheid continues to pose significant impediments, including ongoing fractious race relations and moral decline among youth, often highlighted on social media.

A qualitative multiple-case study approach was used to investigate these challenges, employing interviews with teachers as participants mainly, adhering to ethical considerations. The research identified the influences of generational and cultural differences among teachers, as well as the misalignment between curriculum expectations and practice, aiming to enhance CE teaching in the LO-CAPS curriculum and contribute to social cohesion in post-apartheid South Africa.

5.2 FINDINGS

This section presents the study's key findings, providing insights into the strengths and weaknesses of current CE approaches in Western Cape classrooms. These findings address the primary research question and sub-questions, revealing how teachers navigate CE across diverse contexts, manage curriculum demands, and encourage learner participation in responsible citizenship. Each finding is organised to respond to the research questions, shedding light on challenges and opportunities in CE teaching.

The theoretical framework of the study utilised the problem-posing CP theory of Freire (1970), Ubuntu as the overarching concept and the learning theory PCK of Shulman (1986). Global Citizenship Education (GCE) could create environments of philosophical thinking processes

in CE, bringing solutions to the eradication of social inequalities (van Heerden, 2024). The integration of Cultural Responsive Pedagogy (CRP) has transformed educational citizenship in classrooms globally, and Manuel (2023) suggests that GCE guidelines could be useful.

5.2.1 Finding One: Culturally Induced Teachers' CE Pedagogy

Finding One highlights the critical relationship between LO teachers' identities and their approaches to CE pedagogy. Recognising this relationship is essential, as it allows teachers' values and moral discernment to guide their instructional methods. Teachers' cultural milieu essentially shapes their worldview, influencing their pedagogical practices. Hook (2011) critiques the notion of altruism in South African identity formation, suggesting that a fractured society trends toward a cosmopolitan identity, a belief in a single global community, regardless of ethnicity or nationality. She describes cosmopolitanism as identities that have not been sufficiently recognised or socialised.

The LO curriculum facilitates a connection between teachers' identities, instructional strategies, and curriculum interpretation. Interview data support the finding that personal and cultural experiences significantly shape LO teachers' understanding of citizenship's dynamic nature. For instance, Teacher Hazel from Two Seas High School cites religion as a fundamental element influencing teachers' CE pedagogy and roles as citizens.

Belief systems serve as pedagogical anchors, especially in marginalised contexts, with religion providing learners with purpose, faith, and hope. Practices such as prayer foster respect and unity within impoverished communities (Sayed et al., 2017). Msila (2007) notes that belief systems can be integrated within the framework of Ubuntu to enhance morals and social cohesion in the CE subject.

Both public and independent schoolteachers recognise that their belief systems significantly shape their morals and ethics in teaching CE. Their responses indicate that religion often serves as the foundation for their pedagogical approaches in LO lessons. As teachers navigate the challenges of promoting democratic principles in CE, they adapt their strategies to fit the unique contexts of their schools and learners.

Teachers' subjective experiences, including their cultural backgrounds, beliefs, and ideologies, profoundly influence their understanding of CE; thus, shaping their teaching pedagogy. Factors such as cultural heritage and experiences with social issues impact and determine how they

develop CE-LO lessons. For example, their individual experiences provide distinctive lenses that make the CE subject matter more meaningful for learners. Teacher Nora from Two Seas High School demonstrates these attributes by engaging her community, via outreach projects, which harness her spiritual identity to promote pragmatic citizenship values.

While my study revealed constructive citizenship principles among some teachers who were interviewed, Wolhuter et al. (2020) highlight a troubling decline in moral standards among teachers. Wolhuter et al. (2020) draw attention to an urgent need for proactive measures among teachers to enhance their understanding and implementation of CE values. It is my understanding, from the data I collected and the literature reviewed, that collectively, teachers' socio-cultural identities present complex factors that shape their understanding and application of CE. These elements ultimately introduce ongoing challenges in the realm of CE and LO education both locally and globally. The data I collected revealed diverse perspectives from LO teachers across four schools, in respect of the challenges they encounter in attempting to integrate CE pedagogy into their teaching methods.

Considering each of my findings within the relevant theoretical frameworks and empirical evidence pertinent to South Africa, I confirmed that researchers like Cappy (2016) and Zhang and Hu (2018), also emphasise the moral responsibility teachers assume when they elect to instil CE values and ethics among their learners. The emphasis on amalgamating CE and LO education results in teachers grappling with their professional identities within society.

It is my understanding that teachers connect the CE subject matter to its significance for learners by imposing their personal and cultural experiences and positioning themselves as guides for learners' development to achieve proactive citizenship, despite their formal training deficits. Chapter Two of this dissertation revealed that teachers are frequently criticised for their shortcomings in CE instruction without consideration of their cultural identities (Sayed et al., 2017) as well as generational disparities (Levinson, 2015).

My research exposed generational differences in how teachers' identities are perceived, as illustrated by Teacher Fay from Two Seas High School, who qualified during apartheid, and Teacher Sera from Fairdale High School, who graduated in post-apartheid democratic South Africa. A key finding of this study shows that Teacher Fay, who was once disregarded as a citizen, now sees herself as a proactive democratic individual, employing a pedagogy of gratitude for equal education. In contrast, Teacher Sera articulates her understanding of CE and

her views of cancel culture as a tool for addressing longstanding inequities and promoting accountability for perceived wrongdoings driven by moral outrage. However, this perspective raises important questions about balancing accountability with empathy, emphasising the need for critical thinking in CE lessons.

Findings regarding generational differences in terms of teacher attitudes and implementation of CE ideologies indicate that the experiences, values, and identities of younger teachers contribute to a dynamic, evolving pedagogical landscape that transcends cultural divisions. The socio-cultural identities of LO teachers in this study reflect issues of disassociated identity disorder, as discussed by Hall (2014), that influence teachers' understanding of CE. A further example is the sharp contrast between the approach of Teacher Andrew, who adopts an authoritative style, and that of Teacher Sera, who favours a facilitative, inclusive method. These variations highlight that CE pedagogy is not rigid or prescriptive; instead, it is shaped by the unique experiences and values of teachers, thus reinforcing its dynamic nature.

Discussion of Finding One

Teachers have a crucial role to play in the integration of CE pedagogy and constitutional values to improve race relations and foster social cohesion in contemporary South Africa. Many teachers were historically denied citizenship during apartheid, leading to varied belief systems, generational differences, and diverse contexts influencing their approaches to present-day CE pedagogy (Sayed et al., 2017). To support this assertion, Hall's (2014) concept of identity, as a dynamic, helps to explain the evolution of teacher identities amid changing socio-political landscapes.

Interviews conducted in my study support the forgoing assertions and illustrate that entrenched religious belief systems are fundamental to pedagogy, especially at underfunded schools. Older teachers, trained during apartheid, often use authoritarian styles, while younger teachers favour more facilitative approaches shaped by modern concepts like cancel culture. The growing influence of cancel culture in classrooms vividly illustrates the profound conflicts inherent in CE pedagogy. While cancel culture actively supports marginalised voices and firmly insists on accountability, the concept frequently oversimplifies complex topics into rigid binary moral choices.

The rise of cancel culture highlights conflicts within CE pedagogy, as it advocates marginalised voices, but can sometimes oversimplify complex issues. To navigate these challenges, teachers

must adopt a critical and reflective mindset, drawing on Msila's (2007) support for indigenous knowledge systems as a way to foster collaborative solutions to ethnic identity conflicts. Freire's Critical Pedagogy (CP) (Freire, Macedo, & Araújo Freire, 2018) validates this argument that a framework for understanding the generational divide complicates CE delivery as younger teachers struggle to balance liberating ideas with current accountability requirements.

Reflections from Teacher Andrew's example illustrate the tension between traditional and modern pedagogical methods, underscoring the difficulty in transitioning from authoritarian practices to promoting individual agency. This aligns with Sayed and Novelli's (2016) insights on how teachers' roles as victims and perpetrators shape their biases in CE. Teachers should work towards a collective identity rooted in shared political rights and social privileges to encourage mutual respect across diverse classrooms.

Additionally, CE should harmonise personal and professional identities, as teachers such as Sera and Andrew grapple with the demands of stringent curricula in diverse settings, reflecting Freire's call for meaningful dialogue. LO teachers must adapt their methods to account for generational, sociopolitical, and cultural differences while enhancing learners' critical thinking abilities.

Despite these formidable challenges, teachers act as intermediaries between the curriculum and their students' contexts. By incorporating indigenous knowledge and democratic principles into CE pedagogy, they can bridge gaps in understanding and engagement (Msila, 2017). However, systemic inequalities in education often leave teachers feeling morally injured as they face obstacles in implementing transformative practices (Levinson, 2015; Sayed et al., 2017).

In conclusion, Freire's CP, Benhabib's democratic citizenship, and Msila's emphasis on indigenous knowledge highlight the complex relationships among teacher identities, generational divides, and CE pedagogy (Msila, 2017). As the findings below illustrate, it is recommended that South African teachers ought to address historical injustices and diverse learner needs through critical and transformative practices. Furthermore, in order to reconcile the gaps between curricula and classroom realities, CE should prioritise meaningful communication, collaboration, and critical analysis. Moreover, ongoing professional development and interdisciplinary collaboration are essential for fostering individual agency

and social unity. This research emphasises the need to empower teachers as key agents of social change in building a more equitable and democratic society in South Africa.

5.2.2 Finding Two: Curriculum Misalignment - Incongruence Between CE Curriculum Expectations and Practice

Theme Two explored the prescriptive nature of LO content in textbooks, highlighting its restrictive impact on the teacher's ability to adapt lessons for diverse learner needs. The finding confirms that the misalignment between curriculum goals and classroom practice reflects a disconnect between CE expectations and real-world challenges faced by LO teachers. For instance, document analysis in the LO textbook reveals the evidence, "If you are a responsible citizen, you obey the law, vote in elections, pay tax, and take part in human rights campaigns" (Arendse, 2014).

LO teachers view the LO content as authoritarian and as a rigid 'blueprint' that limits their pedagogical practices, hindering opportunities for discussions on social justice and critical thinking (Schoeman, 2019). Teacher Sera from Fairdale High School noted her difficulty in explaining responsible citizenship using the textbook. Additionally, LO teachers' understanding of the CE-LO curriculum goes beyond content, necessitating the consideration of learners' backgrounds along with their own experiences and identities. This complicates their efforts to align with the constitutional outcomes for South Africa (Richotte, 2017).

The LO curriculum was established as a revolutionary process aimed to dismantle the remnants of apartheid through 'Curriculum 2005' (Review Committee on C2005, 2000:9). However, the introduction of the Outcomes-Based Education (OBE) system, left teachers inadequately prepared to balance learner-centred teaching with national goals.

Teacher Tino from Fairdale High School criticised the LO textbook for being overly prescriptive and not reflective of societal needs, stating, *we receive all these flowery policies, ... e.g., the 'Bill of Rights, but we are not taught how to use it* (Arendse, 2014). Document analysis revealed inconsistencies between the theoretical understanding of CE and its practical implementation, with teachers feeling unsupported due to a lack of learning and teaching resources. Teacher Radia echoed this in an interview, noting her need to find various methodologies to convey CE effectively.

Limited digital resources further complicate the balance between recognising South African law rights, such as the right to have an abortion from the age of 12, and the responsibilities that learners often overlook. This statement underscores the need for the CE curriculum to emphasise social contracts, where individual freedoms are complemented by community obligations. It raises critical questions about how CE can effectively convey the lesson that rights come with responsibilities, particularly in ethical dilemmas faced by learners.

Discussion of Finding Two

The theme ‘Teachers’ Experiences of the Curriculum and Textbooks’ revealed misalignment between curriculum intentions and learner engagement. The document analysis reinforces the finding of the prescriptive nature of textbooks and curriculum expectations in CE. Schoeman (2019) asserts that the LO-CAPS curriculum is too abstract and should concentrate on real-world issues to encourage proactive, meaningful citizenship in SA. This discrepancy underscores the tension between the intended objectives of LO and the lived experiences of teachers and learners in South African classrooms.

The finding of misalignment of the curriculums’ content is confirmed when Teacher Hazel from Two Seas High School contended that teaching CE extends beyond merely adhering to the LO textbook, as it necessitates personal involvement and life experiences. Her background as a human rights activist enriches her teaching, enabling her to introduce more nuanced and practical insights into the classroom. Davids (2018) argues that democratic principles should be actively taught, bringing CE alive in South African classrooms. The data also suggests that the curriculum lacks sufficient flexibility for teachers to incorporate their own experiences or address community-specific challenges, which could render CE more relevant and engaging for learners.

Data evidence arising from document analysis and interviews collectively confirm the influences of textbooks and teachers’ experiences regarding the delivery of CE pedagogy. The information of the post-apartheid curriculum reformation underscores a significant shift in educational priorities, particularly with the inclusion of LO as a compulsory subject. This shift raises concerns that learners may not view the content of LO as relevant or empowering, which, in turn, limits their motivation to engage actively and understand meaningful citizenship.

Additionally, the content of textbooks is overly prescriptive, demonstrating a lack of flexibility when LO teachers' experiences with curriculum constraints indicate that the rigid structure of

the curriculum allows little flexibility for the implementation of proactive citizenship. As mentioned previously, the finding indicates that interviews with LO teachers reveal a pervasive sense of frustration regarding the challenges associated with teaching CE. Even though teachers acknowledge the importance of preparing learners for active citizenship, they feel constrained by insufficient time, training, and resources.

The prescriptive, rigid curriculum structure appears to trigger teacher- frustration. Teacher Tino from Grassland High School describes the LO curriculum as a blueprint that teachers are required to follow, pointing out that learners often feel disengaged from the concept of proactive citizenship. The use of the term ‘blueprint’ underscores the inflexibility of the curriculum. The lack of learner engagement may stem from a curriculum that prioritises formal obligations over proactive civic participation and critical thinking.

Post-apartheid curriculum reforms aimed to prioritise democratic values and proactive citizenship. However, the prescriptive nature of LO textbooks and curriculum hinders the realisation of these goals by failing to engage learners meaningfully. As highlighted in the data, learners often perceive the content as irrelevant, which diminishes their motivation to actively participate in CE. This disconnect between curriculum objectives and learner engagement suggests that the curriculum's formal obligations overshadow its transformative potential (Davids, 2019).

The analysis of the role of LO textbooks reveals their overly prescriptive design, which dictates the scope and sequence of lessons without considering the dynamic needs of learners. This lack of flexibility constrains teachers from introducing alternative or supplementary materials that could foster deeper critical engagement. As a result, the reliance on prescriptive textbooks reinforces a top-down approach to CE, where learners passively receive information rather than actively engage with it.

The findings can be analysed through the theoretical lenses of Paulo Freire (1970) and Lee Shulman (1986). Freire’s concept of banking education is particularly relevant here, as it critiques the transmission-based approach where knowledge is deposited into passive learners. Freire’s advocacy for a dialogical and problem-posing pedagogy underscores the need for a more interactive and participatory approach to CE, one that empowers learners to question and transform their realities.

Similarly, Shulman's (1986) framework of Pedagogical Content Knowledge (PCK) emphasises the importance of integrating subject matter knowledge with pedagogical strategies that cater to the diverse needs of learners. The prescriptive curriculum and textbooks undermine teachers' ability to exercise their professional judgement and adapt their teaching to the socio-cultural contexts of their learners. Shulman's theory highlights the necessity of equipping teachers with the skills and flexibility to connect theoretical content with real-world applications, thereby enhancing learner engagement and understanding.

In conclusion, this finding revealed the challenges that LO teachers face when they are limited by the content-led subject of LO as one of the mandatory components of our educational system in SA. The subject of CE encompasses an understanding of topics such as constitutional rights and responsibilities within the concepts of human rights, types of violations, and counterstrategies to violations of human rights (German et al., 2013). However, the data reveal a significant dissonance between the theoretical framework of CE and its practical implementation.

The finding of the mismatch between the CE curriculum expectations and pedagogical practice in the classroom suggests that policymakers and curriculum developers should reconsider the design and implementation of the LO curriculum to make it more adaptable and learner-centred. Incorporating teachers' voices in the curriculum development process could ensure that the content and methods are more aligned with the diverse realities of South African schools (Sayed et al., 2017).

5.2.3 Finding Three: Responsive CE Pedagogy and Real-World Issues

The analysis of the theme Diversity in Pedagogical Approaches Adopted by LO Teachers highlights the dynamic finding of how LO teachers incorporate real-world scenarios and case studies to bridge the gap between theoretical concepts and practical applications in CE. In response to the sub-question of how LO teachers apply their teaching practices, the data of these CE dynamic systems exhibited intricate relationships between components, leading to emergent effects that indicate that moral awareness, values and responsibility in citizenship are deeply rooted in the value judgement of the LO teachers, often requiring spontaneous, think-on-your-feet adaptable strategies. However, many teachers express concerns over limited resources, which restrict their ability to adapt their lessons to align with understanding meaningful, critical citizenship.

Furthermore, scrutiny of the findings reveals considerable challenges in fostering creativity of diverse approaches in response to real-world issues. The empirical interview data provides evidence that LO teachers often struggle to navigate the concept of Ubuntu as a guiding cultural lens in CE. This interview data demonstrates that the burden of developing CE lessons lies heavily on teachers, who must adapt their pedagogy to enhance learners' civic awareness.

Teacher Radia discovered that theoretical explanations alone were insufficient to effectively convey the principles of Ubuntu and responded to the challenge posed by disruptive learners by adopting an experiential strategy. She incorporated Ubuntu, the African philosophy, which can be traced back to the Indigenous peoples of Southern Africa, particularly among the Bantu-speaking communities, emphasising its principles of community, care and interdependence in her LO lesson. As a devout Muslim and community worker, she adapted her CE lesson and drew from her lived experience to engage learners in community projects, such as cultivating food gardens and sharing the harvest with marginalised schools.

To address the learners' limited understanding of responsible citizenship, she enhanced her teaching strategy of community care in CE by incorporating a hands-on physical activity. For example, by participating in the school's vegetable garden, learners collaborated in harvesting crops, which fostered a sense of civic responsibility and collaboration among them. Furthermore, they also connected with other schools engaging in friendly competition, emphasising the value of community care and environmental stewardship. This approach demonstrated the effectiveness of experiential learning as a finding, enabling learners to grasp the practical significance of the principles of Ubuntu through their efforts.

Teacher Vernon from Fairdale High School implemented a case-based approach by initiating an experiential project focused on environmental sustainability and civic participation. By assigning students roles such as recycling heroes and engaging them in campaign-related tasks, he connected lessons to the 2023 South African presidential election. This initiative introduced the matric students to governance, voting, and social responsibility, while integrating computer and design skills to enrich the experience.

This project not only enhanced learners' understanding of voting and governance but also incorporated the use of computer software skills to enhance the learning experience. By encouraging learners to reflect on their role in promoting social change and understanding the distinction between a job and a career in politics, Teacher Vernon effectively fostered proactive

civic engagement. This initiative linked individual aspirations with broader societal goals. Teacher Vernon began his lesson with a personal account of his first voting experience post-apartheid, captivating the matric learners and illustrating the power of experiential learning to inspire civic responsibility. This approach aligns with Calland's (2019) observation of voter apathy among South African youth and emphasises the need for CE to address socio-political divisions through values like respect, reconciliation, and social cohesion (Dreyer, 2018).

Calland (2019) posits that voter apathy, particularly among the youth, is evident as six million South Africans aged 18–29 refused to register and vote in the 2019 general elections. Learners need to be educated about the violent and intolerable socio-political divisions among ethnic, social, and political groups, which leaders such as Nelson Mandela and Archbishop Tutu had to navigate (Dreyer, 2018). These leaders focused on building respect, tolerance, reconciliation and social cohesion, emphasising the importance of all cultures and races accepting each other's differences to create the rainbow nation of South Africa (Dreyer, 2018).

Voter apathy also emerged as a finding because the independent Orion High School serves as a polling station, and LO teachers engaged their matric learners in projects to assist in electoral participation. Conversely, public school learners feel disillusioned by government corruption and expressed reluctance to vote. To counter this, teachers engaged them in projects, capturing images for social media to encourage electoral participation, as presented in Chapter Four. This finding of responsive real-world pedagogy underscores a tension between collectivist and individualist values rooted in the South African Constitution. While teachers aim to integrate values seamlessly into CE, they face challenges in promoting democratic principles innovatively. As Teacher Vernon remarked: *"I need to build rapport with my learners... Promoting democratic principles means changing a foundation shaped by history, which requires innovative strategies."*

The LO teachers expressed their frustration regarding their learners' response to the lessons on human rights. Teacher Andrew from Grassland High School reported that his learners began to protest, arguing that they attend school to learn and not to perform menial tasks such as filling sandbags to help with the flooding at school. Despite the Manifesto of Values emphasising the importance of human rights and social justice, among other values, time constraints prevent in-depth involvement in utilising problem-posing as a pedagogical technique to foster social change (Freire, 1970).

Moreover, the finding evidenced that Teacher Radia from Fairdale High School added that her learners are desensitised to violence, sharing it as entertainment on social media, making the task of teaching CE daunting when she said: *“The learners are inclined to violence and look for opportunities to protest, they are desensitised to violence, boast and post it on their status on social media -the task of teaching CE at hand is scary, and society is going backwards.”* Another notable classroom observation highlighted the finding when Teacher Radia from Fairdale High School employed a think-on-your-feet case-based approach. This approach was prompted by a child abuse incident in the community that had caused considerable distress among the learners on social media, prompting some to consider leaving school to intervene. Teacher Radia incorporated a CE lesson on human rights illustrated in Chapter Four on verification in due process of the law, to address the intense emotions within the class.

These findings underscored the significance of prompt responsiveness to sensitive real-world issues and their influence on learners. The disconnect from family values highlights a larger concern in CE, where teachers face challenges in connecting classroom principles with familial values, thereby hindering students' enthusiasm to participate actively in civic responsibilities beyond the school environment. The description of learners sharing violent incidents on social media implies that this generation perceives violence as a form of entertainment or a symbol of status.

The data analysis from the four schools in this study supports the evidence that the narrative instruction method, specifically storytelling employed by Teacher Radia from Fairdale High School, may have adverse effects on learners. Cappy (2016) suggests that this teaching approach could result in what Freire (1970) termed as 'narration sickness' or excessive banking, wherein learners passively receive information without engaging in critical reflection on their own experiences and situations.

Backing up the findings, frequent curriculum changes and the restricted breadth of LO's curriculum content present challenges for teachers, especially when they need to introduce concepts such as Ubuntu in CE (Sayed et al., 2017). Teachers are compelled to engage in profound reflection on citizenship and collective accountability. However, the continual alterations leave them feeling unsupported in their efforts to promote new values in the classroom.

Real-time responsive pedagogy examples in this finding prove fruitful, as demonstrated by Teacher Nora from Two Seas High School, an independent school, who utilised an integrated 'project work' approach to lead her learners in a peaceful protest advocating for the recognition of 'Princess Vlei' in Grassy Park as a world heritage site. The detailed project description is outlined in Chapter Four, validating the outcome that peaceful protest assists in social change. Another teacher employed maps to navigate her learners through various countries and their cultures, explaining the diverse forms of showing respect. For instance, it was noted that a Black student may lower their gaze as a sign of respect, while a white student may maintain direct eye contact to convey respect. These strategic methods aim to foster ethical behaviour and promote mutual respect among learners in proactive CE.

Teachers involve learners in discussions or projects centred around current social issues, fostering collaboration and shared learning among them. This co-operative Integration of Real-World Scenarios approach not only enhances the engagement in learning but also imparts the significance of collective efforts in tackling societal problems to the learners. These diverse teaching strategies illustrate how teachers tailor CE lessons to suit the unique cultural and social landscapes in which they operate, overcoming challenges associated with classroom dynamics, limited resources, and the socio-political climate (Shulman, 1986).

The finding also revealed that certain learners admitted to being unfamiliar with CE before attending school, noting that their parents also had limited knowledge of the subject. This led the conversation to shift towards a more focused discussion on protests. The teacher inquired about the learners' perspectives on the significance of protests in a functioning democracy, as well as whether they had any firsthand experiences or involvement in protests. Some learners may provide examples, such as complaints about government corruption or the frustrations caused by the municipality's load shedding. Another group may advocate against a school policy where learners are searched for drugs, emphasising the human rights perspective.

Rather than seeing protests as merely disruptive or violent, learners were encouraged to consider them as a form of civic engagement and an outlet for expressing frustration with ineffective municipal systems. Nevertheless, they were encouraged to contemplate the balance between exercising one's rights and the accompanying responsibilities in CE-LO.

Teachers present cases that learners can relate to, such as analysing local events or protests, to contextualising human rights and social justice. These diverse approaches enable learners to

critically evaluate the application of these principles in their communities, fostering a deeper understanding of civic responsibility.

Discussion of Finding Three

Freire (1970) presents philosophies that offer practical applications, such as praxis which integrates theory and practice to enable learners to grasp concepts in real-world scenarios. His Critical Pedagogy (CP) theory delves into banking practices to emphasise social justice, engaging learners in community-based projects. The ongoing discussion on responsible citizenship in CE has led to emotional strain among teachers, who feel burdened by the weight of this important duty. There is a recognised need for teacher education to address potential conflicts and attitudes.

In my presentation and discussion of the observations made during a CE class at Fairdale High School, I highlighted the discrepancy between policies and actual practices. Freire's concept of dialogue is evident in Teacher Radia's approach to integrating real-world events, such as local kidnappings, into co-operative learning exercises. This approach fosters critical thinking and encourages students to reflect on their social reality. While the Manifesto on Values is a well-articulated policy statement, the challenge lies in effectively imparting the profound message of moral ethics to learners, as indicated by the evidence. Arifin (2016) suggests that LO teachers are not equipped to cross-integrate values and morals in CE.

The finding reveals a lack of clarity among teachers regarding liberal and constitutional rights, with no clear guidance on how to manage the integration of subjects in practical, real-world scenarios. To substantiate the evidence to support this finding, in a classroom observation, Teacher Radia from Fairdale High School adopted a theological, value-based approach and viewed CE as an extension of moral and ethical principles.

Shulman's (1986) concept of PCK emphasises that the efficacy of teaching requires a blend of content mastery and pedagogical strategies tailored to learners' needs. The findings demonstrate the teachers' adaptability to navigate the dual demands of CE. For example, the teachers' use of gardening projects to teach Ubuntu reflects Shulman's notion of combining subject-specific knowledge with contextually appropriate pedagogy. This experiential learning fosters deeper connections between learners and the values of community and solidarity in social cohesion.

The various methods of responsive CE pedagogy support the study that teachers should be ready to adapt the original lesson plan to foster learner-led spirited discussions and promote critical thinking. Utilising hands-on approaches is essential for establishing connections, initially with the contemporary social issues prevalent in the diverse communities, and subsequently cultivating problem-solving abilities and values through constructive engagement.

Teachers raised concerns about inadequate training and curriculum support, along with a lack of understanding of parliamentary matters, as noted by Arendse (2019) in the literature, to foster social and citizenship responsibility. Furthermore, a sense of hopelessness pervades due to poverty and the lack of access to technological resources in the public schools under study. Storytelling about the history of apartheid and the transition from the apartheid era to democracy is woven into different subjects regarding CE. Conversely, teachers in independent schools confirm the observation that they conduct internet searches for appropriate material and resources when lesson planning and seldom rely on the LO curriculum.

Teacher Radia from Fairdale High School reflects on and affirms the importance of integrating history with CE by saying: *“I feel it’s important to relate stories of our historical era of apartheid so that the learners can appreciate their freedom and serve their communities.”* Storytelling and role-play are exciting methods that learners find enjoyable. According to Cappy (2016), autobiographical stories encourage learners to relate these personal narratives to their circumstances, fostering an understanding of their democratic environment.

This finding further strengthens the notion that teachers who have embarked on further training in their professional development in Continuous Professional Development and Training (CPDT) are adaptable and ready to tailor their lessons to move to impromptu discussions which relate to the content of CE. Teachers currently struggling with the gap between policies and implementation could receive valuable support by exchanging these effective strategies and collaborating with schools facing similar challenges.

In conclusion, Freire’s idea of banking education, where knowledge is deposited into passive learners (“empty vessels”), is particularly relevant here. Despite the curriculum's intent to promote active citizenship, some teachers expressed concerns that the prescriptive nature of textbooks limits their ability to employ dialogical, problem-posing methods effectively. This misalignment between the curriculum and practice underscores the need for a Freirean praxis,

where LO teachers are empowered to co-create knowledge with learners, moving beyond rigid instructional frameworks.

This study of examining the teaching experiences of LO teachers teaching CE pedagogy can improve responsible citizenship, given the current situation of the lack of social cohesion in South Africa. Linking real-world issues with CE in the classrooms could help to overcome barriers facing society. In response to the sub-questions of how teachers teach CE and why they teach the way they do, the finding of using experiential strategies and a think-on-your-feet approach confirms the successful outcome of moral rectitude.

The theoretical insights of Freire (1970) and Shulman (1986) can be synchronised in responsive real-world issues CE pedagogy to address the societal issues faced by LO teachers in South Africa. Freire's emphasis on CP aligns with Shulman's deep understanding of how to teach content effectively in specific contexts. Moreover, by integrating social problems, critical dialogue and enhancing PCK, LO teacher's pedagogy could guide learners in navigating the complexities of CE for a democratic South Africa.

5.2.4 Finding Four: Teachers Drive Social Change

The role of LO teachers extends beyond merely imparting knowledge; they are also responsible for modelling behaviours and encouraging learners to reflect critically on principal issues such as social cohesion and social justice. The data analysis reveals the motivation behind why teachers teach CE the way they do, addressing the sub-question of this study. Teachers embody the principles of ethical and social values and citizenship, addressing issues such as xenophobia and the subtle influences of apartheid while also highlighting their concerns about feeling that their voices are often overlooked.

The investigation of social cohesion in the sub-themes presented in Chapter Four demonstrates the finding that LO teachers in public schools face distinct challenges compared to their counterparts in independent schools. By examining their transformative roles as social change agents, and exploring their emotional experiences, a holistic understanding emerges, particularly when considering Freire's (1970) Critical Pedagogy (CP) theory, which asserts that critical consciousness is essential for achieving paradigm shifts. The different contexts of public and independent schools significantly influence the challenges that teachers encounter.

As social change agents, teachers translate theoretical concepts into tangible responsibilities and experiences. This study imparts the finding that teachers play a pivotal role in fostering interconnectedness, enabling their learners to understand that social cohesion begins within the family and extends into the community. In this capacity, teachers not only serve as agents of social change but also as facilitators and catalysts for value-driven experiences that shape their learners' sense of social responsibility.

The interview data highlights the finding that LO teachers are serious when implementing their mentoring roles as in loco parentis. Fairdale High School is in a socio-economically disadvantaged area where many families face crisis and conflict. Teacher Radia affirmed the finding that the MOT programme enhances her role as a counsellor and life coach and stated that social cohesion is rooted in the family (South African Report, 2023). The problem of the lack of parental support is evident as she taught the parents and now their children, but their grandmothers presently care for them. Her concern focuses on the continuous evolvement of democracy and social cohesion, which she believes starts in the family unit, then at school and then displayed in the community.

Notably, Fairdale High is the only school in the study that participates in the additional teacher education provided by MOT, a Norwegian programme which equips teachers to effectively manage learners in diverse and marginalised situations. MOT, which means courage and is pronounced Moet, is an award-winning non-profit organisation that has been operating for 14 years across two provinces in South Africa (South African Report, 2023). This programme emphasises the intersectionality of culture, human rights and democracy in South Africa, highlighting the importance of education and societal participation, particularly in impoverished communities.

Chapter Four reports that poverty-stricken, unemployed families are plagued with violence in their toxic communities. The teachers at this school even dedicate their weekends to assisting their learners. Furthermore, teachers expressed their frustration at being unable to argue for the urgent need for dialogue, evaluation of CE, and collaborative efforts to interact with and get support from the Western Cape Department of Education (WCED).

Teacher Henry from Fairdale High School effectively demonstrated the finding that his learners struggle with their sense of belonging. Being a Life Coach specialising in LO, he proudly presented his certificate from the Hypnotherapy and Ethno-Psychology Association of South

Africa (HEPASA), and he practises a modality called 'Ethnopsychology'. He embodies the role of a father figure, and he nurtures the spirit of social cohesion with love and care.

The conflicting narratives in the data analysis reports of the LO teachers, who struggled to reconcile their ideologies and personal beliefs about social cohesion in CE, created cognitive tension as they sought suitable pedagogical strategies. Their voices were largely overlooked at the social and curriculum development levels, which underscores the significance of their day-to-day interactions with learners and reveals their interpretations of social cohesion.

The lack of resources, learning and teaching materials, as well as technology in public schools, is a significant impediment to teachers' capacity to support extra-mural activities aimed at tackling key issues such as xenophobia. Radia from Fairdale High School elaborated on this finding: *"I am a trained coach in the MOT programme and can confidently say that I encourage my learners to be brave to say no to substance abuse, no to peer pressure, and no to xenophobia."*

The following finding demonstrates that social cohesion serves as a microcosm of caring and connecting theoretical concepts with learners' everyday responsibilities, beginning with the family. A notable example of the role of this teacher can be seen in a case-based lesson on CE, as detailed in Chapter Four. In this lesson, the teacher aimed to cultivate a sense of responsibility, empathy, and interconnectedness in learners, helping them understand that social cohesion begins at home and extends into the community. What is particularly evident in the lesson on civic responsibility taught at Orion High School, which exemplifies a real-world experiential approach, is that teachers are striving to do their best in the teaching of CE.

A compelling example of Teacher Fuzlyn's approach at Orion High School illustrates the significant responsibilities inherent in civic duty and family obligation. As documented in Chapter Four, Teacher Fuzlyn designed a unique project in which her learners were required to carry a 2.5kg bag of flour, representing a baby, for an entire week. This task simulated the concept of care and commitment. Each day, learners checked in with their baby bag of flour, reinforcing their accountability and commitment to the task. The project was not only symbolic but also physically and mentally demanding, emphasising the persistence required in caregiving, a lesson that reflects the responsibilities of citizenship in a cohesive society.

Learners reported that the project was challenging, with many expressing a desire for the week to end due to the physical and mental toll of managing the flour bag. This reaction highlighted a sense of relief akin to that experienced by actual caregivers, reinforcing the lesson that caregiving, whether in the family or within society, requires dedication, empathy and a willingness to prioritise the needs of others. This innovative project exemplifies the finding of how CE can be made tangible through active learning, enabling learners to engage deeply with the concept of responsibility.

The impact of this exercise was profound. Through their daily involvement with the project, learners gained a deeper insight into the weight of familial and social responsibilities in social cohesion. The CE activity evolved beyond a mere symbolic task; it provided a tangible experience of civic duty and care, illustrating how social cohesion is bolstered by individual actions that prioritise the well-being of others. The finding exemplifies how experiential learning can effectively bridge theoretical knowledge and real-life responsibilities, encouraging learners to internalise the principles of responsible citizenship in a manner that is both personal and practical.

Data evidence also supports the finding that teachers encounter challenges in addressing multicultural diversity, xenophobia and social issues in the classroom. Teachers, as social change agents, emphasised the significance of reflecting on the impact of apartheid and the political agenda. Letseka (2008) confirms Morrow's (2007:7) assertion that apartheid represented a form of the politics of difference, deliberately obstructing the establishment of social cohesion and a shared moral narrative. This is a compelling political argument that underscores the oppressive era of apartheid's underlying aim in South Africa.

Teacher Nora from Two Seas High School affirmed that xenophobia is prevalent and the attitudes toward foreigners are concerning; this stems from home as learners tend to mistreat foreigners and talk behind their backs. This finding confirms that foreign-born Teacher Nora from Zimbabwe provided a unique perspective on the challenges of dealing with xenophobia with her learners. Her practice of emotional intelligence serves as an example of the complex role that teachers play as social change agents and role models. When discussing xenophobia, Teacher Nora noticed that her learners had conflicting opinions that were frequently influenced by socio-economic issues, especially South Africa's high unemployment rate.

Learners expressed sentiments that it is not fair that other nationalities get jobs when the unemployment rate is so high. These feelings highlight how learners' attitudes toward foreign nationals are shaped by broader socio-economic conditions, creating layers of complexity for teachers in facilitating these discussions. Nora's position as a foreigner provided a new dimension to her role. She noted that learners were often hesitant to openly express their feelings, possibly because of her status as a foreign national.

This dynamic compelled her to approach the topic with caution, exercising emotional intelligence to create a safe space for dialogue while challenging learners' biases and promoting a balanced view of fairness and empathy. Nora's experience underscores the role of teachers as mediators who must navigate sensitive issues with care, manage classroom tensions, and address learners' biases, all while modelling the values of respect and cultural sensitivity. Her role as a social change agent demanded an elevated level of emotional intelligence and adaptability.

The current study validates the finding that CE necessitates all types of learning methodologies; a focus on decolonisation entails releasing the mind by critically engaging learners with the integration of subjects such as apartheid history. According to Lövgren (2022), CE learning is embedded in the unfolding lives of both teachers and learners, as well as their roles in the larger social, cultural, political and economic order. South Africa has a history of racial classification, segregation, discrimination and oppression. Some teachers have found a way to connect history with CE, as documented in Chapter Four, while others have incorporated Economics Management Systems (EMS) with CE.

Lawlessness and moral corruption appear to be prevalent in South Africa and to begin addressing this civic decline is to identify unhealthy conditions (cf. Du Preez, M 2013:9–10; Patel, 2019). The finding provides vital insights into the issues that teachers face in building social cohesion in CE. Teachers struggle to express complicated notions about social justice in the context of economic hardships. There is a strong call for their voices to be heard to effectively alleviate the tension caused by the decline of ethical behaviour in democratic South Africa.

In her article, Davids (2019) expresses concern that history should be leveraged as a tool for understanding social cohesion in CE stating that it provides support for citizenship within a democracy. She notes that the conflicts arising from diversity in the post-apartheid era are firmly rooted in the history of colonialism, which has perpetuated fractured social identities

and inequality. To address these issues, Davids suggests that teachers could incorporate storytelling into their project work as a means of fostering social cohesion.

The pervasive issues of lawlessness and moral decline in South Africa have been identified as significant challenges that threaten social cohesion. Policies such as the Department of Arts and Culture (DAC, 2012) and the ‘Manifesto on Values, Education and Democracy’ aim to address these challenges within CE (Sayed et al., 2017). However, it is crucial to problematise these issues before proposing effective solutions. Waghid (2019) emphasises the importance of caring as a reciprocal journey involving both teachers and learners in the social space of the school. The concept of caring aligns with the principles of Ubuntu, which, when synthesised with the cultivation of moral, compassionate and restorative justice, further validates the finding of this study (Waghid, 2019).

Social cohesion is a widely discussed concept, often perceived as community-based, targeted at a micro-social level, and underpinned by a sense of belonging. However, De Kock et al. (2018) argue that for social cohesion to be effective, it must be embedded at a national, macro level. The findings reflect the nature of democracy in South Africa, indicating that if nothing is done, the situation will deteriorate further.

Discussion of Finding Four

This finding highlights the multifaceted role of LO teachers in South Africa, emphasising their capacity and motivation as social change agents. Beyond delivering curriculum content, LO teachers model ethical behaviour, foster social cohesion, and encourage critical reflection on issues such as xenophobia, social justice, and the lingering effects of apartheid.

They draw on their own experiences to tackle issues such as xenophobia and systemic inequalities, positioning themselves as both teachers and moral role models. However, many feel their voices are often marginalised in shaping educational practices. Paulo Freire’s concept of Critical Pedagogy (1970) provides a useful lens here, suggesting that teachers are central to raising learners’ critical consciousness. By helping students question social injustices and reflect on their roles within society, teachers act as transformative agents of change, emulating the role of *in loco parentis*.

Social cohesion, as promoted in LO classrooms, varies significantly depending on educational contexts, such as the marginalised public schools in this study. Freire’s emphasis on dialogue

and praxis is particularly relevant as teachers engage students in participatory and reflective learning processes. This approach aligns with Shulman's (1986) model of pedagogical content knowledge, which underscores the importance of teachers connecting curriculum content to learners' lived realities. LO teachers, therefore, play a critical role in facilitating students' understanding of their social responsibilities, teaching them that social change begins within their families and communities.

Data analysis illustrates that LO teachers' perspectives on social cohesion affirm that without intervention, democracy in South Africa is likely to fail due to the negative societal effects of poor race relations, all while teachers bear the weight of this political citizenship responsibility (Banks, 2015). The Department emphasises essential values in its manifesto, including the promotion of a cohesive school culture and the enforcement of laws to ensure student safety (DoE, 2001); however, teachers are struggling to cope with these expectations.

In conclusion, this finding underscores the transformative role of LO teachers as facilitators of critical consciousness and social responsibility. Freire's pedagogical insights and Shulman's framework highlight the importance of teachers' reflective practices and contextual awareness in fostering a more cohesive and socially just society. Despite systemic and socio-economic challenges, LO teachers continue to play a vital role in shaping active, informed, and empathetic citizens.

5.2.5 Finding Five: Cultivating Global Competencies Through CE

The final theme of this study underscores the finding related to LO teachers cultivating Global Citizenship Education (GCE) competencies through CE. As we delve into the intricate landscape of CE, it becomes evident that GCE plays a vital role in fostering values, attitudes, and behaviours aligned with cultural awareness, care, tolerance, and solidarity. However, as teachers strive to engage a tech-savvy generation, they face considerable challenges, particularly in facilitating learners' understanding of democratic principles and the importance of diversity. Notably, the digital divide emerges as a critical issue that impacts the teaching of CE in public schools.

Addressing the challenges posed by the new digital democratic era in South Africa while responding to the needs of Gen Z learners, the analysis of the data confirms this challenge. The new generation is marked by its tech-savviness and a complex social landscape significantly

influenced by digital and social media platforms. Teachers at independent schools have expressed concerns about the decline in moral and social values among learners, which they believe is largely due to the pervasive impact of digital media. To effectively tackle these challenges, it is essential to grasp the intricate dynamics involved in teaching GCE to these new tech-savvy Gen Z learners.

Furthermore, digitally native Gen Z demands visual and interactive learning experiences that embrace innovative instructional styles. Consequently, assessing the data related to GCE necessitates empirical inquiry within the South African educational context to underscore the importance of fostering global awareness and empathy in our new generation. In this study, LO teachers at public schools pointed out significant contextual challenges, such as the digital divide, while teachers at independent schools highlighted the necessity for CPDT to effectively engage with Gen Z learners.

The data revealed that teachers at independent schools are particularly noteworthy, as they unanimously acknowledged that the COVID-19 pandemic had a significant impact on CE pedagogy. This led to a rapid adoption of digital technologies and a transformation in instructional methods. As a result, their assessment and interactions with learners have facilitated communication and grading within their teaching practices. For instance, Teacher Fuzlyn from Orion High School reported on these changes in her classroom experience. In her interview data she stated: *“I focus on netizens, starting chats on Instagram, and WhatsApp, and then I promote GCE through campaigns.”*

A netizen is defined as an internet citizen, referring to individuals who actively participate online across various media platforms (Achmad, 2021). During the COVID-19 pandemic in 2020, this active engagement was particularly evident as alternative pedagogies emerged, and keeping up with global news became a widespread practice. The entire world experienced a wave of panic, with school lockdowns and protective measures impacting everyone in 2020. In South Africa, this situation highlighted the digital divide, which presented significant challenges for marginalised areas. In contrast, better-resourced schools benefitted from using Team Collaboration software such as Microsoft Teams (MS) to facilitate remote learning and maintain educational continuity.

Results of GCE highlight the necessity for a comprehensive examination of the South African educational landscape. This finding focus emphasises the critical importance of promoting

global awareness and ensuring that teachers receive ongoing professional development for their personal and professional growth. By fostering a sense of global interconnectedness, GCE not only enhances teachers' capabilities but also equips them to support the next generation more effectively.

In Nordic schools, for instance, teachers' voices are actively heard, and their identities significantly contribute to self-development and a deeper sense of self-reliance, suggesting the existence of shared meaning within a 'universal culture' (Lövgren, 2022). However, three decades after the end of apartheid, democratic South Africa still faces challenges, including moments of intolerance, instability, and political violence among cultural groups. In this context, GCE presents valuable opportunities for teachers to explore new pedagogical strategies aimed at fostering a more democratic society.

Public-school teachers at Grassland High School and Fairdale High School said that they actively address the emotional consequences of poverty that their learners face, while also striving to promote the importance of CE. However, in terms of GCE, learners seem disinterested, viewing global news as a waste of time. This attitude reflects a sense of despondency stemming from their real-life challenges, where religious ideals play a role in bolstering their emotional self-concept. Teacher Radia from Fairdale High School corroborates this observation: My learners are more concerned about their rights, never giving thought to the global world.

Many of the teachers who participated in this study viewed the LO-CAPS as merely a filler, which raises concerns about the seriousness with which CE is treated in South African schools. Media reports highlight the moral degeneration of the citizens of South Africa, and despite the ongoing lack of social cohesion, the education system continues to neglect the essential role of CE (Mabuyane, 2021). In line with this concerning trend in nation-building, the LO-CAPS curriculum incorporates values, attitudes, and behaviours that foster democratic principles. However, Davids (2019) provocatively questions, 'Can South African teachers teach democratic principles?'

Freire (1970) advocates for philosophies that offer practical solutions, notably through the concept of praxis, which combines theory and practice, enabling learners to engage with concepts in real-world contexts. His CP theory examines banking practices that promote social justice in CE by incorporating learners in community-based projects. However, this study

highlights the emotional distress experienced by teachers who feel overwhelmed by the magnitude of their responsibilities. The teachers in this study believe that teacher education is essential to effectively manage specific disputes and navigate diverse attitudes within their classrooms.

The finding indicates that COVID-19 was a catalyst to an increased focus on GCE. However, the enhancement of teacher Continuous Professional Development and Training (CPDT) is crucial for fostering a more integrated approach to CE that aligns with the South African Constitution. Moreover, it is vital to consider the daily context and current events when teaching CE. Letseka (2022) affirms this perspective, arguing that the educational crises in South Africa are part of a broader global issue, highlighting the urgent need to eradicate social inequality and actively promote GCE through CE.

While Davids (2018) concurs that teachers should follow the Manifesto of Values to promote normative ideas in GCE, the reality in classrooms often reflects a different story. This struggle underscores the importance of teaching proactive citizenship, as exemplified by a complaint from Teacher Andrew at Grassland High School about his learners. He lamented that, during the apartheid era, the value-based system functioned as the best practice for effective teaching. Responding to the perspectives of LO teachers regarding GCE, as discussed in Chapter Four, it is evident that, despite learners often appearing disinterested, teachers tend to adopt pragmatic approaches that harmonise global perspectives with local values within the GCE framework. The finding indicated that by implementing the lessons on human rights within CE, they frequently connect local issues with GCE, effectively engaging learners through project work and real-world events.

In the democratic era, LO teachers were tasked with transitioning away from a colonial curriculum without formal training, resulting in a concerning civic deficit. Nonetheless, these teachers strive innovatively to incorporate human rights as a fundamental aspect of CE integrated into GCE. Dreyer (2018) emphasises that it is important to use relevant examples to effectively illustrate political concepts such as human rights and social justice. However, the finding also reveals that most of the teachers as participants in the study were not LO specialists and were employed merely to fill necessary positions.

When I questioned Teacher Henry from Fairdale High School, ‘How do you promote GCE?’ he articulated a thoughtful response. *“I have expertise in EMS thus I teach LO as a*

complementary subject, so I attended workshops in CPDT to focus on altruism in CE and to encourage GCE.” Self-development among teachers is crucial for overcoming pedagogical barriers, as it represents an outward movement, characterised by an enhanced responsibility for both local and global realisation of human rights (Lövgren, 2022).

Discussion of Finding Five

When exploring the facts of the multifaceted environment of GCE, the importance of the interconnectedness of global news is pivotal for cultivating values and attitudes associated with mutual respect for CE. Hungwe (2022) investigated the fabric of societies from a global CE perspective through international studies and found that there is a clear shift toward the world being seen as a global village. Values such as being socially justice-oriented and caring should be included in the LO curriculum for inclusivity, embracing the flexible and collaborative teaching and learning pedagogy of the new generation, Gen Z.

Furthermore, assessing the data related to the finding that GCE necessitates empirical inquiry within the South African educational realm to emphasise the importance of fostering global caring. In this study, LO teachers at public schools highlighted significant contextual challenges, such as the digital divide, which hampers their ability to effectively implement GCE principles. In contrast, teachers at independent schools underscored the necessity for CPDT to effectively engage with Gen Z learners.

Wolhuter et al. (2020) further characterise a lack of social cohesion as a decline in moral standards, accompanied by a rise in violence and populism, implying that these troubling trends may arise from a widespread rebellion against the elite. By examining the diverse feedback from teachers and learners, this study builds on previous research addressing CPDT and reinforces the pressing need for teachers and learners alike to cultivate a sense of global connection and civic responsibility in CE.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The research explored the intricate relationship between teacher identity and the pedagogy of CE within South African Life Orientation (LO) classrooms. Teachers' cultural backgrounds and life experiences reveal the finding that South Africa's transition from apartheid to democracy emerges as pivotal in shaping their understanding and delivery of CE. Their identities, tied closely to moral values and generational influences, foster deeply personal teaching practices. Teachers often navigate tensions between their own beliefs and the formal

curriculum, adapting their approaches to better engaging learners in meaningful discussions about citizenship and democratic values. This practice illustrates how CE pedagogy becomes a personalised endeavour, helping learners connect with the complexities of civic life.

Furthermore, the findings reveal a misalignment between the CE curriculum expectations and its practical application in classrooms. While the curriculum provides a prescriptive framework, it often fails to account for the diverse needs of learners, leaving teachers to bridge this gap through innovative strategies. Experiential and case-based learning, as well as cooperative activities, allow learners to relate theoretical concepts to real-world situations, enhancing their civic awareness. Despite these efforts, systemic constraints, such as rigid curricula and insufficient resources, limit teachers' ability to effectively deliver CE.

Teachers in this study also play a vital role as civic guides and role models, fostering a sense of social responsibility and proactive citizenship in their students. Through storytelling and sharing personal and historical insights, they make civic principles relatable, nurturing empathy, respect, and a commitment to community engagement. By embodying democratic values, these teachers inspire learners to take an active role in societal issues, positioning themselves as agents of social change to encourage social cohesion in democratic SA.

Additionally, the research highlights the role of Global Citizenship Education (GCE) in cultivating global competencies in CE among learners. Teachers employ creative methods, such as interdisciplinary approaches and storytelling, to connect global issues with local contexts, making the learning experience more engaging and relevant. However, challenges such as the influence of social media on Gen Z learners and the digital divide, complicate these efforts. Teachers must continually adapt their pedagogical strategies to overcome these barriers and inspire responsible global citizenship.

Freire's Critical Pedagogy (CP) and Shulman's Pedagogical Content Knowledge (PCK) theories provided theoretical frameworks to interpret these findings. These theoretical lenses helped illuminate how teachers navigate the complexities of CE pedagogy, offering insights into their roles as both educators and social change agents. From an ontological perspective, the study also reflected on the broader context of South Africa's democracy, emphasising the urgent need for education to address social cohesion and the ongoing challenges of moral decay and civic unrest.

Ultimately, this research underscores the complexity of teaching CE in South Africa's diverse educational landscape. By grounding the voices and experiences of LO teachers, the study provides valuable insights into their pedagogical strategies and challenges, offering recommendations for enhancing CE practices to nurture active, informed, and globally conscious citizens.

The findings point to key trends in CE pedagogy, including the influence of teacher identity on instructional methods, the persistent gap between curriculum goals and classroom realities, and the role of LO teachers as facilitators of both local and global citizenship. Moreover, the study emphasises the necessity for Continuous Professional Development and Training (CPDT) to better equip teachers for these challenges. Socio-cultural differences between independent and public schools further highlight disparities in access to resources, exacerbating the challenges faced by educators in fostering civic engagement among the tech-savvy Gen Z learners.

5.4 RECOMMENDATIONS

This study has firmly established the importance of Global Citizenship Education (GCE) in addressing the widespread apathy towards global issues among teachers and learners in South African schools. It emphasises the recommendation of the pressing need for continuous professional development to equip teachers with the skills and understanding necessary to integrate GCE into Citizenship Education (CE). The findings reveal that digital tools can be particularly effective in engaging Gen Z learners, helping them develop greater social awareness and a sense of global responsibility. Yet, there remains a significant concern that this generation, immersed in a fast-paced digital environment, may prioritise individualistic pursuits over collective values such as compassion, care, and respect for others.

In addressing the challenges that surfaced during the study, it became evident that a significant generational and cultural disconnect exists between teachers and their learners. This gap often complicates the teaching of CE and underscores the need for a pedagogy that bridges these differences. Teachers, particularly those who qualified during the apartheid era, struggle to balance the ideals of GCE within CE, given their own experiences and historical legacies (Wolhuter et al., 2020).

The study also highlighted the misalignment between curriculum expectations and the practical realities of classroom teaching, suggesting that the LO textbook be re-evaluated to fit the

societal context. Teachers frequently feel constrained by the prescriptive nature of the curriculum, which leaves limited room for adaptation to the unique cultural and social contexts of their learners. Furthermore, the exclusion of teachers from policy-making processes exacerbates these challenges, as their critical insights and experiences remain underutilised in shaping education policy and curriculum development, thus, their voices should be recognised. Teachers should be included in advisory boards for educational policy-making, specifically for CE.

The study also brought to light the underutilised potential of African philosophies, such as Ubuntu, as a guiding framework for fostering proactive citizenship. Ubuntu, which emphasises interconnectedness, compassion, and respect for others, offers a rich lens through which CE can be made more culturally relevant and impactful (Letseka, 2012). Incorporating this philosophy into both the curriculum and teaching practices could help mitigate the perception that GCE is an elitist movement dominated by Western ideals (Letseka, 2022). For example, the integration of Ubuntu into CE would not only ground global citizenship concepts in African values but also help learners critically engage with the historical legacy of apartheid and its ongoing influence on society. Broadening the LO curriculum by using the framework of Ubuntu and incorporating GCE into CE for a more robust, innovative approach could foster and promote digital technology, cultivating proactive citizens.

The case of the ‘Princess Vlei’ environmental activism offers a powerful model of localised civic engagement that can inspire learners to participate in meaningful societal change. Princess Vlei’s recognition as a world heritage site demonstrates how community-led efforts can achieve tangible outcomes while fostering a sense of collective responsibility and civic pride. This example could be replicated in other parts of the country and globally to promote environmental stewardship and proactive citizenship. By engaging learners in projects that address local challenges, such as protecting ecosystems or creating sustainable food gardens, teachers can nurture a deeper understanding of the interconnectedness of local and global issues while instilling a sense of agency in learners.

To address these challenges, it is crucial to strengthen Continuous Professional Development and Training (CPDT) for teachers. By providing opportunities for interdisciplinary workshops, mentoring programmes, and training on digital tools and project-based learning, teachers can be empowered to adapt their teaching practices to meet the needs of modern learners. These initiatives are particularly important for older teachers, who may face difficulties in navigating

the rapid changes in both educational practices and societal expectations. Moreover, CPDT should focus on equipping teachers with culturally relevant pedagogical strategies, such as those rooted in Ubuntu, to make GCE more accessible and meaningful in diverse South African contexts (Letseka, 2022).

A comprehensive revision of the Life Orientation (LO) textbooks and curriculum is also necessary to align classroom practices with the goals of CE (Schoeman, 2019). These materials should foster critical thinking, empathy, and active engagement by including real-world examples of civic participation, such as the Princess Vlei case. Additionally, the textbooks should present innovative strategies for teaching Ubuntu and other African ontologies, thus creating a safe and inclusive learning environment for learners to explore and embrace diverse perspectives.

Furthermore, teachers' voices must play a significant role in policy development processes. Establishing teacher advisory boards at provincial and national levels would ensure that education policies are informed by the lived experiences and practical insights of those who are directly involved in teaching. These advisory boards could provide valuable feedback on curriculum implementation, enabling policymakers to align their objectives with the realities of the classroom. Policies must not only be communicated to teachers but also include detailed guidelines and feedback mechanisms to support their effective implementation. Collaborative partnerships with international organisations, such as the Norwegian Mot programme, could further enhance GCE in CE by fostering cross-cultural exchanges, promoting mutual respect, and understanding.

In conclusion, this study reaffirms the importance of GCE in fostering active and socially responsible citizens in CE. It highlights the need to address the digital divide in public schools and to mitigate the growing tendency among Gen Z learners to prioritise self-interest over collective values. By strengthening CPDT, revising the LO curriculum, and involving teachers in policy development, South Africa can cultivate a more integrated and effective approach to CE, one that aligns with its constitutional mandate for social cohesion and active citizenship. The transformative potential of CE lies in empowering teachers to serve as exemplary role models and guiding learners to embrace values of compassion, respect, and responsibility in building a more equitable and democratic society.

5.5 CONCLUSION

The current study established the response to the primary research question and sub-questions framed against the South African constitutional mandate to promote social cohesion within the LO-CAPS curriculum: *What are LO teachers' pedagogical experiences of teaching CE at schools in the Western Cape, how do they teach CE, and why do they teach CE the way they do?* Central to understanding the lived experiences of LO teachers in Western Cape schools, the study focused on their instructional methods and the rationale behind their chosen pedagogies. The research aimed to address the questionable failed status of citizenship in South Africa, as three decades into democracy, aspects of democratic principles remain misunderstood (Davids, 2022). Schools as public institutions are tasked with mitigating this crisis, placing the responsibility of a civic deficit (Seroto, 2012) on LO teachers.

The relationship between teacher identity and CE pedagogy corroborates the finding that teachers' cultural milieu shapes their perspectives of understanding citizenship and, as a result, influences their delivery of the subject in LO. This finding responds to the main research question: *What are LO teachers' experiences in teaching CE pedagogy in Western Cape Schools?* The data revealed that teacher identities are closely tied to their life experiences, moral values, and cultural backgrounds, all of which have been informed by the country's transition from apartheid to democracy. The analysis also underscores that teachers navigate tensions between their identities and the formal curriculum, making the teaching of CE a deeply personal endeavour.

Despite constitutional imperatives, democratic principles are often misunderstood, and many young people struggle to apply CE to real-world issues (Davids, 2022). In addressing the sub-questions of LO teachers' instructional methods, the study found a persistent disconnect between the prescriptive LO curriculum and the realities of teaching CE. Teachers expressed frustration with the lack of flexibility in textbooks, which often fail to address pressing local and global issues. This misalignment hampers their ability to engage learners meaningfully and adapt lessons to their unique contexts. Thus, they implemented real-world, experiential teaching approaches.

This study investigated the rationale behind the chosen approaches of LO teachers and found that it was motivated by the broader concern regarding the persistence of social and civic challenges in South Africa nearly three decades into democracy. The teachers attribute the

absence of morality to South Africa's legacy of apartheid, which they believe poses a broader threat to social cohesion in a country characterised by a diverse mix of cultures and multi-racial communities. This concern about social cohesion is further emphasised by Marx (2019), who argues that the LO-CAPS document lacks clarity regarding the integration of CE goals and the methods for achieving these aims. To address these challenges, Shulman (1986) asserts in his learning theory of PCK, that teachers must not only be knowledgeable about their subject matter but also possess the skills necessary to effectively impart that knowledge to their learners.

However, the literature reveals that policy emphasis on social cohesion often overlooks the historical roots of social inequality that originated from apartheid, which continue to impact race relations and impede genuine respect and unity. Ongoing poor race relations are reported in the media, indicating that democratic principles are frequently misunderstood and not effectively practised. Meanwhile, as Davids (2019c) argues, teachers are expected to drive social cohesion within CE reforms despite lacking the necessary support, resources or tools to effectively teach learners how to engage actively in a democratic society.

In conclusion, findings revealed and established that poor race relations and a lack of social cohesion significantly hinder nation-building, amplified through social media (Mabuyane, 2021). The constitutional transformation aims to promote CE. However, the economic divide, particularly affecting marginalised Black communities, undermines these efforts. Education emerges as a critical domain for addressing these challenges for the future, indicating Continuous Professional Teacher Development (CPDT) for LO teachers as educational reform for democratic South Africa (Sayed et al., 2017).

Social cohesion and poor race relations are among the myriad societal challenges, such as class inequality, mentioned in the literature. Moreover, contemporary issues such as social media manipulation, fake news and disinformation seriously affect CE. While I do not see education as the panacea for the lack of social cohesion and nation-building in post-apartheid South Africa, it nevertheless should enhance a sense of common citizenship and destiny. The concern in South African societies, as well as internationally, about CE is about identity politics and personality politics rather than politics of principle. In other words, these discrepancies between public opinion and research findings can have important implications for policy-making and public discourse. Gerbrandt van Heerden (2024) states that there's growing evidence about racial inequality.

This study argues that LO teachers, operating at the frontline of moral and civic development, must navigate complex cultural and socio-political challenges that hinder the delivery of CE. Their pedagogical experiences, together with the gap between policy and practice, exposed in the reviewed literature, highlighted the emotional dimension in their efforts to model proactive citizenship in fractured communities. Responding to the sub-question of how LO teachers teach CE, the findings suggest that they draw on their cultural identities, belief systems as philosophical anchors to shape their pedagogical approaches. Experiential learning and best teaching practices should be shared among teachers, incorporating their perspectives and integrating Global Citizenship Education into the LO curriculum. As such, the voices of LO teachers are critical to reimagining CE not merely as content delivery, but as a transformative, context-responsive pedagogy capable of cultivating proactive, meaningful civic engagement.

The inspirational and novel findings in this study were the innovative experiential pedagogical project-based approaches of the LO teachers. One of the examples demonstrates this when the teacher used a current, real-world issue to deliver a case-based human rights lesson in the CE lesson. Teacher Radia from Fairdale High School employed a think-on-your-feet case-based approach. This approach was prompted by a child abuse incident in the community that had caused considerable distress among the learners on social media. The teacher delivered a CE lesson on human rights, illustrated in Chapter Four on verification in due process of the law, to address the intense emotions within the class.

Another important gap evident in the literature review to be addressed is the inculcation of a set of citizenship core values and morals aligned with Ubuntu as a core element, integrating GCE into CE. The migration of Cultural Responsive Pedagogy (CRP) as advised by Mpisi and Alexander (2022) could alter the design of GCE in CE, restoring the moral order of Ubuntu in South Africa. This new set of values aligned with the fully democratic disposition could ultimately contribute to the new body of knowledge in South African schools.

Further follow-up research is recommended in the following topics.

1. A documentary study as to how the present curricula in Life Orientation and in other subjects supply adequate Citizenship Education for South African learners, for responsible, reflective,

rational citizenship in the face of the entire gamut of societal issues in South Africa as well as globally.

2. Research on how teachers of Life Orientation and of other subjects prepare and equip learners for Citizenship Education concerning citizenship issues facing South Africa and facing learners as global citizens.

3. Further research on the complex relationship between LO teachers, cultural, and professional identities and its' impact on their CE pedagogy.

REFERENCES

- Achmad, W., 2021. Citizen and netizen society: the meaning of social change from a technology point of view. *Jurnal Mantik*, 5(3), pp.1564-1570.
- Adeyemi, M.B. & Adeyinka, A.A., 2003. The principles and content of African traditional education. *Educational Philosophy and Theory*, 35(4), pp.425-440.
- Alan, S., Baysan, C., Gumren, M. & Kubilay, E. 2021. Building social cohesion in ethnically mixed schools: An intervention on perspective taking. *The Quarterly Journal of Economics*, 136(4), pp.2147-2194.
- Alsubaie, M.A. 2016. Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), pp.106-107.
- American Psychological Association (APA). 2019. *Publication Manual of the American Psychological Association*, (2020). American Psychological Association, 428.
- Amjad, A., Rubab, I., Aziz, A. & Usman, A. 2020. Global Citizenship Education: Values to be taught in the light of the rising identity crisis. *Pakistan Vision*; Lahore, 21(1), p. 386.
- Arendse, A., 2014. *The Grade 11 Life Orientation curriculum: Towards preparation for active citizenship in a democratic South Africa*. Doctoral dissertation: University of the Western Cape.
- Arendse, A. & Smith, J., 2019. The role of Parliament in promoting active citizenship in relation to the Grade 11 Life Orientation in the South African curriculum. *The Journal for Transdisciplinary Research in Southern Africa*, 15(1). Available at: <https://doi.org/10.4102/TD.V15I1.629>.
- Arifin, W.L., 2017. Psychological problems and challenges in EFL speaking classroom. *Register Journal*, 10(1), pp.29-47.
- Atlas.ti, 2024. (Version 9) [Computer software]. Berlin, Germany: Atlas.ti Scientific Software Development GmbH.
- Babbie, E., 1979. *The practice of social research*. 2nd ed. Belmont: Wadsworth Publishing Co.
- Banks, J.A., 2015. Failed citizenship, civic engagement, and education. *Kappa Delta Pi Record*, 51(4), pp.151–154. doi: 10.1080/00228958.2015.1089616.
- Barolsky, V. 2013. Interrogating social cohesion: The South African case. In *Regional integration and social cohesion perspectives from the developing world*. Edited by C. Moore, 12. Brussels: Peter

- Baxter, P. & Jack, S., 2008. Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), pp.544-559.
- Benhabib, S., 2002. Transformations of citizenship: The case of contemporary Europe. *Government and Opposition*, 37(4), pp.439-465.
- Biesta, G. J. J. 2011. *Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship*. Rotterdam: Sense.
- Bowen, G.A., 2009. Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), pp.27-40.
- Boyatzis, R.E., 1998. *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: SAGE.
- Braun, V. & Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, pp.77-101.
- Braun, V. & Clarke, V., 2012. *Thematic analysis*. American Psychological Association.
- Braun, V. & Clarke, V., 2013. *Successful qualitative research: A practical guide for beginners*. Thousand Oaks, CA: SAGE Publications.
- Braun, V. and Clarke, V., 2019. Novel insights into patients' life-worlds: the value of qualitative research. *The Lancet Psychiatry*, 6(9), pp.720-721.
- Braun, V. & Clarke, V. 2021. One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), pp.328-352.
- Bryant, K.C., Berry, J.R., & Cevik, S., 2019. A South African High-Needs School: A Case of Context Driven by History. *International Council of Professors of Education Leadership*, 14, pp.113-127.
- Buckland, P. 2005. *Reshaping the Future: Education and Postconflict Reconstruction*. The World Bank. Washington D.C.:
- Burton, P. & Leoschut, L., 2013. *School Violence in South Africa: Results of the 2012 National School Violence Study*. Centre for Justice and Crime Prevention• Monograph Series, No 12•. Cape Town• March.
- Byrne, D., 2022. A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & Quantity*, 56, pp.1391-1412. doi: 10.1007/s11135-021-01182-y.

- Calland, R., 1999. *The first 5 years: A review of South Africa's democratic Parliament*. Cape Town: IDASA.
- Calland, R., 2019. Race, power and intimacy in the intersubjective field: the intersection of racialised cultural complexes and personal complexes. *Journal of Analytical Psychology*, 64(3), pp.367-385.
- Cappy, C.L., 2016. Shifting the future? Teachers as agents of social change in South African secondary schools. *Education as Change*, 20(3), pp.119–140.
- Carlsen, W.S., 1999. Domains of teacher knowledge. *Examining pedagogical content knowledge*/Kluwer Publishers.
- Chamberlain, S.A., Hovick, S.M., Dibble, C.J., Rasmussen, N.L., Van Allen, B.G., Maitner, B.S., Ahern, J.R., Bell-Dereske, L.P., Roy, C.L., Meza-Lopez, M. & Carrillo, J., 2012. Does phylogeny matter? Assessing the impact of phylogenetic information in ecological meta-analysis. *Ecology Letters*, 15(6), pp.627-636.
- Chan, J., To, H.-P., & Chan, E. 2006. Reconsidering social cohesion: Developing a definition and analytical framework for empirical research. *Social Indicators Research*, 75(2), 273–302. <https://doi.org/10.1007/s11205-005-2118-1>
- Chapman, C.S., 2017. Commentary: Interpretive methodological expertise and editorial board composition. *Critical Perspectives on Accounting*, 51, pp.47–51.
- Chisholm, L., 2019. *Teacher preparation in South Africa: History, policy and future directions*. Emerald Group Publishing.
- Christie, P. & McKinney, C., 2017. Decoloniality and “Model C” schools: Ethos, language and the protests of 2016. *Education as Change*, 21(3), pp.1–21.
- Cleaver, E., Ireland, E., Kerr D. & Lopes, J. 2004. Citizenship Education Longitudinal Study: Second Annual Report. First Longitudinal Survey. Making Citizenship Education Real. *Research Report RR531*. Available at: <https://www.education.gov.uk/publications//eOrderingDownload/RR531.pdf> [Accessed 3 May 2012].
- Cohen, L., Manion, L. & Morrison, K., 2018. *Research methods in education* (eighth edition). Abingdon, Oxon.
- Cohen, L., Manion, L. & Morrison, K. 2020. Experiments, quasi-experiments, single-case research and meta-analysis. *Research Methods in Education*. doi: 10.4324/9780203029053-23.

- Corbin, J. & Strauss, A. 2010. Basics of qualitative research: Techniques and procedures for developing grounded theory. *Canadian Journal of University Continuing Education*, 36, p.358.
- Corbin, J. and Strauss, A., 2014. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: SAGE Publications.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research*. Thousand Oaks, CA: SAGE.
- Creswell, J., 2013. *Qualitative inquiry and research design*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J.D., Pacilio, L.E., Lindsay, E.K. and Brown, K.W., 2014. Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, 44, pp.1-12.
- Creswell, J.W. & Poth, C.N., 2016. *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J.W. & Poth, C.N., 2018. *Qualitative inquiry and research design: Choosing among five approaches*. 4th Edition, Thousand Oaks, CA: SAGE Publications.
- Crotty, M., 2020. *The foundations of social research: Meaning and perspective in the research process*. London: Routledge.
- Crush, J., Ramachandran, S. & Pendleton, W., 2013. *Soft Targets: Xenophobia, Public Violence and Changing Attitudes to Migrants in South Africa After May 2008* (rep., pp. i-73). Waterloo, ON: Southern African Migration Programme. SAMP Migration Policy Series No. 64.
- Davids, M.N. 2018. Re-imagining cosmopolitanism in post-apartheid South Africa: Reviving historical “cosmubuntuism” in forced removal spaces for a democratic future. *International Journal of Community Diversity*, 18, pp.23–36.
- Davids, M.N., 2019. Learners’ imagination of democratic citizenship in post-apartheid South Africa: Exploring critical literary pedagogy in History teaching. *Yesterday and Today*, pp.29–46. doi: 10.17159/2223-0386/2019/n21a2.
- Davids, N, 2018. Democratic Citizenship Education: An Opportunity for the Renegotiation of Teacher Identity in South African Schools. *Education As Change*, 22(1): 17 pages.

- Davids, N. 2019a. Democratic citizenship education in South Africa: Can we trust our teachers? In: *Handbook of Research on Education for Participative Citizenship and Global Prosperity*. IGI Global, pp.45–66.
- Davids, N. 2019b. Towards the contextualisation of democracy: A critical precursor for citizenship education in universities. *South African Journal of Higher Education*, 33(4), pp.1–8.
- Davids, N. 2019c. *Democratic Citizenship Education: An Opportunity for the Renegotiation of Teacher Identity in South African Schools*. Available at: <https://doi.org/10.25159/1947-9417/2309>.
- Davids, N. 2022. Professing the vulnerabilities of academic citizenship. *Ethics and Education*, 17(1), pp.1-13.
- Davids, N. & Waghid, Y., 2015. The invisible silence of race: On exploring some experiences of minority group teachers at South African schools. *Power and Education*, 7(2), pp.155–168.
- De Kock, T., Sayed, Y. and Badroodien, A., 2018. Narratives of Social Cohesion: Bridging the Link between School Culture, Linguistic Identity and the English Language. *Education as Change*, 22, pp.1947–9417.
- De Vos, A.S., 2005a. Combined quantitative and qualitative approach. In: A.S. De Vos, H. Strydom, C.B. Fouche, and C.S. Delpont, *Research at Grassroots: For the Social Sciences and Human Service Professions*. 3rd Ed. Pretoria: Van Schaik.
- Dean, J. & Wiley, K., 2022. Critical theory, qualitative methods and the non-profit and voluntary sector: an introduction to the special issue. *Voluntary Sector Review*, 13(1), pp.11-17.
- Denzin, N. K., & Lincoln, Y. S. 2017. *The SAGE Handbook of Qualitative Research*. (5 ed.) Thousand Oaks, CA: SAGE Publishing.
- Denzin, N.K., Lincoln, Y.S., MacLure, M., Otterstad, A.M., Torrance, H., Cannella, G.S., Koro-Ljungberg, M. and McTier, T., 2017. Critical qualitative methodologies: Reconceptualizations and emergent construction. *International Review of Qualitative Research*, 10(4), pp.482–498.
- Department of Arts and Culture (DAC). 2012. *Department of Arts and Culture 2012 Strategic and Performance Plan*. Parliamentary Monitoring Group.
- Department of Basic Education (DBE). 2010b. *Curriculum and Assessment Policy Statements (CAPS). FET (10-12). Life Orientation. Final Draft*. Pretoria: Government Printers.

- Department of Basic Education (DBE). 2010c. *Curriculum and Assessment Policy Statements (CAPS). Life Skills final draft*. Pretoria: Government Printers.
- Department of Basic Education (DBE). 2010d. *Curriculum and Assessment Policy Statements (CAPS). Grades 10-12. History*. Pretoria: Government Printers.
- Department of Basic Education (DBE). 2011. *Curriculum and Assessment Policy Statements (CAPS). Grade R-3. Life Skills*. Pretoria: Government Printers
- Department of Basic Education (DBE), 2013. *National Curriculum Statement*. Pretoria: Government Printers.
- Department of Education (DoE), (2001a). *Manifesto on Values, Education, and Democracy*. Pretoria: Government Printers.
- Department of Education (DoE), 2001b. *Saamtrek: Values, Education and Democracy in the 21st Century: Conference Report*. Pretoria: Government Printers.
- Department of Education (DoE). 1996. *National education and policy framework Act of 1996*. Pretoria: Government Printers.
- Department of Education (DoE). 2000a. *Values, Education and Democracy: Report of the Working Group on Values in Education*. Pretoria: Government Printers.
- Department of Education (DoE). 2000. *Norms and Standards for Educators (NSE)*. Pretoria: Government Printers.
- Department of Education (DoE). 2002. *Revised National Curriculum Statement Grades R-9 (Schools) Policy, Arts and Culture*. Pretoria: Government Printer.
- Department of Education (DoE). 2007. *National Policy Framework for Teacher Education and Development' (NPFTED)* Pretoria: Government Printers.
- Desai, A., 2015. An exploratory critique of the notion of social cohesion in contemporary South Africa. *Psychology in Society*, (49), pp.99–113. <https://doi.org/10.17159/2309-8708/2015/n49a8>.
- De Vos. A.S. 2005. Qualitative data analysis and interpretation. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grassroots: For the Social Sciences and Human Service Professions*. 3rd ed. Pretoria: Van Schaik Publishers.
- De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2005. *Research at Grassroots: For the Social Sciences and Human Service Professions*. 3rd ed. Pretoria: Van Schaik Publishers

- Dreyer, J., 2018. Difficult tolerance: A Ricoeurian account and some practical theological reflections. *Stellenbosch Theological Journal*, 4(2), pp.33–54.
- Erasmus, R., 2021. *Psychological Responses During the 2021 Coronavirus Disease Pandemic Among Chiropractic and Complementary Health Students at the University of Johannesburg*. University of Johannesburg (South Africa).
- Etieyibo, E., 2017. Moral education, ubuntu and ubuntu-inspired communities. *South African Journal of Philosophy - Suid-Afrikaanse Tydskrif vir Wysbegeerte*, 36(3), pp.311-325.
- Fataar, A., 2001. Engaging the narrowing education policy trajectory in South Africa. *Southern African Review of Education*, 5(2).
- Fataar, A., 2019. *Searching for Islamic Ethical Agency in Post-apartheid*. Africa Sun Media, SUN PreSS.
- Fataar, A. & Norodien-Fataar, N., 2021. Towards an e-learning ecologies approach to pedagogy in a post-COVID world. *Journal of Education* (University of KwaZulu-Natal), (84), pp.155-168.
- Flick, U., 2014. *An Introduction to Qualitative Research*. 5th edition. London: SAGE Publications.
- Freire, P., 1970. Cultural action and conscientization. *Harvard Educational Review*, 40(3), pp.452-477.
- Freire, P., Macedo, D., & Araújo Freire, A.M., 2018. *Teachers as Cultural Workers*. Routledge. Available at: <https://doi.org/10.4324/9780429496974>.
- Freitas, H., Oliveira, M., Jenkins, M., & Popjoy, O. 1998. The Focus Group: A Qualitative Research Method. *ISRC Working Paper*, (010298), pp.1–22.
- German, T., Randel, J. & Ewing, D. 2013. Basic education. *The Reality of Aid 1998-1999: An Independent Review of Poverty Reduction and Development Assistance*. London: Earthscan.
- Gichuru, M.J., 2017. The Interpretive Research Paradigm: A Critical Review of IS Research Methodologies. *International Journal of Innovative Research and Advanced Studies (IJIRAS)*, 4(2), pp.1–5.
- Giroux, J.J., 1995. *Developing democratic education*. Ticknall, England: Education Now Books.
- Glesne, C. 1997. That rare feeling: Re-presenting research through poetic transcription. *Qualitative Inquiry*, 3(2), pp.202–221.

- Guba, E.G. 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), pp.75–91.
- Guba, E., & Lincoln, Y. S. 1985. *Naturalistic inquiry*. Thousand Oaks, CA: SAGE.
- Guba, E.G. & Lincoln, Y.S. 1989. *Fourth Generation Evaluation*. Thousand Oaks, CA: SAGE.
- Gustafsson, J. 2017. *Single case studies vs. multiple case studies: A comparative study*. Academy of Business, Engineering and Science, Halmstad University.
- Hall, S., 2014. Cultural identity and diaspora. In: *Diaspora and Visual Culture: Representing Africans and Jews*, pp.21–33. Available at: <https://doi.org/10.4324/9781315006161-10>.
- Halstead, J.M. & Taylor, M.J. 2000. Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, 30(2), pp.169-202.
- Hancock, B., Ockleford, E., & Windridge, K. 2001. *An Introduction to Qualitative Research*. London: Trent Focus Group.
- Haradhan, M. 2018. Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development Environment and People*, 7(1).
- Haugen, C.R. 2012. *Nordic Voices: Teaching and Researching Comparative and International Education in the Nordic Countries*. JSTOR.
- Haynes, B. 2009. Introduction: Special issue: Patriotism and citizenship education. *Educational Philosophy and Theory*, 41(4), pp.365–377.
- Hoffman, N., Sayed, Y., & Badroodien, A., 2016. Different rules for different teachers: teachers' views of professionalism and accountability in a bifurcated education system. *Journal of Education*, (65), pp.123–153.
- Hook, D. 2011. Retrieving Biko: A Black Consciousness Critique of Whiteness. *African Identities*, 9 (1): 19–32. <https://doi.org/10.1080/14725843.2011.530442>. Kometsi,
- Horner, L., Kadiwal, L., Sayed, Y., Barrett, A., Durrani, N. & Novelli, M. 2015. *Literature Review: The Role of Teachers in Peacebuilding*. The Research Consortium on Education and Peacebuilding. <https://inee.org/resources/literature-review-role-teachers-peacebuilding>
- Hungwe, J.P., 2022. A 'requiem' for global citizenship education in higher education? An analysis of the exclusive nationalistic response to the COVID-19 pandemic. *Citizenship Teaching & Learning*, 17(1), pp.109–122.
- International Association for the Evaluation of Educational Achievement (IEA). 1999.

- Jansen, J. 2004. Race and education after ten years. *Perspectives in Education*, 22(4), pp.117-128.
- Joffe, H. 2012. Thematic analysis. In: *Qualitative Research Methods in Mental Health and Psychotherapy*, 1, pp.210–223.
- Kivunja, C. & Kuyini, A.B., 2017. Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), pp.26–41.
- Lederman, N.G. & Lederman, J.S., 2015. What is a theoretical framework? A practical answer. *Journal of Science Teacher Education*, 26(7), pp.593–597.
- Letseka, M., 2008. The challenges of university teaching and learning in the era of managerialism. *Africa Education Review*, 5(2), pp.305–323.
- Letseka, M., 2022. Educating for Global Citizenship, Peace and Harmony through uBuntu. In: *Comparative Education for Global Citizenship, Peace and Shared Living through uBuntu*. Brill, pp.8–27.
- Levinson, M. 2015. Moral Injury and the Ethics of Educational Injustice. *Harvard Educational Review*, 85(2): 203–28. <https://doi.org/10.17763/0017-8055.85.2.203>.
- Li, Kennedy and Tan 2016
- Lithander, M.P., Geraci, L., Karaca, M., & Rydberg, J. 2021. Correcting neuromyths: A comparison of different types of refutations. *Journal of Applied Research in Memory and Cognition*, 10(4), pp.577–588.
- Lövgren, J., 2022. From nation building to global citizenship: human rights education in the Nordic folk high schools. *Human Rights Education Review*, 5(2), pp. 77-97,
- Lune, H., & Berg, B. L. (2017). *Qualitative research methods for the social sciences*. Boston: Pearson.
- Mabuyane, L.O., 2021. The effects of the recent looting on South Africa’s young democracy. *Mail & Guardian*.
- MacCallum, C., Mkubwa, S., Maslin, R. & Stone, N. 2022. Global citizenship education in practice: A transformative approach to global learning in Zanzibar. *PROSPECTS*, pp.1–15.
- MacDonald, R.J. & Madhusudhan, N. 2017. Signatures of nitrogen chemistry in hot Jupiter atmospheres. *The Astrophysical Journal Letters*, 850(1), p.L15.

- Manuel, R., 2023. *Teacher preparation for culturally responsive pedagogy in South African schools*. Pretoria: South African Council for Educators.
- Maphalala, M.C. & Mpofu, N., 2018. Embedding values in the South African curriculum: by design or default? *South African Journal of Education*, 38(3), pp.1–11.
- Marishane, R.N. & Botha, R., 2011. *School Leadership in a Changing Context - A Case for School-Based Management*. Pretoria: Van Schaik.
- Marx, M., 2019. “A Little Kind of Community”: South African Students Dance for Self, Other and Society. In: *Dance and the Quality of Life*. Springer, pp. 383–400.
- Masote, S.E. 2016. *Teachers’ understanding and implementation of values education in the foundation phase*. Thesis: University of Pretoria.
- Mathebula, P.T. 2009. *Citizenship education in South Africa: A critique of post-apartheid citizenship education policy*. Thesis: University of the Witwatersrand.
- McMillan, J. H., & Schumacher, S. 2010. *Research in Education: Evidence-Based Inquiry*. Upper Saddle River, NJ: Pearson Education, Inc.
- McMillan, J., & Schumacher, S., 2014. *Research in Education: Evidence-Based Inquiry*. New York: Pearson.
- Merry, M.S. 2007. Should the state fund religious schools? *Journal of Applied Philosophy*, 24(3), pp.255-270.
- Mncube, V. & Harber, C. 2013. *The dynamics of violence in South African schools*. Pretoria: South Africa: University of South Africa. <http://www.krepublishers.com/>
- Mnguni, L., 2018. The curriculum ideology recommended by novice teachers for life sciences in South Africa. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(7), pp.3099–3108.
- Mohamad, N. & Sihes, A. 2019. Teachers’ Perception of Values Education Implementation in School. *International Journal of Recent Technology and Engineering*, 8(3S2), pp. 884–891. 10.35940/ijrte.C1220.1083S219.
- Morrow, W. (2007). *Learning to teach in South Africa*. Cape Town: HSRC Press.
- MOT, Norwegian Life Skills Program 2022. *Annual Report 2022*.

- Mouton, J., & Wildschut, L. (2005). Service learning in South Africa: lessons learnt through systematic evaluation. *Acta Academica: Critical Views on Society, Culture and Politics*, (3), 116–150. <https://doi.org/10.38140/aa.v0i3.1070>
- Mpisi, A. and Alexander, G., 2022. The implications of cultural and linguistic diversity for democratic education. *South African Journal of Education*, 42(3), pp.345–360.
- Msila, V. 2007. From apartheid education to the Revised National Curriculum Statement: Pedagogy for identity formation and nation building in South Africa. *Nordic Journal of African Studies*, 16(2).
- National Planning Commission (NPC), 2025. *National Development Plan Vision 2030*. The Presidency: Republic of South Africa.
- Novelli, M. & Sayed, Y. 2016. Teachers as agents of sustainable peace, social cohesion and development: Theory, practice & evidence. *Education as Change*, 20(3), pp. 15–37. <https://doi.org/10.17159/1947-9417/2016/1486>.
- O’Cadiz, M. del P. [Pescador, O.](#), Schugurensky, D., & Torres, C.A. 2022. Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education’, *Prospects, Comparative Journal of Curriculum, Learning and Assessment*, 53, 3-4 / 191, pages 341-353pp. 1–13.
- Orchard, J.L. & Davids, N. 2019. Philosophy for teachers (P4T) in South Africa–re-imagining provision to support new teachers’ applied ethical decision-making. *Ethics and Education*, 14(3), pp. 333–350.
- Organisation for Economic Co-operation and Development (OECD). 2011. *Education at a Glance 2011: Highlights*, OECD Publishing, Paris, https://doi.org/10.1787/eag_highlights-2011-en.
- Osler, A. 2013. Citizenship Education in Europe, *Encyclopedia of Diversity in Education*. Available at: <https://doi.org/10.4135/9781452218533.n117>.
- Packard, M.D. 2017. ‘Where did interpretivism go in the theory of entrepreneurship?’, *Journal of Business Venturing*, 32(5):536–549. Available at: <https://doi.org/10.1016/j.jbusvent.2017.05.004>.
- Pather, S. & Remenyi, D. 2005. Some of the philosophical issues underpinning research in information systems - from positivism to critical realism. *South African Computer Journal*, 35. 76-83.
- Parliamentary Monitoring Group. 2000. *Review Committee on C2005*

- Patton, C. V., Sawicki, D. S. & Clark, J. J. 2015. *Basic methods of policy analysis and planning*. London: Routledge.
- Patton, G., Olsson, C., Skirbekk, V. et al. 2018 Adolescence and the next generation. *Nature* 554, 458–466. <https://doi.org/10.1038/nature25759>
- Patton, M. Q. 2001. *Qualitative evaluation and research methods*. 3rd edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Pennycook, A.D. 2004.. Critical pedagogies and language learning. *Critical moments in a TESOL praxicum*
- Pillay, S.R. 2016. *Silence Is Violence: (Critical) Psychology in an Era of Rhodes Must Fall and Fees Must Fall*. London: SAGE Publications Inc. doi:10.1177/0081246316636766.
- Reddy, T. (2004). Higher education and social transformation: Sout
- Raanhuis, J. 2021. Empowering teachers as agents of social cohesion: continuing professional development in post-apartheid South Africa: *Policy and Practice: A Development Education Review*, 33, Autumn, pp. 28-51
- Rebelo, G.C. 2022. *Reconciliation through Language Education: Mediation in a Plurilingual South Africa based on the CEFR Companion Volume*. Thesis: Universidade Nova De Lisboa.
- Republic of South Africa (RSA). 1996. *Constitution of the Republic of South Africa 1996 Act No. 108*, 1996. Government Printers.
- Republic of South Africa (RSA). 1996. *South African Schools Act (SASA)*. Government Printers
- Richotte, K. 2017. *The Constitution, Claiming Turtle Mountain's Constitution*. Available at: <https://doi.org/10.5149/northcarolina/9781469634517.003.0008>.
- Ritchie, J., Ormston, R., McNaughton Nicholls, C. & Lewis, J., 2013. *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: SAGE Publications.
- Sayed, Y. & Ahmed, R. 2015. Education quality, and teaching and learning in the post-2015 education agenda. *International Journal of Educational Development*, 40, pp.330-338.
- Sayed, Y. & Novelli, M. 2016. *The role of teachers in peacebuilding and social cohesion: Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*. University of Sussex: Research.

- Sayed, Y., Badroodien, A., Hanaya, A. & Rodriguez-Gómez, D. 2017. Social Cohesion, Violence, and Education in South Africa. In book: [*Enlarging the Scope of Peace Psychology \(pp.239-254\)*](#) 10.1007/978-3-319-45289-0_12.
- Schiefer, D., & Van der Noll, J. 2017. The essentials of social cohesion: A literature review. *Social Indicators Research*, 132(2), 579–603. <https://doi.org/10.1007/s11205-016-1314-5>
- Schoeman, S. 2019. ‘Schoeman TOJETNovemberSpecialIssue2018’, (March).
- Seherrie, A.C. 2020. *Group investigation: a teaching approach for Life Orientation in selected Northern Cape secondary schools*. Thesis: University of South Africa.
- Seroto, J. 2012. Citizenship education for Africans in South Africa (1948-1994): A critical discourse. *Yesterday and Today*, (7), pp. 63–84.
- Seroto, J., Davids, M.N. & Wolhuter, C.C. 2020. *Decolonising education in the global south: historical and comparative international perspectives*. Cape Town: Pearson.
- Shulman, L.S. 1986. ‘Those who understand: Knowledge growth in teaching’, *Educational Researcher*, 15(2), pp. 4–14.
- Shulman, L., 1987. Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), pp.1-23.
- Shulman, L.S. & Shulman, J.H. 2004. How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2), pp. 257–271.
- Singh, N. 2003. *The promotion of nation-building values in multicultural secondary schools*. Thesis: University of South Africa.
- Stake, R. E. 1995. *The art of case study research*. Thousand Oaks, CA: SAGE.
- Sultana, F. 2019. Decolonizing development education and the pursuit of social justice. *Human Geography*, 12(3), pp. 31–46.
- Terre Blanche, M.T., Durrheim, K. & Painter, D. eds., 2006. *Research in practice: Applied methods for the social sciences*. Cape Town: Juta and Company Ltd.
- Torres, C.A. 2017. *Theoretical and empirical foundations of critical global citizenship education* (Vol. 1). New York: Routledge.
- United Nations Development Programme (UNDP). 2014. *UNDP Annual report 2014*. New York: UNDP

- United Nations Educational, Scientific and Cultural Organization-International Institute for Educational Planning (UNESCO-IIEP). 2006. <https://www.iiep.unesco.org/en/technical-cooperation>
- Values and Human Rights in the Curriculum 2010. Pretoria: Government Printers.
- Van Heerden, M., 2024. Creating Experiences of Dignity for the Other in the Classroom. *Educational Research for Social Change*, 13(2), pp.123-146.
- Van der Walt, B.J. 2003. *Understanding and rebuilding Africa: from desperation today towards expectation for tomorrow*. Institute for Contemporary Christianity in Africa.
- Vavrus, M., 2018. *Culturally responsive teaching: Theory, research, and practice*. 3rd ed. New York: Teachers College Press.
- Veerman, G. J. & Denessen, E. (2021). Social cohesion in schools: A non-systematic review of its conceptualization and instruments. *Cogent Education*. 8(1):1940633. 1940633. 10.1080/2331186X.2021.1940633.
- Veugelers, R. 2017. Countering European brain drain. *Science*, 356(6339), pp. 695–696.
- Waghid, Y. 2009. Patriotism and democratic citizenship education in South Africa: On the (im) possibility of reconciliation and nation building. *Educational Philosophy and Theory*, 41(4), pp. 399–409. Available at: <https://doi.org/10.1111/J.1469-5812.2008.00436.X>.
- Waghid, Z., 2023. Teacher educators' pedagogical practices in global citizenship education using the soft vs critical GCE framework. *Cogent Education*, 10(2), p.2251757.
- Waghid, Y. & Davids, N. 2015. Re-imagining democratic citizenship education: Towards a culture of compassionate responsibility. *Perspectives in Education*, 30(4), 19-28.
- Waghid, Y. & Hungwe, J.P. 2023. “Globalizing” ubuntu for global citizenship education: A decolonial perspective. *Citizenship Teaching and Learning*, 18(2), pp. 215–227. Available at: https://doi.org/10.1386/ctl_00121_1.
- Waghid, Y. & Smeyers, P., 2012. Reconsidering Ubuntu: On the educational potential of a particular ethic of care. *Educational Philosophy and Theory*, 44, pp.6-20.
- Walsham, G., 1995. Interpretive case studies in IS research: nature and method. *European Journal of Information Systems*, 4(2), pp.74-81.
- Willig, C. (2008). *Introducing qualitative research in psychology adventures in theory and method*. Open University Press.

- Wolhuter, C., Janmaat, J.G., van der Walt, J.L. & Potgieter, F. J. 2020. The role of the school in inculcating citizenship values in South Africa: Theoretical and international comparative perspectives, *South African Journal of Education*, 40(2), pp. S1–S11.
- World Education Forum, 2015. *World Education Forum 2015: final report*. UNESCO.
- Yin, R. 2009. *Case Study Research: Design And Methods*. Thousand Oaks, CA: SAGE.
- Yin, R. 2014. Case study research design and methods. *Canadian Journal of Program Evaluation*, 30(1), pp.108–110.
- Yin, R.K. 2016. *Qualitative research from start to finish*. Guildford Press 2nd Ed, 417. Thousand Oaks, CA: SAGE.
- Zhang, X. & Hu, Z. 2018. Exploring an urban teacher's use of performance in fostering middle school students' moral awareness. *South African Journal of Education*, 38(2), pp.1-9.

APPENDICES

Appendix A: Ethical Clearance Certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/04/12

Ref: **2023/04/12/43544668/13/AM**

Name: Mrs H Bawa

Student No.: 43544668

Dear Mrs H Bawa

Decision: Ethics Approval from
2023/04/12 to 2028/04/12

Researcher(s): Name: Mrs H Bawa
E-mail address: 43544668@mylife.unisa.ac.za
Telephone: 0836446063

Supervisor(s): Name: Prof. Mogamat Noor Davids
E-mail address: davidmn@unisa.ac.za
Telephone: 0846466668

Title of research:

Citizenship Education in Western Cape schools: Experiences of Life Orientation teachers

Qualification: PhD History of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2023/04/12 to 2028/04/12.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/04/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2028/04/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2023/04/12/43544668/13/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Appendix B: Permission letter to Western Cape Education Department (WCED)

Request for permission from WCED to conduct research at two public secondary schools and two independent secondary schools.

TITLE OF RESEARCH:

CITISENSHIP EDUCATION IN WESTERN CAPE SCHOOLS: EXPERIENCES OF LIFE ORIENTATION TEACHERS

Dear Ms., Primo,

I, Hajir Bawa am doing research under the supervision of Prof., Davids, a senior Professor in the Department of The History of Education towards a D Ed., at the University of South Africa. The department has been selected because I seek permission to use two independent schools and two public schools for research for the study entitled: CITISENSHIP EDUCATION IN WESTERN CAPE SCHOOLS: EXPERIENCES OF LIFE ORIENTATION TEACHERS.

The department **has** been selected because I seek permission to use two independent schools and two public schools for research.

This study is expected to examine and investigate the pedagogical experiences of Life Orientation (LO) teachers, teaching the aspect of Citizenship Education (CE), how they teach it, and why they teach the way they do. There is enough evidence displayed in media and others that the lack of social cohesion after apartheid presents huge challenges, and the responsibility is placed on the educational implementation of school programmes. The study's findings will assist us, in better understanding of how to enhance CE in the LO-CAPS curriculum with the aim of cultivating learners who are pro-active participants and meaningful citizens for South Africa (SA).

The benefits of this study are to improve the teaching of CE in the LO-CAPS curriculum in South African schools, to contribute to social cohesion and nation-building in a democratic post-apartheid South Africa.

There are no potential risks, and the only risk would be inconvenience, and I will communicate with the participants to feel free to change interview times.

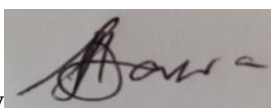
There will be no reimbursement or any incentives for participation in the research.

Feedback procedure for the principals as well as the teachers are accessible without any limit.

They can contact me on

hajirbawa@gmail.com, 43566448@mylife.unisa.ac.za, or my supervisor Prof. Davids, on davidmn@unisa.ac.za

Yours sincerely



Hajir Bawa

ENQUIRIES: wcedresearch@westerncape.gov.za

RESEARCH APPROVAL CONTRACT

Application to conduct the research within the WCED institutions will be approved subject to the following conditions:

Conduct within the WCED institutions:

1. Researchers must adhere to rules and regulations of any WCED institution or school where the research is conducted.
2. Researchers cannot act in any undignified manner towards learners or employees of WCED.
3. Researchers cannot bring any illegal substances to the WCED institutions.
4. Researchers are entering schools or any WCED premises at their own risk, therefore WCED is not liable for any claim of damages that can transpire during the research period.

General Conditions:

1. Researchers re expected to make all the arrangements concerning their research, this involves gaining entry to the school. The WCED is not able to identify suitable participants for your study.
2. The approval of your research request does not imply a promise of any data from the WCED. Should you require data, you will have to request it from the participating schools where it will be possible to secure parental consent.
3. Please note that POPIA prohibits the sharing of personal information without parental consent.
4. Participation in research by Principals, teachers and learners or any employees within WCED institutions is voluntary.

ENQUIRIES: wcedresearch@westerncape.gov.za

5. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
6. Principals, educators and learners are under no obligation to assist you in your investigation.
7. Approval for projects should be conveyed to the District Director of the schools where the project will be conducted.
8. Educators' programmes should not be interrupted by your study.
9. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
10. Should you wish to extend the period of your research, please contact the Director: Research via email or at the contact number above quoting the reference number.
11. A photocopy of this letter must be submitted to the principal or manager where the intended research is to be conducted.
12. Your research will be limited to the list of schools or institutions as forwarded to the Western Cape Education Department.

Submissions:

1. Should you intend to publish your findings, a summary of the content, findings and recommendations should be sent to the Director: Research for evaluation before any publication can take place.
2. A copy of the completed report/dissertation/thesis must reach the office of the Director: Research within a month of completion and addressed to:

The Director: Research (wcedresearch@westerncape.gov.za)
Western Cape Education Department
CAPE TOWN

DECLARATION: (To be returned with the application)

The Researcher will be working directly or closely with children in schools, therefore he/she declares and warrants that he/she has never been convicted of any sexual offense and any crime against children. The WCED retains the right to withdraw and cancel authorization of the research at any time, should the above conditions not be adhered to or if the researcher does not keep to stated objectives. The Researcher hereby indemnifies WCED against any claims that may arise, directly or indirectly, out of any such breach of warranty.

Signed at _____ on the day of the _____ month year.

RESEARCHER: _____

WITNESSES

Above-mentioned researcher signed this agreement in my presents.

Name & Surname: _____ Date: _____

ENDORSEMENT BY PROMOTER OR EMPLOYER OF THE RESEARCHER WHERE APPLICABLE

I have taken cognizance of the contents of this agreement and do not have any reservation with the conditions of this agreement.

Signature: _____ Date _____

Official Stamp

Appendix C: Participant Information Sheet

UNIVERSITY OF SOUTH AFRICA, COLLEGE OF EDUCATION

Date: March 2023

TITLE: CITISENSHIP EDUCATION IN WESTERN CAPE SCHOOLS: EXPERIENCES OF LIFE ORIENTATION TEACHERS

DEAR PROSPECTIVE PARTICIPANT

My name is Hajir Bawa, and I am doing research under the supervision of Prof. Davids, a Professor in the Department of Educational Foundations, towards a Ph.D. at the University of South Africa. We are inviting you to participate in a study entitled ‘Citizenship Education in Western Cape schools: Experiences of Life Orientation teachers.’

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to examine and investigate the pedagogical experiences of Life Orientation (LO) teachers, teaching the aspect of Citizenship Education (CE), how they teach it, and why they teach the way they do. There is enough evidence displayed in media and others that the lack of social cohesion after apartheid presents huge challenges, and the responsibility is placed on the educational implementation of school programmes. The study's findings will assist us, in better understanding of how to enhance CE in the LO-CAPS curriculum with the aim of cultivating learners who are pro-active participants and meaningful citizens for South Africa (SA).

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have the experience of teaching LO, and the primary aim is to develop skills to function in society and to be able to defend social justice if the need arises. I am familiar with the schools in my area, thus I can obtain your information from the principals, as well as the other 15 other teachers who are participants in this research.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews, group discussions and class observations. You will be asked questions like: What is your CE teaching experiences like? Could You please explain how you promote pro-active citizenship?

What role do you play in curriculum and lesson design regarding CE? What could be done differently to support your teaching and the overall CE curriculum. The face-to-face interview will last approximately one hour, then I would like to observe a LO lesson, and lastly request you to participate in a focus group discussion.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The potential risk you would experience by taking part in this interview is not greater than what you would experience in your daily life. The questions asked during the interview will not require you to reflect on traumatic or negative experiences that would increase the risk of discomfort, emotional distress, or harm; or ask about personal or sensitive information and experiences you would not share with a stranger.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, such as members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be used for purposes such as: a research report, journal articles, conference proceedings, and publication, but you will not be identified in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for five years in a locked cupboard/filing cabinet in the researcher's home for future research or academic purposes; electronic information will be stored on a password and antivirus-protected computer, drive, and hard disk.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment and no cost to you.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the CEDU REC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Hajir Bawa on 0836446063 or e-mail 43566448@mylife.unisa.ac.za. The findings are accessible for three months, and also any time after.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Tel: +27836446063 or e-mail 43566448@mylife.unisa.ac.za

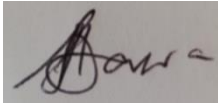
Should you have concerns about the way in which the research has been conducted, you may contact Professor M.N Davids on e-mail davidmn@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Hajir Bawa

Signature:

A handwritten signature in dark ink, appearing to read 'Hajir Bawa', written on a light-colored rectangular background.

Appendix D: Consent to Participate in this Study

UNIVERSITY OF SOUTH AFRICA, COLLEGE OF EDUCATION

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

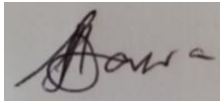
I have received a signed copy of the informed consent agreement.

Participant Name & Surname _____

Participant Signature

Date

Researcher's Name & Surname: Hajir Bawa



Researcher's signature

Date

Appendix E: interview Consent and Confidentiality Agreement

UNIVERSITY OF SOUTH AFRICA, COLLEGE OF EDUCATION

INTERVIEW CONSENT AND CONFIDENTIALITY AGREEMENT

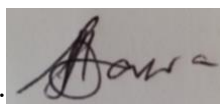
I _____ grant consent that the information I share during the interview may be used by Hajir Bawa for research purposes. I am aware that the interview will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the interview to any person outside the researcher in order to maintain confidentiality.

Participant 's Name: _____

Participant Signature: _____

Researcher's Name: Hajir Bawa

Researcher's Signature:



Date: _____

Appendix F: Interview Questions

UNIVERSITY OF SOUTH AFRICA, COLLEGE OF EDUCATION

Research Question: “What are teachers’ pedagogical experiences of teaching Citizenship Education (CE) at schools in the Western Cape, how do they teach CE, and why do they teach CE the way they do?”

Name:

Position:

Date of Interview:

Time:

These interviews are conducted to gather data on the pedagogical experiences of CE in the Senior and FET Phase with the objective of understanding the challenges related to CE. The questions are about the LO teachers’ pedagogical experiences and understanding of the concept of CE, how they teach the way they do, and why?

Experience: 1. There’s a need to mention your experiences as a LO teacher, how do you understand CE?

First tell me what your views on CE is. Is it important? Why is it important and where does that come from?

Tell me about your pedagogical experiences of CE and the learners participation. What is the content of LO-CAPS resources regarding CE. What other resources do you think will support your teaching practise of CE? When you were employed, did you get special training in CE as a LO teacher? What have you learned through your teaching experiences of CE and mention some of your challenges?

2. How do you plan your lessons to strategically encourage pro-active CE?

Do you regard your cultural background as important in relation to the school and the diversity of the learners? Which ideologies guide your teacher practise and explain how it is aligned to social transformation in CE?

3. Why do you think you teach the way you do? Do you consider yourself as a social change agent in the decolonisation of SA?

How do you position yourself in the apartheid context regarding the social change and shift? Do you think there is a lack of social cohesion? Should the history of apartheid be explained to the class in relation to CE? What do you conceive of the transformation process in the education sector?

4. Global Citizenship Education (GCE) suggests that CE must be inclusive of social ills in the community, and that the curriculum must be aligned with active participative CE,

what are your views on this?How do you perceive your role as a professional LO teacher in terms of encouraging pro-active CE? To what extent do you have control over curriculum issues? Give examples of incidents of pro-active CE if you are involved. Thank you

Appendix G: Classroom Lesson Observation

Observation checklist for LO lesson regarding CE

School A (independent/public)

Pseudonym name of teacher.....

A case study regarding the topic of ‘constitutional rights and responsibilities’ in LO

Length of observation..... I will use the Classroom Observation Protocol (COP) method to systematically observe and document teaching practises, using a predetermined set of criteria to examine teaching effectiveness in CE.

This COP process is as follows:

1. Pre-observation: I will meet with the teacher to discuss the goals of the lesson observation as a non-participant.
2. Observation: I will seek permission to spend time, observing if the observation of one lesson was not sufficient to review the delivery of CE.
3. Post-observation: I will meet with the teacher to provide feedback and discuss areas of improvement.

Aspect of observation	My Notes	Feedback
The contents of the lesson plan and Its’ enrichment		
How was the lesson structured. Which assessment methods are implemented to check that the delivery of the outcomes of CE was reached		
What interventions were used to provide enrichment of CE		
How do you promote pro-active CE? Why do you use these strategies?		

However, I will ensure that I obtain consent from the participants, and will promise not to disrupt their lessons, and ensure confidentiality and privacy (Appendix G).

Observation check list

- What content of CE was delivered in the lesson?
- How was the understanding of CE mediated in the lesson?
- The analysis should be interpreted into why the lessons are mediated as such.
- The importance of CE and the teachers' and learners' understanding of the less

Appendix H: Confidentiality Agreement regarding Lesson Observation

UNIVERSITY OF SOUTH AFRICA, COLLEGE OF EDUCATION

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview as this will only be relevant when the learners interact in the lesson observation.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname _____

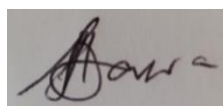
Participant Signature

Date

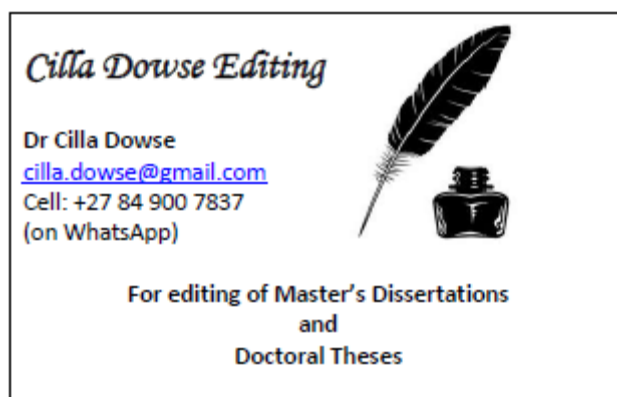
Researcher's Name & Surname: Hajir Bawa

Researcher's signature

Date



Appendix I: Proof of Editing



This letter serves to confirm that editing and proofreading was done for:

HAJIR BAWA

**Doctor of Education
The History of Education HEd 90019
University Of South Africa**

CITIZENSHIP EDUCATION IN WESTERN CAPE SCHOOLS: EXPERIENCES OF LIFE ORIENTATION TEACHERS

A handwritten signature in cursive script that reads 'Cilla Dowse'.

Cilla Dowse
27 February 2025

Cilla Dowse PhD in Assessment and Quality Assurance in Education and Training: University of Pretoria 2014 Basic Editing and Proofreading: McGillivray Linnegar Associates 2008 Programme on Editing Principles and Practices: University of Pretoria 2009 Editing and Proofreading for Academic Purposes: McGillivray Linnegar Associates 2021 Professional Editors' Guild Associate Member, DOW003

Disclaimer: The editor takes no responsibility for any changes or revision to the document after the final round of editing has been completed and the proof of editing certificate issued.