



South  
Africa  
Netherlands Research  
Programme on  
Alternatives in  
Development



PROJECT LEADER: Prof Cornelia Roux



UNIVERSITY OF  
KWAZULU-NATAL



Co-researchers:

- Ms Petro du Preez (Stellenbosch University)
- Ms Rene Ferguson (University of the Witwatersrand)
- Ms Janet Jarvis (University of KwaZulu-Natal)
- Prof Juliana Smith (University of the Western Cape)
- Ms Rosalie Small (University of the Western Cape)

Collaborator:

- Prof Cok Bakker (University of Utrecht, The Netherlands)

## SANPAD: Annual Research Report Form (First Phase) 2005

1	Project Number	04/37
2	Title of Project	Understanding human rights through different belief systems: intercultural and interreligious dialogue
3	Project Leader	Prof Cornelia Roux
4	Department	Department of Curriculum Studies, Faculty of Education Stellenbosch University
5	Research Objectives	<p><b>The overall aim of this project is to explore the impact on teachers' teaching a culture of human rights through intercultural and interreligious dialogue across different social and cultural settings in South African schools.</b></p> <p><b>The specific research objectives will include the following:</b></p> <ol style="list-style-type: none"> <li>1. A critical and comparative review of existing literature in this field of study, focussing on ambiguities in terminology.</li> <li>2. A critical review on literature regarding dialogical theories and strategies in ethnographic environments and research terrains</li> <li>3. To identify and analyse the curricula of identified service providers on human rights issues and different beliefs systems.</li> <li>4. To explore the perceptions of the selected group of teachers (pre-service and in-service) involved in facilitation strategies.</li> <li>5. To describe and evaluate the process and development of facilitation dialogue strategies by the service providers.</li> <li>6. To describe and evaluate the process and development of facilitation dialogue strategies across the curriculum and, in some instances, in Life Orientation programmes.</li> </ol>

		<p>7. To describe and evaluate the process and development of facilitation dialogue strategies across the curriculum and in schools.</p> <p>8. To define a framework and guidelines for dialogue strategies for service providers and teachers through the process of participatory action research.</p>		
6	Researchers	Person	Details	Responsibilities
		Prof Cornelia Roux	<p>Project Leader</p> <p>Department of Curriculum Studies Faculty of Education Stellenbosch University</p> <p>021-808-2288 (tel.) 021-808-2295 (fax) 082 774 9201 (cell)</p> <p><a href="mailto:cdr@sun.ac.za">cdr@sun.ac.za</a> (email)</p>	<p>Taking the overall responsibility for the project. Manage project and see that outcomes are met. Manage and supervise the budget of the project. Be a liaison between the different research actions. Assisting research strategies at the 4 SA universities. To be part of the research and assessment strategies of the pre-service students at SU. Administer project and to report on a regular basis to SANPAD SA. Supervision of MEd-student in this project (finalised in Sept 2005) Supervision of new PhD and MEd-students in for this project for 2006. Writing and supervise articles and papers for conference and journals. Initiate and facilitate student colloquia on the research of the project. Inputs on development of content for student-training. Contribute to writing abstracts for the presentation of papers at the ISREV 2006 international conference.</p>
		Prof Cok Bakker	<p>Netherlands Collaborator</p> <p>University of Utrecht Faculty of Theology PO Box 80.105 3500TC Utrecht</p> <p>+0931+31-302 533241(fax) +0931+6-245 52594 (cell)</p> <p><a href="mailto:cbakker@theo.uu.nl">cbakker@theo.uu.nl</a> (email)</p>	<p>Collaborate on issues regarding the project. Collaboration on outputs of project. Contact via e-mail on a regular basis.</p>

		Ms Rene Ferguson	<p>Senior Researcher</p> <p>University of Witwatersrand School of Education Education Campus 27 St Andrews Rd Parktown Johannesburg</p> <p>011-717-3009 (fax) 084 565 2440 (cell)</p> <p>Rene.Ferguson@wits.ac.za (email)</p>	<p>Assisting in the compilation of questions for the questionnaire to establish student perceptions and understanding of human rights, values and interreligious and intercultural dialogue. Select and organize students to complete the questionnaire; identify a sample of students who would participate in teaching and learning about human rights values and to complete the reflective journals. Analyse and interpret data obtained from the questionnaires. Contribute to writing abstracts for the presentation of papers at the ISREV 2006 international conference.</p>
		Prof Juliana Smith	<p>Senior Researcher</p> <p>University of the Western Cape Modderdam Road Bellville 7535</p> <p>021-959-2376 (fax) 084 798 7081 (cell)</p> <p><a href="mailto:juliana@worldonline.co.za">juliana@worldonline.co.za</a> <a href="mailto:jmsmith@uwc.ac.za">jmsmith@uwc.ac.za</a> (email)</p>	<p>Supervision of post-graduate students (one PhD and three MEd students). Teaching human rights. Contact with the ACE students via the ACE Research Project. Responding to the requests of the Project Leader and the administrator with regard to forwarding of information, attending meetings and workshops. Meeting with project leader and representative of SANPAD. Paper presented in Pretoria in February 2005 at a meeting of the DoE to reflect on the ACE Human Rights and Values course. Preparation of a journal article based on the paper presented to the DoE. Attending a student research colloquium SU. Gave feedback to presentations of post-graduate students including SANPAD students.</p>

		Ms Janet Jarvis	<p>Junior Researcher</p> <p>University of Natal School of Education Edgemoor Campus Kwa-Zulu Natal</p> <p>031-260-3411 (fax) 083 782 1964 (cell)</p> <p><a href="mailto:jarvisj@ukzn.ac.za">jarvisj@ukzn.ac.za</a> (email)</p>	<p>Informing students in lectures about human rights issues.</p> <p>Selecting students for both the first sampling (questionnaires) and the second (reflective journals).</p> <p>Liaising with Project leader and administrator.</p> <p>Giving feedback and input regarding the documents to be distributed to the selected students.</p> <p>Sending the questionnaires to SU after making own preliminary rough analysis.</p> <p>Analysing the students' reflective journals.</p> <p>Reflecting on the project to date myself.</p> <p>Writing this report in preparation for the SANPAD workshop in November.</p>
		Ms Rosalie Small	<p>Junior Researcher</p> <p>University of the Western Cape Modderdam Road Bellville 7535</p> <p>021-959-2376 (fax) 082 838 4200 (cell)</p> <p><a href="mailto:rsmall@uwc.ac.za">rsmall@uwc.ac.za</a> (email)</p>	<p>Supervision of one MED-student.</p> <p>Teaching human rights.</p> <p>Contact with the ACE students via the ACE Research Project.</p> <p>Responding to the requests of the Project Leader and the administrator with regard to forwarding of information, attending meetings and workshops.</p> <p>Collaboration with J Smith in presenting paper reflecting on the ACE Human Rights and Values course.</p>

		Ms Petro du Preez	<p>Junior Researcher</p> <p>Department of Curriculum Studies Faculty of Education Stellenbosch University</p> <p>021-808-3021 (tel.) 021-808-2295 (fax) 073 174 0103 (cell)</p> <p><a href="mailto:reignav@sun.ac.za">reignav@sun.ac.za</a> (email)</p>	<p>All administration - including meetings with project leader daily, managing the budget when necessary, corresponding via email to all researchers, phoning, organizing all aspects of students' colloquia and team workshops. Designing questionnaires and journals. Reworking researchers' comments on questionnaires and journals into a final product. Organising translations and editing of all written work to be posted to collaborative universities. Selecting students to complete questionnaires and reflecting journals (SU). Preparing students to complete journals in schools and providing them with the necessary information to handle human rights, human rights issues and human rights values. Processing questionnaires of all the Universities. Processing SU's journals. Writing first draft of three abstracts to be presented at ISREV 2006. Writing and presenting two papers for the annual regional student seminar at SU. Writing abstract for EASA conference 2006. Writing (and completing) a MEd thesis stipulating among other things a theory for human rights values as theoretical basis for the project (September 2005)</p>
7	Postgraduate Students	Person	Degree, title, supervisor and progress	
		Petro du Preez	<p>MEd (Curriculum Studies) (Research Thesis)</p> <p><i>Facilitating Human Rights Values across the OBE and Waldorf Education Curricula</i></p> <p>Prof CD Roux</p> <p>Passed in November 2005.</p>	
		Rosalie Small	<p>PhD (Education)</p> <p><i>An investigation of teachers' and pupils' understanding of human rights in education: a case study conducted in ten schools in the Western Cape</i></p> <p>Prof J Smith</p> <p>Commencement in April 2005.</p>	

		Verna Stuurman	MEd (Curriculum Studies, Action Research and School Improvement) (Mini Thesis) <i>Enhancing the culture of teaching and learning in the Geography classroom: An action research study</i> Prof J Smith.
		Edgar Johannes	MEd (Curriculum Studies, Action Research and School Improvement) (Mini Thesis) <i>Using collaborative action research to improve classroom discipline: An action research study at a secondary school in the Boland</i> Ms R Small.
		Jerome Gordon	MEd (Curriculum Studies, Action Research and School Improvement) (Mini Thesis) <i>Values and Principles underpinning the RNCS for Economic and Management Sciences in the GET Band: An action research study</i> Prof J Smith.
8	RCI participant	Person	Details
		Rene Ferguson	College of Education Campus University of the Witwatersrand 27 St Andrews Rd Park Town Johannesburg  011-717-3009 (fax) 084 565 2440 (cell) <a href="mailto:fergusonr@educ.wits.ac.za">fergusonr@educ.wits.ac.za</a> (email)  PhD Curriculum Studies Commence in June 2006 at the Department of Curriculum Studies, Faculty of Education, SU. Promoter: Prof CD Roux
9	MEd enrolment 2006	Janet Jarvis	MEd – thesis (full research) Commence in June 2006 at the Department of Curriculum Studies, Faculty of Education, SU. Study leader: Prof CD Roux
10	Research progress made in first year (2005)	<p>Under the subsequent underlined headings the research progress (during 2005) will be described with the inclusion of all the contributions from the various institutions involved. Contents of the different modules in the undergraduate programmes and ACE-course will also be outlined. Individual progress reports were submitted by the responsible researchers of the four institutions involved, which was compiled into this report by the project leader and project administrator.</p> <p style="text-align: center;"><b>Stellenbosch University (Pre-service Teachers)</b></p> <p><b>Research Process</b> In October 2004 a start-up workshop was held during which all the researchers of the project, together with the students involved in the project, a facilitator of the Research Division of the SU (Ms Annamia van den Heever) and two SANPAD representatives (Ms Jenny Hollander and Dr Alan Brimer), met at the Faculty of Education, in Stellenbosch to discuss the project in detail and the researchers' and students' participation and research domains. The project officially commenced in January 2005.</p> <p>During January and February questionnaires were developed to be completed by 20 students at each university. The questionnaires were completed by 17 students that follow the BEd III (Intermediate and Senior phase), PGCE and BEd-Psig IV</p>	

programmes. Ten (10) of these students from the BEd III (Intermediate and Senior phase) programme were selected as participants to complete the reflective journals during their teaching practice during August 2005. Five (5) students indicated that they will further take part in this research project.

During June and July (2005) structured open-ended reflective journals were developed. The five students met with Ms Du Preez to discuss what was further expected from their participation. Students were briefed on the content since the module on *human rights* and related contents would only be finalised at the end of September. The journals were handed to them in July to be completed at 20<sup>th</sup> August 2005. The reflective journals were all returned by the students. One journal however, was very poorly completed and could not make a contribution to the research thus far.

### **Module material**

Religious Studies is a year module in the BEd III programme, which includes 2 periods of 50 minutes for 23 weeks during a year (lectures and one practical session each week on micro curriculum level with learners from various neighbourly schools). During the students' school practice in April (2 weeks) and August (3 weeks) the applicability of the content of the module was assessed through their presentations. The students also submitted two (2) assignments per year that consists of theoretical and practical applications applicable to the content of the module.

The content involves the following

- Religion and science

This part of the module consisted of three fundamental issues concerning the theoretical principles and understanding of religions, belief systems and cultures in the world and in SA in particular. The following issues were studied: The science of religion and belief systems; Conceptual framework of terminology; Children's spirituality in social context; Fundamentalism in religion and social context; Insider/outsider debate; Understanding a paradigm shift, Moral issues in society.

- Religious Studies

An overview of the six main religions in SA and other belief and value systems.

- Human rights and religion

Contents of the Bill of Rights, the Charter on Children's rights and the Manifesto on Values and democracy in Education were discussed. Students had to identify human rights and values in the six religions studied within the SA context.

- Curriculum studies on belief and value systems and human rights

Curriculum theory applicable to belief systems, religions, human rights and values were discussed and studied. Practical content planning within the school systems was facilitated. Facilitation strategies were discussed and defined within the context of learning and teaching.

## **University of Witwatersrand (Pre-service Teachers)**

### **Research Process**

In March 2005, the research project was introduced to 4<sup>th</sup> year Bachelor of Primary Education students who are registered for a compulsory Religious Education module. This group of students was selected for participation in the SANPAD project on the grounds that they could be followed up in schools in 2006 as per work plan. Sixteen (16) of approximately 55 students agreed to participate in completing the questionnaire formally i.e. in the booklet compiled by ourselves. The rest of the students agreed to answer the questions, but on separate sheets of paper. They seemed not to want their responses formally recorded nor quoted in any way. Of the sixteen (16), nine (9) students volunteered to participate in the action research phase whereby they would teach and reflect on the inclusion of human rights issues and values in their own practice.

The questionnaires were completed on 1<sup>st</sup> March 2005.

The reticence amongst these students seemed to be related to at least two factors:

- Students felt that they already had too much work ahead of them and that participation in the project might add to their workloads;
- Students were embedded in their own religious and/or cultural traditions and were unsure as to how they would present information on religions other than their own.

### **Module material**

The Religious Education module for which this particular group of students is registered includes an overview of six religions practiced in South Africa as well as strategies for teaching and learning about religions. Students attend two one hour periods per week.

All students in the class, including those who had not volunteered to participate in the project were exposed to the same material. Belief systems were introduced to students in a general lecture on human rights. The relevance of the freedom of religion clause was debated amongst students. Two or three of the students involved in Foundation Phase teaching were convinced that learners in this phase would *be confused* by exposure to different religions.

Students were (and are still) engaged in studies in Islam, Christianity, Judaism, African Traditional Religions, Hinduism and Buddhism.

Four lectures were set aside in July 2005 in which we returned to the importance of human rights in the curriculum, the meaning of values, the values in the *Manifesto on Values, Education and Democracy* and the concept *human rights values*. The link between human rights (values) and the inclusion of belief systems anywhere in the school curriculum (across learning areas) was examined more intensely than had been done during the introduction of the course in February. The role of dialogue as a strategy for “*understanding differences so that schools become places of communication and participation in human rights dissemination*” was discussed at length.

Students were given the opportunity to give feedback on lessons in their May school experience where they had explicitly included human rights and democracy in their lessons across learning areas. Students were also required to reflect on the human rights values that we can learn *from* or *through* religions, such as freedom, liberation, unity, equality.

### **Application of module material in the classroom**

Wits education students are required to do two school experience sessions per year, one in May and the other in August. Each session is three weeks in duration. The participating students were required to investigate the possibilities regarding the inclusion of belief systems in Life Orientation programmes in preparation for the August school experience. This step was necessary since one of the schools is a private Christian school, and another continues to accommodate learners from diverse religious backgrounds in separate classes. Schools also generally seem to avoid any content on belief systems.

The reflective journals were given to the participating students for completion during the August school experience. Of the nine, only six (6) returned their journals with some reflections.

## **University of KwaZulu Natal (Pre-service Teachers)**

### **Research Process**

In Nov 2004 I consulted students in the Education Studies 210 module and got a list of names of students who would be keen on participating in this project.

24 February: handed out questionnaires to 25 selected students and a composite list of



		<p>their details was drawn up and sent to the project administrator Ms Du Preez.</p> <p>At the end of February I collected the completed questionnaires and did a preliminary analysis of responses for myself before sending the material to Ms Du Preez for complete analysis.</p> <p>In May I approached seven of the original 24 students who completed the questionnaire and asked if they would participate in step two, completing reflective journals during Practice teaching.</p> <p>Details of the participants, who completed reflective journals is reported in Section 10. Due date for completion: 15 August 2005.</p> <p>I selected seven (7) students in the event of students not fulfilling the mandate which is what happened in the case of Mandlenkosi Sibiyi who simply did not hand back the journal despite numerous phone calls etc. With six (6) active participants it also means that I have some lee way should the same happen in the next step of the project.</p> <p>I didn't observe any human rights lessons during Practice Teaching, primarily because of the way in which Practice Teaching was structured at our institution in 2005.</p> <p><b>Module Material</b></p> <p>I looked at human rights beginning with the United Nations Declaration of Rights and the "<i>Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief</i>" which was introduced in 1981. We then looked at the SA Constitution (1996) and Bill of Rights (1996) as it pertains to religion specifically and then discussed in depth the Religion Education Policy released in September 2003 and the implications of this policy for educators and learners. We also looked at how this policy espouses a human rights approach and ideas on how educators can approach this in the field. In looking at a selection of religions in the rest of the module we touched on human rights issues, sometimes in more depth than at other times.</p> <p>In terms of my presentation of human rights to the students, this year was a trial run and I can see how I can improve my presentation and teaching. The students in the module evaluations did not comment negatively on this section but the more I reflect at it I can see where I would like to reconsider different aspects.</p> <p>This module is an 8c module, time is a factor and with classes of 200 plus students it is very difficult to create the facility for meaningful engagement with the issues, debate etc. The assignments which the students were asked to submit are very classroom based to bring in the methodological element. Some topics in the assignments did cover human rights.</p> <p><b>University of the Western Cape (ACE with in-service teachers)</b></p> <p><b><i>AN INVESTIGATION OF TEACHERS' UNDERSTANDINGS AND PRACTICE OF HUMAN RIGHTS IN EDUCATION: A CASE STUDY CONDUCTED IN THIRTEEN SCHOOLS IN THE WESTERN CAPE.</i></b></p> <p>The research at UWC is based on the ACE Human Rights and Values course for in-service teachers at UWC. The title of the research project as stated above has been developed to give meaning and to contribute to the overall aim of the project, namely to explore the impact on teachers' teaching a culture of human rights through intercultural and interreligious dialogue across different social and cultural settings in South African schools. This project fits into the bigger SANPAD-project initiated in 2004/2005</p>
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		<p>There is awareness about human rights amongst teachers, but one needs to investigate the link between the understanding of it and the practice and teaching thereof. Little research has been done on the impact of teachers' understanding on the classroom environment – whether it contributes to or detracts from the construction of an orderly classroom environment.</p> <p>The research investigations of the one doctorate student, R Small, and the three MEd-students: J Gordon, E Johannes and V Stuurman and the ACE Research Projects are used as a basis for the research project at UWC.</p> <p>In the subsequent paragraphs the first three tasks (as stated in section 6, under the heading researchers, responsibilities in this report) are reported on in more detail that provides an indication of the extent of the activities and responsibilities associated with the different tasks.</p> <p>The tasks that emanated from the responsibility of supervising post-graduate students (as stated under heading 7, Post-graduate studies, in this report) included the following:</p> <p><b>Meeting with students</b>  During March and April 2005 we had two group meetings with the students. The first meeting was held to co-plan the activities of the year re their research projects and associated theses. At the second meeting a discussion was held about qualitative data analysis. J Smith gave a preliminary input followed with in-depth discussion about the theoretical understanding of the topic and its application to students' theses.</p> <p><b>Individual meetings with students</b>  During the past nine months students were met at least once every two months to assist with developing insight into their research and giving feedback on written work.</p> <p><b>Guidance and feedback re presentation of Master's students for research colloquium</b>  On 27 August the project leader, C Roux, organised a post-graduate colloquium at the University of Stellenbosch. Two of the SANPAD students, namely E Johannes and V Stuurman presented their research at this colloquium. Prior to 27 August Prof Smith and Ms Small gave students guidance regarding their presentations.</p> <p><b>Assisting with developing of PhD proposal</b>  J Smith assisted with the PhD proposal of R Small which served at the Education Higher Degrees (EHD) Committee of the Faculty of Education, UWC. The proposal was subsequently accepted at an EHD meeting in April 2005.</p> <p><b>Course material</b></p> <p>Both researchers were substantially involved with the teaching on the course. Ms Small was overall co-ordinator of the course, and co-ordinator of the Research Projects A and B. Prof Smith presented Module 6 and acted as a supervisor for the Research Projects A and B. The ACE: <i>Integrating Values and Human Rights in the Curriculum</i> comprised ten modules. Below is set out the main outcomes for and main content of each module.</p> <p><i>Module 1: Policy and legislative frameworks on values and human rights</i>  <u>Main outcomes</u>  At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain in broad terms policy relating to human rights as articulated in the Constitution of the Republic of South Africa</li> <li>• Analyse human rights documents of national and international origin</li> <li>• Comment critically on the implications for education of human rights policy</li> </ul>
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and legislation in South Africa

Main content

- The Constitution of the Republic of South Africa
- The Charter of children's Rights
- Language Policy in South Africa
- White Paper on Inclusive Education
- HIV/AIDS Policy
- Values Manifesto
- Gender Equity Framework
- SACE Professional Code of conduct

*Module 2: Theories on values, ethics and human rights*

Main outcomes

At the end of this module students will be able to:

- Engage critically with some key texts in the history of ideas
- Understand how the ideas of major thinkers, including those of the distant past, have had a profound and lasting influence on contemporary thinking about values, ethics and human rights
- Understand how the ideas and arguments of major thinkers on values, ethics and human rights have influenced contemporary thinking about education, teaching and learning

Main content

- Introduction to ethics
- Introduction to the concepts *values* and *human rights*
- Readings from key texts in the history of ideas, approached from the following areas of philosophical concern: ethics, values and human rights
- Influence of these ideas and arguments on contemporary thinking on education, teaching and learning

*Module 3: Curriculum development to promote values and human rights*

Main outcomes

At the end of this module students will be able to:

- Identify how desirable values may be fostered through the day to day engagement with the curriculum
- Understand how classroom practices may promote or retard the fostering of desirable values
- Identify strategies to promote an anti-bias curriculum

Main content

- Values within the curriculum framework
- Values in the classroom
- An anti-bias curriculum

*Module 4: Managing a human rights environment: the school*

Main outcomes

At the end of this module students will be able to:

- Choose appropriate strategies for infusing values and human rights in the curriculum
- Design and use appropriate human rights learning materials
- Provide appropriate forms of support for educators in respect of human rights teaching

Main content

- Teaching strategies for infusing values and human rights in the curriculum
- Use of learning support material (LSM) to promote values and human rights
- Classroom support/partnership in teaching

*Module 5: Managing a human rights environment: the classroom*

		<p><u>Main outcomes</u></p> <p>At the end of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically focus on classroom theories and practices, focusing on the role of the teacher</li> <li>• Debate some of the issues surrounding classroom management</li> <li>• Understand the requirements for creating a democratic and disciplined classroom environment which is conducive to meaningful teaching and learning</li> </ul> <p><u>Main content</u></p> <p>The development of a healthy and democratic classroom environment</p> <ul style="list-style-type: none"> <li>• Approaches to discipline</li> <li>• Causes of problem behaviour</li> <li>• Strategies for dealing with problem behaviour</li> </ul> <p><i>Module 6: Teaching strategies to promote values and human rights</i></p> <p><u>Main outcomes</u></p> <p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose appropriate strategies for infusing values and human rights in the curriculum</li> <li>• Design and use appropriate human rights learning materials</li> <li>• Provide appropriate forms of support for educators in respect of human rights teaching</li> </ul> <p><u>Main content</u></p> <ul style="list-style-type: none"> <li>• Teaching strategies for infusing values and human rights in the curriculum</li> <li>• Use of learning support material (LSM) to promote values and human rights</li> <li>• Classroom support/partnership in teaching</li> </ul> <p><i>Module 7: Research approach and design</i></p> <p><u>Main outcomes</u></p> <p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose a research approach appropriate for their specific research needs and requirements</li> <li>• Design a research method appropriate to their specific research needs and requirements</li> <li>• Monitor and evaluate their own research approach and design in respect of human rights</li> <li>• Monitor and evaluate values-based approaches in the learning environment</li> </ul> <p><u>Main content</u></p> <ul style="list-style-type: none"> <li>• Theory and practice of research approaches</li> <li>• Research design and methodology</li> <li>• Principles of monitoring and evaluating values infusion and human rights approaches within the research approach and research design</li> <li>• Principles of monitoring and evaluating the values-based approaches in the learning environment</li> </ul> <p><i>Module 8: Research Project A</i></p> <p><u>Main outcomes</u></p> <p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify problematic human rights issues in the workplace</li> <li>• Make a baseline assessment of a problematic human rights issue in the workplace with a view to addressing it</li> <li>• Deliver a written report on their assessment of the nature and scope of a human rights issue in the workplace</li> </ul> <p><u>Main content</u></p> <ul style="list-style-type: none"> <li>• Human rights issues in the workplace</li> <li>• Identification of a human rights issue in the workplace</li> <li>• Baseline assessment of a human rights related issue or a problem related</li> </ul>
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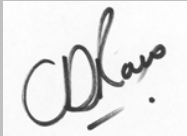
		<p>to values in the workplace</p> <p><i>Module 9: Research Project B</i></p> <p><u>Main outcomes</u></p> <p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Design a strategy to intervene in a problematic human rights situation in the workplace</li> <li>• Implement an appropriate strategy to address a problematic human rights issue in the workplace</li> <li>• Deliver a written report on the strategy adopted to address a problematic human rights issue in the workplace</li> </ul> <p><u>Main content</u></p> <ul style="list-style-type: none"> <li>• Intervention strategies to address problems related to human rights or values in the workplace</li> <li>• Design and implementation of an intervention strategy to address a problem around human rights in the workplace</li> </ul> <p><i>Module 10: School, district &amp; community and human rights</i></p> <p><u>Main outcomes</u></p> <p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Devise strategies for facilitating ways in which the school and community can co-operate to promote human rights in the school</li> <li>• Devise strategies for facilitating ways in which the district can facilitate the promotion of human rights in the school</li> </ul> <p><u>Main content</u></p> <ul style="list-style-type: none"> <li>• School and community partnerships</li> <li>• Role of the district</li> </ul> <p><i>Example of teaching strategies to promote values and human rights (Module 8) re content and outcomes (Prof Smith's module)</i></p> <p><b>Nature of module</b></p> <p>The module, <i>Teaching strategies to promote values and human rights</i>, was the 6<sup>th</sup> module presented to the in-service teachers in the Advanced Certificate in Education: Integrating Values and Human Rights in the Curriculum.</p> <p>The five modules which were presented before this module were:</p> <p>Module 1: Policy and legislative frameworks on values and human rights</p> <p>Module 2: Theories on values, ethics and human rights</p> <p>Module 3: Curriculum development to promote values and human rights</p> <p>Module 4: Managing a human rights environment: the school</p> <p>Module 5: Managing a human rights environment: the classroom</p> <p>What is evident from the above is that students were exposed to human rights and values at different levels, namely macro (government), meso (school) and micro (classroom) as well as a theoretical underpinning of human rights and values. Pertaining to the modules, these levels are reflected as follows in the modules taught in the first five modules and Module 6:</p> <p><b>Module</b></p> <p><b>Level/Theory</b></p> <p><b>Main thrust</b></p> <p>1</p> <p>Macro</p> <p>Broad policy frameworks and legislation</p> <p>2</p> <p>Theory</p> <p>Theoretical underpinning of human rights and values</p>
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		<p>3 Meso and Micro Curriculum development at school and in the classroom</p> <p>4 Meso Educational management theories and practices; role of the school manager, SGBS and SMTs</p> <p>5 Micro Role of the classroom practitioner in managing a human right environment; theories and practices</p> <p>6 Micro Teaching strategies for the promotion of human rights and values in the classroom</p> <p>Example of <i>Research Project A (Module 8)</i> and <i>Research Project B (Module 9)</i> (Ms Small as coordinator of the modules and supervisor and Prof Smith as supervisor) See below.</p> <p><b>Contact with ACE students via the ACE Research Project</b> The process of supervising the research projects gave us the opportunity to identify those projects which would be most suitable for the SANPAD Research Project.</p> <p>Research Project A and Research project B (Modules 8 and 9) were treated as a unit.</p> <p>In order to satisfy the requirements for Modules 8 and 9 students had to submit a research report comprising between 7000 and 8000 words, and with all other requirements carefully spelt out. Seven supervisors (including R. Small and J. Smith) took students through the process of research and writing.</p> <p>The following indicates the process followed from January 2005 to July 2005: 11 – 13 January: Contact session on campus, with a plenary session, group meetings and individual meetings between supervisors and students. 29 March: Students had to submit a draft report. 1 April: Supervisors met students individually to discuss draft reports. Telephonic contact was maintained at the following times: Mid-February, Mid-March and End April. 25 May: students had to submit research reports for examination. Upon completion of the marking of the research reports, RS and JS selected 10 students' research reports. The following are the students and the titles of the research reports.</p> <p>The criteria for selecting the above titles are:</p> <ul style="list-style-type: none"> <li>• <i>Geographic</i> All schools are in the greater Cape Town area. This was done to facilitate school visits and on-campus meetings between researchers and research participants.</li> <li>• <i>Demographic</i> The sample reflects the demographic composition of the ACE class group of 2003 - 2005.</li> <li>• <i>Socio-economic</i> All schools (with the exception of a former Model C school) are situated in areas which range from the less affluent to disadvantaged.</li> </ul> <p>Contact has been made with the 10 students, and permission has been obtained from them to conduct research. At present we are analysing and evaluating the data collected by the ten students, based on the problems they have identified and their responses to these problems. Questionnaires and interview schedules have been drafted for the purpose of</p>
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		<p>determining to what extent the interventions into their practices have been successful in promoting human rights and values. The students will be interviewed and complete questionnaires during the first two weeks in November. A workshop will also be held in November for these students.</p> <p>We are in the process of finalising the observation schedules and the requirements for the reflective journals for the purpose of the 2006 activities.</p>
11	Students involved in data collection at various institutions	
	SU  Wits  UKZN  UWC (ACE) Students and Title of Research Report	<p>5 Students from Stellenbosch University</p> <p>6 Students from University of the Witwatersrand</p> <p>8 students from the University of Kwa-zulu Natal</p> <p>Student 1 Promoting Non-Racism at ABC Primary School</p> <p>Student 2 Can the functioning of the School Governing Body of a historically disadvantaged school be improved by infusing it with human rights?</p> <p>Student 3 Barriers to the integration of values in the curriculum in the intermediate phase at Sunshine primary school</p> <p>Student 4 Barriers to the integration of values in the curriculum in the intermediate Phase in Success Primary School</p> <p>Student 5 Terughouding van verslagkaarte as struikelblokke wat veroorsaak dat leerders nie vrye en gelyke opvoeding geniet nie</p> <p>Student 6 Strategies to prevent child abuse and protect learners' rights</p> <p>Student 7 Strategies for maintaining discipline at W Primary since the abolishment of corporal punishment</p> <p>Student 8 Are human rights and values obstacles to positive discipline?</p> <p>Student 9 Communication as a vehicle for the infusion of a human rights ethos at Crossed-Lines Primary School</p> <p>Student 10 Can the value of dignity remain a constant in an inclusive school?</p>
12	Objectives achieved in 2005	<ul style="list-style-type: none"> <li><i>A critical and comparative review of existing literature in this field of study, focussing on ambiguities in terminology.</i></li> </ul> <p>This objective has partly been achieved with the theoretical framework of the MEd-study of Ms P du Preez.</p>

		<ul style="list-style-type: none"> <li>• <i>A critical review on literature regarding dialogical theories and strategies in ethnographic environments and research terrains</i> This objective has partly been discussed but will be fully addressed in 2006.</li> <li>• <i>To identify and analyse the curricula of identified service providers on human rights issues and different beliefs systems.</i> This objective had been fully achieved</li> <li>• <i>To explore the perceptions of the selected group of teachers (pre-service and in-service) involved in facilitation strategies.</i> This objective had been fully achieved</li> </ul>
13	Visit to the Netherlands	13-14 January 2005 – Linked to an invitation to attend and present a paper at a seminar in Leuven, Prof Roux visited Prof Cok Bakker in Utrecht. Discussed matters of concern on the project and define work schedule for 2006..
14	Conferences attended and papers presented	<p>International Interdisciplinary Academic Seminar Interreligious Learning. (9 – 14 January 2005). <i>Interreligious learning: Teachers abilities and didactic challenges</i>. Catholic University of Leuven, Leuven, Belgium. (on invitation) (Written by CD Roux)</p> <p>EASA Conference – 15-17 January 2005: <i>Clarifying students' perceptions on religion, belief systems and values as prerequisite for effective educational praxis</i>. University of the North West (Potchefstroom-campus). (Written by CD Roux and P du Preez) – Output from pilot study in 2004 for SANPAD-proposal and application.</p> <p>DoE Pretoria – February 2005: <i>From intent to reality to reflection: lessons learnt from the ACE Human Rights and Values course</i>. (Written by J Smith and R Small)</p> <p>South African Association for Research and Development in Higher Education (SAARDHE). (27-29 June 2005) <i>Africanisation of the curriculum: an inclusive approach</i>. University of KwaZulu-Natal, Durban. (Written by CD Roux)</p> <p>5<sup>th</sup> Annual Regional Student Seminar – 30 September/1 October 2005: <i>Redefining values education via human rights values</i>. University of Stellenbosch (Written by P du Preez)</p> <p>5<sup>th</sup> annual regional student seminar – 30 September/1 October 2005: <i>Religion, belief and value systems: an emotive research domain</i>. University of Stellenbosch. (Written by P du Preez and CD Roux)</p>
15	Publications	<p>(2005) Roux CD, <i>Religion in education: perceptions and practices. Scriptura (International Journal for Bible, Religion and Theology in Southern Africa)</i>, (to be published November 2005).</p> <p>(2005) Du Preez P &amp; Roux CD, <i>Clarifying students' perceptions on different belief systems and values: prerequisite for effective educational praxis</i>. Submitted for reviewing in the <i>South African Journal of Higher Education</i> – Output from pilot study for SANPAD</p> <p>(2005) Du Preez P &amp; Roux CD, <i>Religion in Education: An emotive research domain. Scriptura (International Journal for Bible, Religion and Theology in Southern Africa)</i>, (To be published November 2005).</p>
16	Completed Theses	<p>Petro du Preez. MEd (Curriculum Studies) (Research Thesis).</p> <ul style="list-style-type: none"> <li>• <i>Facilitating Human Rights Values across the OBE and Waldorf Education Curricula.</i></li> </ul> <p>Supervisor: Prof CD Roux</p>
17	Workshops attended	SANPAD in Cape Town 6-8 September 2004



		<ul style="list-style-type: none"> <li>• CD Roux</li> </ul> <p>SANPAD project management in Durban 18-19 October 2004</p> <ul style="list-style-type: none"> <li>• CD Roux</li> </ul> <p>SANPAD start-up workshop in Stellenbosch 22 October 2004</p> <ul style="list-style-type: none"> <li>• All researchers and students involved in the project</li> </ul> <p>Student colloquium of Prof Roux and SANPAD- students Stellenbosch 27 August 2005</p> <ul style="list-style-type: none"> <li>• Proff. CD Roux, J Smith, Ms P du Preez and V Stuurman and Mr E Johannes</li> <li>• Other post-graduate students of the Faculty of Education.</li> </ul> <p>SANPAD supervisor course in Durban 27-29 September 2005</p> <ul style="list-style-type: none"> <li>• CD Roux</li> </ul> <p>RCI- workshops through the year organised by SANPAD</p> <ul style="list-style-type: none"> <li>• R Ferguson</li> </ul>
18	Guests from aboard visiting SU interesting in the project.	<p>Magreet de Lange</p> <ul style="list-style-type: none"> <li>• (2 July 2005) SANPAD-representative form Utrecht University, the Netherlands</li> </ul> <p>Prof Olav Ruus</p> <ul style="list-style-type: none"> <li>• (26 September 2005) Lecturer of the University College Störd, Norway.</li> </ul>
<div data-bbox="188 851 375 985" data-label="Text">  </div> <div data-bbox="180 1012 351 1043" data-label="Caption"> <p>Cornelia Roux</p> </div> <div data-bbox="180 1072 469 1106" data-label="Text"> <p>Date: <b><u>15 November 2005</u></b></p> </div>		