

South Africa Netherlands Research Programme on Alternatives in Development



PROJECT LEADER: Prof Cornelia Roux





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 REPORT **Second Phase** 2006 04/37 1 Project Number 2 Title of Project Understanding human rights through different belief systems: intercultural and interreligious dialogue 3 Project Leader Prof Cornelia Roux Department of Curriculum Studies, Stellenbosch University Department 4 **Research Objectives** The overall aim of this project is to explore the impact on teachers' teaching a 5 culture of human rights through intercultural and interreligious dialogue across different social and cultural settings in South African schools. The research objectives include the following: 1. A critical and comparative review of existing literature in this field of study, focussing on ambiguities in terminology. 2. A critical review on literature regarding dialogical theories and strategies in ethnographic environments and research terrains 3. To identify and analyse the curricula of identified service providers on human rights issues and different beliefs systems. 4. To explore the perceptions of the selected group of teachers (pre-service and inservice) involved in facilitation strategies. 5. To describe and evaluate the process and development of facilitation dialogue strategies by the service providers. To describe and evaluate the process and development of facilitation dialogue 6. strategies across the curriculum and, in some instances, in Life Orientation programmes. 7. To describe and evaluate the process and development of facilitation dialogue strategies across the curriculum and in schools.

		ework and guidelines for dialogu	
Researchers	Person	chers through the process of par Details	
Researchers	Person Prof Cornelia Roux		Responsibilities
	Proi Cornella Roux	Project Leader	Taking the overall
		Department of Curriculum	responsibility for the project
		Department of Curriculum	Manage project and see that
		Studies	outcomes are met.
		Faculty of Education	Manage and supervise the
		Stellenbosch University	budget of the project.
		021 000 2200 (/ 1)	Be a liaison between the
		021-808-2288 (tel.)	different research actions.
		021-808-2295 (fax)	Assisting research strategie
		082 774 9201 (cell)	at the 4 SA universities.
		<u>cdr@sun.ac.za</u> (email)	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-studen
			(enrolled June 2006).
			Supervision of 2 PhD
			students (enrolled in 2006).
			Writing and supervise
			articles and papers for
			conference and journals.
			Inputs on development of
			research instruments
			(interviews).
			Analyse and interpret data
			obtained from the students'
			reflective journals (2005) for
			ISREV paper.
			Presenting ISREV paper.
			Reflecting on the project to
			date myself.
			Writing this report in co-
			operation with the auxiliary
			person and the preparation
			for the SANPAD workshop
			in November.
	Prof Cok Bakker	Netherlands Collaborator	Collaborate on issues
	The Cox Durker		regarding the project.
		University of Utrecht	Collaboration on outputs of
		Faculty of Theology	project.
		PO Box 80.105	Contact via e-mail on a
		3500TC	
			regular basis.
		Utrecht	Feedback on reports 2005
			and 2006.
		+0931+31-302 533241(fax)	
		+0931+6-245 52594 (cell)	
		cbakker@theo.uu.nl (email)	

Prof Juliana Smith	Senior Researcher	Supervision of post-graduate
i foi junana Sintii	Semon Researcher	students (one PhD and two
	University of the Western	MEd students).
	Cape	Contact with the ACE
	Modderdam Road	students via the ACE
	Bellville	Research Project.
	7535	Responding to the requests
	1555	of the Project Leader and the
	021-959-2376 (fax)	administrator with regard to
	084 798 7081 (cell)	forwarding of information,
	jmsmith@uwc.ac.za	attending meetings and
	(email)	workshops.
	(email)	Meetings with project leader.
		Reflecting on the project.
		Writing the report in
		connection with the in-
		service project and the
		preparation for the SANPAD
		workshop in November.
Ms Rene Ferguson	Senior Researcher	Assisting in the compilation
inis itelle i erguson		of questions for interviews.
	Wits School of Education	Following up past students.
	University of Witwatersrand	Conducting, transcribing and
	27 St Andrews Rd	interpreting interviews of
	Park Town Johannesburg	students.
		Analyse and interpret data
	011-717-3009 (fax)	obtained from the
	084 565 2440 (cell)	questionnaires (2005) for
	rene.ferguson@wits.ac.za	ISREV paper.
	(email)	Presenting ISREV paper.
		Rewriting and editing of
		ISREV book chapter.
		Reflecting on the project to
		date myself.
		Writing this report in
		preparation for the SANPAD
		workshop in November.
		Submitted PhD proposal.

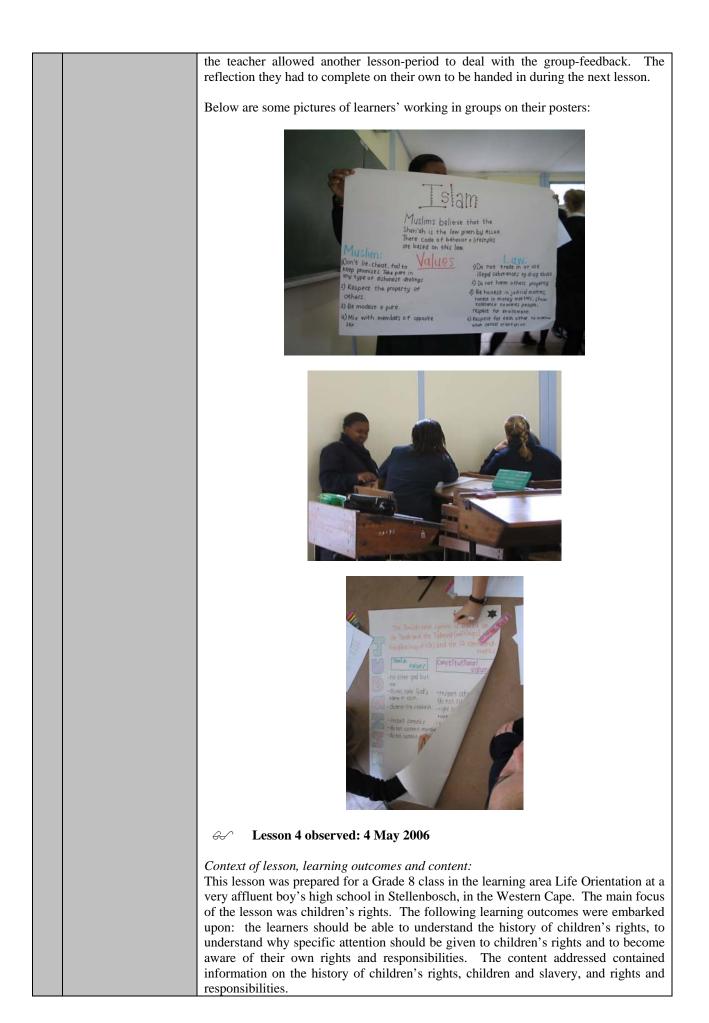
Ms Janet Jarvis	Junior Researcher	Assisting in the compilation
		of questions for interviews.
	University of KwaZulu Natal	Observing lessons of
	Faculty of Education	students and reporting on it.
	Edgewood Campus	Conducting, transcribing and
	Kwa-Zulu Natal	interpreting interviews with
		students.
	031-260-3595 (fax)	Liaising with Project leader
	083 782 1964 (cell)	and administrator.
	jarvisj@ukzn.ac.za	Reflecting on the project to
	(email)	date myself.
		Writing this report in
		preparation for the SANPAD
		workshop in November.
		Informing students in
		lectures (3 rd year BED
		students) about human rights
		issues.
		Successfully completing 2
		Bed Honours modules as a
		prerequisite for registration
		for my MEd (SU) in January
		2007.
		Completing the MEd
		proposal which in principle
		was approved pending the
		successful completion of the 2 BEd Honours modules.
		Presenting a paper at the EASA conference in
		Bloemfontein, January.
Ms Rosalie Small	Junior Researcher	Contact with the ACE
IVIS INUSAILE SIIIAII	Junior Researcher	students via the ACE
	University of the Western	Research Project.
	Cape	Responding to the requests
	Modderdam Road	of the Project Leader and the
	Bellville	administrator with regard to
	7535	forwarding of information,
		attending meetings and
	021-959-2376 (fax)	workshops.
	082 838 4200 (cell)	
	rsmall@uwc.ac.za	
	(email)	

		M. D. tras. 1. Day of	Louise December	
		Ms Petro du Preez	Junior Researcher	All administration -
				including meetings with
			Department of Curriculum	project leader daily,
			Studies	managing the budget when
			Faculty of Education	necessary, corresponding via
			Stellenbosch University	email to all researchers,
				phoning, organizing all
			021-808-3021 (tel.)	aspects of team workshop.
			021-808-2295 (fax)	Going on a round-trip to all
			073 174 0103 (cell)	universities, interviewing
			pdp@sun.ac.za	students and researchers.
			(email)	
			(eman)	Designing semi-structured
				interviews.
				Reworking researchers'
				comments pre-analyses into
				a final product.
				Organising translations and
				editing of all written work to
				be posted to collaborative
				universities.
				Preparing students for
				lessons. Observing lessons of
				students and reporting on it.
				Conducting, transcribing and
				interpreting interviews with
				students. Writing and
				presenting of paper at
				ISREV on the theory of
				HRV.
				Writing and presenting five
				other papers.
				Working on PhD dissertation
				on Dialogue as facilitation
				strategy to assist in educating
				human rights.
7	Postgraduate Students	Person	Degree, title, supervisor and pr	ogress
		Petro du Preez	PhD (Curriculum Studies)	
			Dialogue as Facilitation Strate	egy: Infusing the Classroom
			with a Culture of Human Right	
			Prof CD Roux	
			To be completed in November	2007.
		Rosalie Small	PhD (Education)	
			An investigation of teachers' a	nd nunils' understanding of
			human rights in education: a c	
				use sinuy conuncien in ien
			schools in the Western Cape	
			Prof J Smith	
			Commencement in April 2005.	
			Still in progress	
		Rene Ferguson	PhD (Curriculum Studies)	
			Situated learning as a teacher	
			religion education in the Life C	Drientation curriculum
			Prof CD Roux	
			Commencement in April 2006.	
			Still in progress	
		Janet Jarvis	MEd (Curriculum Studies) Ful	l thesis
				context of religious freedom: a
			KwaZulu-Natal case study	content of rengious freedom. a
			Prof CD Roux	
			Commencement will be in Jan	19ry 2007

		Verna Stuurman	MEd (Curriculum Studies, Action Research and School Improvement) (Mini Thesis) Enhancing the culture of teaching and learning in the Geography classroom: An action research study Prof J Smith. Still in progress
		Jerome Gordon	MEd (Curriculum Studies, Action Research and School Improvement) (Mini Thesis) Values and Principles underpinning the RNCS for Economic and Management Sciences in the GET Band: An action research study Prof J Smith. Still in progress
8	RCI participant	Person	Details
		Rene Ferguson	Wits School of Education (University of the Witwatersrand) Education Campus 27 St Andrews Rd Parktown Johannesburg 011-717-3009 (fax) 084 565 2440 (cell) René. <u>Ferguson@wits.ac.za</u> (email)
			Successfully completed in February 2006.

9	Research progress made during the second phase (2006)	Under the subsequent underlined headings the research progress (during 2006) will be described with the inclusion of all the data contributions from the various institutions involved. 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.	
		Stellenbosch University (Pre-service Teachers)	
		Research Process From 31 October to 2 November 2005 a workshop was held during which the first phase report was finalised and the second phase of the project was planned.	
		The first six months of 2006 was predominantly used for the assimilation of the first phase data as foundation for the three papers presented at ISREV in the Netherlands. School visits were also conducted during the first semester of the year. The participants of the previous phase (now in their final year) were followed up in schools in the Western Cape area. Their lessons were observed, written up and discussed. On a later stage these students were interviewed in group context.	
		During the last six months of 2006 the project coordinator, a junior researcher in the project, visited the other universities involved in the pre-service teacher training. She interviewed several students involved in the project from the various institutions as well as the researchers.	
		SECTION A: Reflection on pre-service teachers' lessons observed at Stellenbosch University	
		Introductory comments: In this section remarks on lessons observed of Stellenbosch University's pre-service teachers will be given. These teachers commenced with participation in this project during the first phase. In phase one they completed questionnaires and were exposed	

to the key aspects (i.e. interreligious and intercultural dialogue, human rights values [HRV] and human rights [HR] in the context of various religions) of the project as part of the course in Religious Studies. They were also required to write reflective notes on their experiences in school in relation to the new content they received.
During the second phase these participants were followed-up. I, as a junior researcher in the project, went to the various schools they attended for their annual practical teaching. The reason for following these students up was mainly to determine whether they, after a year of initially being exposed to the relevant content, are adequately prepared to deal with HR matters across various learning areas and in Religion Studies per se.
Lesson 1 observed: 21 April 2006 Context of lesson, learning outcomes and content: This lesson was prepared for a Grade 8 class in the learning area Life Orientation at a very affluent girl's high school in Paarl, in the Western Cape. The following learning outcomes, also encapsulating the content to be addressed, was set out by the teacher: the learners should be able to understand the basic aspects of democracy (freedom, equality, peace, etc); define the meaning (both theoretical and personal) of human rights; list some basic human rights; see the link between rights and responsibilities and apply this new knowledge in the forming of a new "country". This lesson purely aimed at bringing across facts regarding HR as a means of social development.
Context of lesson, learning outcomes and content: This lesson was prepared for a Grade 9 class in the learning area Art and Culture at a very affluent girl's high school in Paarl, in the Western Cape. The lesson mainly focused on rock art of the San culture. The teacher identified the following learning outcomes to be addressed: learners should be able to draw on existing knowledge to formulate ideas on a specific subject; accept formal definition; know what is expected of them; analyse art and recognize aspects of culture; communicate their findings and ideas; receive knowledge and information of subject at hand; apply knowledge from other learning areas to new content; and understand different means of communication. The content that received attention, covered: the definition of culture, the background to the San culture, how discrimination and HR influence the San culture and what the meaning of art, as a form of communication, entails.
✓ Lesson 3 observed: 2 May 2006 Context of lesson, learning outcomes and content: This lesson was prepared for a Grade 9 class in the learning area Life Orientation at a very affluent girl's high school in Stellenbosch, in the Western Cape. The lesson mainly focused on value systems, constitutional values and the values of Buddhism, Islam and Judaism. The teacher stated that she wants the learners to become aware of their own value systems as well as constitutional values that form the base of all value systems. She also mentioned that by including religions in the context of shared values, learners learn how to practice tolerance and respect. The specific learning outcomes set out for this lesson are: learners should be able to listen to instructions; participate in class discussions when prompted; relate values underlying Buddhism, Islam and Judaism to constitutional values and present findings to the class. Elaborate content on what values and constitutional values are, was provided to the learners' as well as content on Buddhism, Islam and Judaism and their respective value systems. The main message that came from the content was that we may decide what value system we want to ascribe to as long as it is in line with constitutional values. She also addressed fundamentalism, stating that it becomes a problem when people only value their own beliefs and values out of the context of the constitutional rights of all other people.
Unfortunately there was not enough time during this lesson for feedback; however,



Below is a picture of the boys working on their rights and responsibilities:



Lesson 5 observed: 4 May 2006

Context of lesson, learning outcomes and content:

This lesson was prepared for a Grade 8 class in the learning area Social Sciences (History) at a very affluent boy's high school in Stellenbosch, in the Western Cape. The main focus of the lesson was to introduce the concepts Communism, Fascism and Nazism to the learners and to connect aspects thereof with HRV. The lesson content was in line with the main focus. Written speeches of Stalin, Mussolini and Hitler were also included to the content. The following learning outcomes were stated in the lesson plan: learners should be able to interpret and work with written sources; to present original ideas as part of their answers; to communicate knowledge and understanding; and to recognise that a sense of identity might influence the way events of the past are interpreted. The teacher effectively facilitated the group work activity - see picture below:



The fact that the teacher immediately after the lesson positively reflected upon future improvement, to enhance dialogue in his classroom situation, was also an indication of growth with regard to the content presented to him during the first phase of the SANPAD-project.

Comments on these observations

Generally it seems that certain pre-service teacher participants from Stellenbosch University coped very well with matters relating to human rights, HRV, interreligious dialogue and intercultural dialogue. Others, going through exactly the same training at the same time and place, seem to not cope with these matters satisfactorily. It appears that students need more guidance vis-à-vis dialogue as facilitation strategy and assessment regarding lessons on HRV, Life Orientation, Religion Education and Human Rights. A group interview was also conducted with these student-teachers after their school practicum.



From Left: Inke; Nadia; Steph and Quintin

The final analyses of the reflection journals and the analyses on the interviews are still in progress.

SECTION B: Interviews conducted during a round-trip to UKZN and Wits

UKZN Semi-Structured Focus Group Interview (11 September 2006) *The interviewees were all* 4th year students who just came from their school practicum.

- **WKZN unstructured interview with researcher (12 September 2006)**
- Wits Semi-Structured Interview with teacher-participant (14 September 2006)

The interviewee is an in-service teacher for Grade 5 learners at a Christian school. He commenced participation in the process during the first phase when he was a 4^{th} year student.

Wits unstructured interview with researcher (14 September 2006)

General remarks on the round-trip from the interviewer

The round-trip to the universities responsible for pre-service training was very necessary and successful. The interviewer reported that one learned more about the various contexts and got to interview the researchers to gain an understanding of their interpretation of the project. Generally their responses toward their contributions to the project and the project in general were positive.

During this trip I also went to several schools in Mafikeng and Mmabatho in the North West province. I collaborated with them on aspects regarding the project (specifically re dialogue as facilitation strategy) and explored possibilities for working with them during the third phase of the project. They were very keen on the idea. The North West provinces' Education Department also gave permission to proceed with research in the selected schools.

University of KwaZulu Natal (Pre-service Teachers)

Research Process In June 2006 I consulted with 5 students who in 2005 had completed SANPAD questionnaires and in the latter part of the year during practice teaching, SANPAD reflective journals. I met with these students in May 2006 and discussed with them that I would like to observe one of their lessons during practice teaching. I carefully explained, using the observation schedule sent by Petro, what I would be looking at specifically. I took some time to once again look at HR issues with them and ways in which these could be addressed in lessons across the curriculum. Each student was given a copy of the observation schedule that I would be using and I also discussed the possibility of taking photos during lessons and then recording an interview with them individually after the lesson. We also set a date for a group interview for 17 August 2006. Practice Teaching commenced on 17 July and ended on 11 August.

SECTION A: Reflection on pre-service teachers' lessons observed at UKZN and interviews

Student 1

Context:

English medium, co-educational, suburban, government, working class, under resourced secondary school. The school is situated in a predominantly Indian area although the school reflects a multicultural and multireligious group of learners. Of the 800 plus learners, about 60% of the learners are Africans and 40% Indian.

Amongst other worldviews Christianity, Hinduism, Islam, African Religion and the African Independent Churches are represented. There is a lot of unemployment and poverty in the area and alcoholism besieges the community. Several learners go to school having not had food to eat. The school is very tired and dirty in appearance and there is a lack of discipline in the school. The day that I visited the student 75% of the learners had 'bunked' school to go to the Chatsworth Fair. The student 'bribed' learners by promising to buy them lunch to make up numbers in her much depleted Grade 11 class.

An analysis:

The behaviour of some of the learners could have been used to illustrate something of accountability and respect or in the case of this lesson, lack thereof! The fact that so many learners had 'bunked' school could also have introduced discussion about the rule of law, accountability etc. as HRV.

G√ Student 2

Context:

English medium, co educational, suburban, government, working class, fairly well resourced secondary school. The school is situated in a predominantly Coloured area on the outskirts of Durban North. The school shows evidence of taking some pride in its surroundings, for example, classrooms are painted.

About 60% of the learners are Africans and 40% are Coloured.

Amongst other worldviews Christianity, Islam, Traditional African Religion and the African Independent Churches are predominantly represented.

This school of approximately 800 learners has a female principal.

There is a code of discipline in the school and generally speaking the learners are cooperative, responsive and hard working but there is an element that needs constant supervision.

An analysis:

The way in which HR were introduced in the lesson evolved naturally, not in a forced manner. The student created an atmosphere and tone conducive to discussing various issues. He demonstrated HRV by the way in which he conducted himself, managed the class and presented the lesson. For example, the class democratically agreed that the diary page should be submitted on Monday and what was to happen if the work was not handed in timeously (rule of law).

Learners were treated equally and with respect and they were made to feel that they mattered and had value.

A suggested follow up lesson would be to focus on how they can address HR and the violation thereof in society.



Ger Student 3

Context:

English medium, co-educational, township, government, unemployed and working class, under resourced secondary school. The school is not dysfunctional despite the poverty. Discipline on the whole is firm. No attempt has been made to paint anywhere in the school and hence the environment is very stark and dusty and dirty. There is a library, but with no books and a computer LAN with 15 computers to service staff and 1000 learners from Grade 8 - 12.

The school is 100% African, monocultural but with different religions represented such as Christianity (predominant in assemblies), African religion and various African Independent Churches.

There is evidence of sexism on the staff. Although the principal is a male and the deputy a female, there are two staffrooms, one for the male staff members and one for the females. It would appear from discussion with the student that sexism is a big issue in the school.

An analysis:

The student coped well handling issues related to HR in the classroom using teaching strategies like groupwork, demonstration, class discussion and conversation and worksheet material. HRV addressed included democracy, equality, open society, non-racism, non-sexism (e.g. by making sure the girls had equal opportunity to contribute and to participate). Non-sexism: it transpired that in that particular class the girls won't pick up desks and expect the boys to. The girls see their role as cleaning the floor. The boys want to be "kings" and won't perform tasks which they see to be the role of the females. The student actively campaigned for a non-sexist approach in the classroom and reiterated equality between the sexes in that both boys and girls can perform the same classroom chores. The student created an atmosphere where the learners felt they could speak freely about things without any fear (open society). She stressed accountability in relation to getting the resources needed for a task (not by stealing) and to take responsibility for the Technology task/project. One of the difficulties in the lesson was that some students were reticent to respond. It would have been better to let them speak in their groups and let each group come up with an example of a lever or an example of the human right which labelled their group.

Ger Student 4

Context:

English medium, co-educational, suburban, independent, working class, under resourced secondary school. The school is relatively new. It is situated in two prefabricated buildings attached to the Waterfall Christ Church (new premises are currently being sought). There are 50 learners in this school with potential for growth. Learners with learning problems are readily accepted and because of the very small class sizes (6 learners in a grade 10 Geography class) with almost individual tuition, the success rate with these learners has been very high. There are four permanent staff members and the others are all on contract. The school has a Christian ethos but both the staff and learner component are multireligious with Christianity, African Religion, Buddhism, atheism amongst others, represented. The school is multi racial but the majority are white learners.

An analysis:

Jolene coped very well with handling issues related to HR in the classroom. She primarily used class discussion. Some form of interreligious dialogue did take place and the connection between HR and religion was made. Issues related to HR were consciously prepared for and well executed in the classroom. I think the student could have also mentioned abortion and the effect of this on population growth or the lack thereof.



Student 5 Context:

English medium, co-educational, suburban, independent, working class, underresourced, multi racial secondary school. 60% of the learners are white, 30% African and 10% Indian. Classes are small (for example, 15 students in a Grade 10 Biology class). The lesson focussed on the chemistry of photosynthesis and at no point was HR mentioned or introduced into the lesson.



An analysis:

This lesson provided the opportunity to at least generate discussion and an awareness of the use and abuse of plants and the HR issues raised by this. There was an opportunity to bring HRV into the lesson but the opportunity was not used. What became evident is that students learn about their discipline in isolation and HR tend to be assigned to Life Orientation mainly and certain subjects are not seen to provide the opportunity to explore HR issues. Some students are innovative and can see the opportunities but this student clearly was not one of them. A paradigm shift is needed and students need to be given more direction

and opportunity to see and investigate the opportunities to investigate HR and values that do present themselves naturally within their subject areas and to grasp those opportunities.

SECTION B: Analysis of Unstructured Focus Group Interview held on Thursday 17 August at 12.10pm

Questions that guided the discussion.

a. Based on the UKZN (Faculty of Education: Edgewood Campus) experience:

- 1. Share observations of what is happening at Edgewood itself with regard to human rights. Are HR being promoted/ discussed/ raised throughout the Edgewood curriculum? If they are, what is the response and how are they being perceived?
- 2. Is there any encouragement to introduce, look at or raise HR across the curriculum in preparing students to teach in schools? How and in what subject areas?
- 3. What inter-religious dialogue, if any, takes place at Edgewood and in what contexts?
- 4. Do you think there is a gap between policy and what's happening on the ground? Explain.

Analysis of responses

The group consensus was that in some modules HRV like democracy and equality are being raised and positive discussion is taking place. In other modules racism and gender inequality emerge in a negative and aggressive way. HR are addressed in some learning areas and subjects like Biology and Geography but not in English for example. Sometimes HR issues are practiced and demonstrated, not in the actual lecture content but in the way in which lecturers conduct their lectures.

The consensus was that students are not given many tools in preparation to facilitate exploration of HR issues in the classroom. If HR are addressed in lectures, the emphasis is theoretical and there is very little direction with regard to the classroom facilitation of HRV and how to express outcomes in terms of values. Big classes at university are considered to be a deterrent to any hands on approach.

Interreligious dialogue takes place, not on a formal platform, but informally between students. Sometimes a cultural discussion will take place in for example, Biology with, for example, regard to animals that one is or is not permitted to dissect etc. and this will have a cultural/religious slant to it. Some lecturers expressly require students to disregard religious belief especially when it comes to discussion about for example, evolution which is taught as a scientifically proven theory.

There is a gap between promoting in policy, HR as important and vital for transformation and what is actually happening on the ground. A familiarity with HR language has emerged and many students now 'switch off' when such issues are spoken about. Equality and transformation are touted yet affirmative action overrides this and many students are disillusioned because there is seemingly little equal opportunity when affirmative action is continually being applied with no visible sunset clause.

- 1. What were some of the main issues that needed to be addressed in the schools in which you taught during teaching practicum?
- 2. Looking at the schools in which you taught during teaching practicum what evidence was there of addressing HR issues?
- 3. What role did the management and permanent staff plays, if any, in promoting dialogue around human rights?
- 4. What evidence was there of inter-religious dialogue?
- 5. Degree to which learners are aware of their rights and the rights of others and the response to this?
- 6. Ideas for involving parents and the community?

Analysis of responses:	
Consensus: HRV in the school that need to be addressed often reflect the issues in the greater community in which the school is situated.	
 c. Based on the student's own experience: Did you find it easy or difficult to apply what you'd learnt at Edgewood re looking at HR issues? Discuss. When preparing a lesson and expressing outcomes in terms of knowledge, skills and values, what do you understand by values? Is this the place to possibly consider how you could introduce HR either overtly or covertly into your lesson, whatever the subject area may be? Discuss. What ideas do you have for making learners more aware of HRV and the accompanying responsibilities? How can inter religious dialogue be promoted? Discuss. Analysis of responses: The rapport established with the class facilitated easy discussion and no one felt threatened or uncomfortable when issues were discussed. At first it was difficult and the student did not know how to introduce HR into a technology lesson. The way in which issues of sexism were addressed in the technology lesson shere was a notable difference in the learners' response to gender roles. The process of socialization into a new non-sexist way of doing things has successfully commenced. There is a lot of pressure to get the material in the syllabus into the learners' heads, but what is equally important is not to overlook the little questions and queries that crop up, sometimes unexpectedly, the discussion around which is so much part of educating holistically and not just in terms of knowledge.	
An analysis: Get HRV like those that emerged in the school contexts in which these five students found themselves need to be addressed if a society is to undergo	
 transformation. In some contexts, although schools claim to be multireligious in nature and to promote a HR culture including freedom to religious dialogue, what takes place in reality is a religious monologue! 	
Concern for taking into account everyone's HR often translates into a lack of discipline. The Rule of Law as a human right is either misunderstood or ignored.	

- discipline. The Rule of Law as a human right is either misunderstood or ignored. In many schools there is a lack of discipline. Learners know their rights but the rights of the teachers are not taken into account. The banks (rule of law) to the river (human rights) are not sufficiently enforced.
- Respect seems to be key to the approach and implementation of a HR culture. Students often demonstrated an attitude of respect and demonstrated HRV even if these were not addressed overtly.
- The preparation which students are receiving at university in many discipline areas does not fully equip them to introduce HRV covertly or overtly. Most disciplines focus on the transmission of theoretical knowledge and in some instances methodological skill with regard to lesson preparation and presentation but very little emphasis is placed on the expression of lesson outcomes in terms of meaningful values so that the lesson is not just about content but about life application, using examples and contexts relevant to the learners in the school, mirroring the community in which the school is situated.

One of the valuable aspects of OBE is that it provides the opportunity to look at issues in a relevant contextualized way. If students and teachers are aware of the issues at large in the wider community then as lessons are prepared, relevant examples can be introduced creating an opportunity to address to a greater or lesser extent some of those issues that the learners encounter in society and also

i	
	the school context itself.
se in ne th	University students tend to learn about their discipline in isolation and HR sues tend to be assigned to Life Orientation mainly and certain subjects are not en to provide the opportunity to explore HR issues. Some students are novative and can see the opportunities. By and large however, a paradigm shift eds to be facilitated and students need to be given more direction with regard to e investigation of HRV that do present themselves naturally within their subject eas and how to grasp those opportunities.
ac do fa	In order for meaningful learning experiences to take place in which HRV are cluded, pre-service and in-service teachers have to make the paradigm shift and tually also deal with their own prejudices. Having something written in a policy cument does not mean that it is actually going to translate into practice. The ilure of this translation taking place can potentially entrench suspicions that the atus quo will remain.
<i>6</i> .⁄	 I am including two things which struck me in a lesson that I observed: 1. A human RIGHT as opposed to a human WRONG! 2. A valuable analogy from a technology lesson. LOAD = society/ the classroom FULCRUM = HR for example, non sexism EFFORT = individual boys'/girls' efforts
	Students need to realise that their lessons can impact the learners in their ass and those learners in turn can influence their friends, homes and mmunities and so a difference can be made!
	University of Witwatersrand
	(Pre-/In-service Teachers)
Schoo partic schoo On a	arch Process ol visits were conducted during the first and second semester of the year. The ipants of the previous phase (now in-service teachers) were followed up in ls in the Gauteng area. Their lessons were observed, written up and discussed. later stage one of these students were interviewed by the junior researcher g her round-trip visit.
S	ECTION A: Reflections on in-service teachers' lessons observed and interviewes
	emi-structured interview 1: Follow-up interview with 2005 student articipant - now in-service educator for 8 months.
pa Resea	
Resea Inter Wher task f her an	articipant - now in-service educator for 8 months. archer: Senior Researcher from WITS School of Education. Gauteng.

do'). Links between what ND had been exposed to in the RE course while still at Wits: I focussed on information and skills and perhaps glossed over the HRV. This shows in his teaching – he is confident in his dealing with facts about different religions and his strategies are interactive, but he hasn't recognised the implicit way in which he has included HRV. But it is also possible that the school does not overtly commit itself to including HRV across the curriculum or in the general school ethos. (Only a possibility though, I can't say this conclusively).
Semi-structured interview 2: Follow-up interview with 2005 student participant - now in-service educator for 8 months.
Researcher : Senior Researcher from WITS School of Education. Gauteng. Interviewee : Teacher in a co-ed primary school in Johannesburg.
Preliminary analysis of Interview:
Interview 2 (TH). Initially, feels that HR education is not included overtly and HRV not addressed adequately in the school. Expresses the importance and the need to address HR because of the behaviour of the learners in the school. TH stresses the need to address HR and HRV explicitly or formally because she feels that parents are failing in their duties at home. Discipline is a big problem in the school. There is a constant need to address values in relation to discipline. Stresses the lack of respect of learners for one another - mentions specifically boys not respecting girls - passing rude comments about the girls' bodies. Learners steal from one another, no respect for another person's property. She is confident and prepared to address HR matters in the classroom. Other than in relation to discipline, she mentions how she uses current affairs to introduce HR issues – war in Iraq, Palestinian-Israeli conflict, war between Lebanon and Israel.
 From the language – choices of words to express herself – seems to be serious problems with behaviour in this school ("we are not animals, we don't behave like that"). Initially TH says that HR issues are addressed spontaneously, "as situations occur", not specifically planned. But later in the interview mentions that in Life Orientation the teachers do cover values specifically, but "that doesn't seem to seep through so the rest of it is a response to discipline". Again, (as with ND), the reference to no internalisation of values. By including religion in a theme they are in fact affirming the religious diversity of the learners. In the social sciences – ancient civilisations including their religions, medicine and religion, apartheid and democracy. English – speeches on learner's own religion Natural Sciences – evolution and beliefs in religions.
Teachers seem to be integrating HRV unknowingly just in the nature of the contents of their lessons. TH very conscious of the need to remain HR aware. Interesting the way in which she deals with unfair accusations labelling of children (the Madrasah children who leave her classroom untidy).
SECTION B: Short note on experience of junior researcher's round-trip visit to Wits
During September the junior researcher from SU visited me in Johannesburg after her visit in Durban. She interviewed one of my past student-participants at a private Christian school in northern Johannesburg. She also interviewed me with regard to my experience as co-researcher. This visit was both necessary and important since it gave her an opportunity to experience the 'bigger' picture and to compare the different research contexts.

University of the Western Cape (ACE with in-service teachers)

Introduction

The overall title of the SANPAD research is *Understanding human rights through different belief systems: intercultural and interreligious dialogue*. 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 HR through intercultural and interreligious dialogue across different social and cultural settings in SA n schools.

The title of the research at the University of the Western Cape, An investigation of teachers' understandings and practice of human rights in education: a case study conducted in thirteen schools in the Western Cape, emanates from the overall title. Systemically, the research is based on the Advanced Certificate in Education: Human rights and Values course for in-service teachers at UWC.

There is awareness about HR amongst teachers, but one needs to investigate the link between the understanding of it and the practice of it. 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. The research investigations of the one doctorate student, R Small, and the three Master's students: J Gordon, E Johannes and V Stuurman - and the 10 ACE Research Projects are used as a basis for the research project of UWC. The UWC project is in its second phase. During 2006 particular activities were planned for, at a SANPAD workshop in November at the Stellenbosch University. These intended activities and associated tasks and responsibilities unfolded in such a way that it made the two researchers acutely aware of the complexity around the research task involving inservice teachers on a voluntary basis.

PROJECTED AND EXECUTED TASKS FOR 2006

January
Visiting schools
February
Telephonic contact with in-service teachers to arrange focus group interviews
March
Learners' questionnaires
Constructed learners' questionnaires and interview schedule.
April
5x1 interviews with in-service teachers
Theoretical framework for project
May
5x1 interviews with in-service teachers
Letters to arrange workshops for focus group interviews for 13 May and 17 May
June
Analysis of interviews
Summary and reflection on students' research reports
July
Analysis of interviews
Summary and reflection on students' research reports
August
Wrapping up of research projects of students
Theoretical framework
• Abstract for Kenton Conference at end of November, beginning December
2006
September
5x focus group interview
Interviews and questionnaires
October
Progress report 2006

Interviews and questionnaires
Project leader and the senior researcher at UWC met November
Workshop with the project leader and the rest of the SANPAD team
Analysis of Interviews & Questionnaires.
First round of classroom observations.
Contact with ACE students and reflection on research process After selecting and inviting ten students to become participants in the research project, attempts have been made since September 2005 to arrange school visits and
focus group interviews. Upon reflection, it was perhaps too optimistic to wish to schedule school visits for the month of January. Students completed the ACE course in June 2005, and thereafter contact could be made only via telephone, or fax, since these in-service students do not represent a captive audience, but are educators, some of them in management positions, who have busy work schedules. During 2006 it has been impossible to make contact of any kind with Ms Regina Mateta. She has been replaced by Mr Sonwabo Wisani.
Information about the supervision of post-graduate students involved in the project:
R Small Ph D
An investigation of teachers' and pupils' understanding of HR in education: a case study conducted in ten schools in the Western Cape J Smith
J Gordon
Master's Values and principles underpinning the Revised National Curriculum Statement
 (RNCS) for Grades R – 9 and its infusion in the Economic and Management Sciences (EMS) Learning Area. J Smith
V Stuurman Master's Enhancing the culture of teaching and learning in the Geography classroom: An action research study J Smith
E Johannes
Master's
Using collaborative action research to improve classroom discipline: An action research study at a secondary school in the Boland R Small
The tasks that emanated from the responsibility of supervising post-graduate students included the following:
• Successful completion of one Master's student Edgar Johannes successfully completed his Master's thesis under the supervision of Rosalie Small at the end of 2005 and graduated in March 2006 at the University of the Western Cape.
• Individual meetings with students During the past nine months the senior researcher, Juliana Smith, has met with the two remaining Master's students and the one Ph D student. The candidates' work are steady progress and the student will hopefully complete at the end of the year and graduate in March 2007.
Jerome Gordon changed his title from Values and Principles underpinning the RNCS for Economic and Management Sciences in the GET Band: An action

 research study to Values and principles underpinning the Revised National Curriculum Statement (RNCS) for Grades R – 9 and its infusion in the Economic and Management Sciences (EMS) Learning Area. The rationale for the changed title is that the student has started a career in the Subject Advisory Service of the Western Cape Education Department (WCED) which allows him to work very closely with teachers in the field of EMS. It is hoped that this student, who has the intellectual capacity of academic work at the Master's level, will make more satisfactory progress during the coming months. The PhD student Rosalie, Small, who also happens to be the junior researcher, has progressed satisfactorily.
Summary of Research Reports
Student 1
Title
Promoting Non-Racism at ABC Primary School Research Problem
• The researcher perceived racist behaviour and language on the part of educators and learners
Research Methodology
Qualitative methodological paradigm
• Interpretive approach.
• Case study
Research Instruments
 Questionnaires (20 educators aged between 20 and 50 years old; 10 Xhosa speakers; 10 Afrikaans speakers)
• Questionnaire for 20 learners aged between 10 and 15 years old (10 Xhosa
speakers; 10 Afrikaans speakers)
• Meeting with SGB
• Meeting with 279 parents (184 Xhosa speakers; 95 Afrikaans speakers)
• Interview with 4 educators
• Interview with 6 learners
Research results & Recommendation
Research results
• 17 educators indicated that others discriminated against them.
All educators agreed to be part of anti-racist action
• All learners indicated that others discriminated against them.
All learners agreed to be part of anti-racist action Recommendations
Educators should undergo training in non-racism
 Through cultural & sporting events nurture a feeling of loyalty & belonging
• Revisit language policy with a view to explore possibility of combining the
two language groups in the same class
Student 2
Title
• Can the functioning of the School Governing Body of a historically disadvantaged school be improved by infusing it with human rights?
Research problem
• The SGB has been inefficient in its functioning since its inception in 1997.
Research methodology
Qualitative methodological paradigm
Interpretive approach
• Case study (SGB)
Research Instruments
• Interview with SGB (5 parents, the principal, 2 teachers, 1 non-teaching staff
member)
Research results & Recommendation

 Findings
Findings
Barriers to efficient functioning of SGB:
• Autocratic decision making on the part of some disempowered others
Above points to lack of HR culture
Lack of resources
Poor infrastructure
Recommendations
 SGB must receive necessary training from EMDC, PED or DoE
Training must be infused with values & human rights
Training must focus on rights of all stake holders
Student 3
Title
• Barriers to the integration of values in the curriculum in the intermediate
phase at Sunshine primary school
Research problem
Educators in the Intermediate Phase were not integrating values into the Life
Orientation Learning Area
Research methodology
Qualitative Methodological Paradigm
Interpretive approach
Action Research
Research Instruments
Observation
Semi-structured interviews
Questionnaires
• (Three educators in the Intermediate Phase, one from each Grade,
participated in the research)
Research results & Recommendation
Findings
Educators find it difficult to integrate values teaching, but regard values
education as important
 Parents are not providing vales education at home
 Ignorance on the part of educators of the 16 strategies in <i>The Manifesto on</i>
Education, Democracy and Human Rights
Recommendations
Educators must familiarise themselves with mentioned 16 strategies
 Educators must use selected strategies to integrate values education in all
learning areas
 Begin by selecting to teach the value respect – one of the ten core values in
The Manifesto
Student 4 Title
Barriers to the integration of values in the curriculum in the intermediate
e e e e e e e e e e e e e e e e e e e
Phase in Success Primary School (Mismatch: title & research problem
Research problem
• Educators in the Intermediate Phase are experiencing escalating problems
with learners' discipline
Research methodology
Qualitative methodological paradigm
Interpretive approach
Action Research
Research Instruments
• Questionnaire (8 Intermediate Phase learners)
• Interviews (the principal, parent of Grade 7 learner, 2 Grade 6 educators)
Research results & Recommendation
Research results
Findings
• The researcher identified a variety of factors external to the school as well

• The researcher identified a variety of factors, external to the school, as well

	as internal, that undermine discipline
•	Educator and learners establish clear rules for classroom behaviour
•	Educators must listen to learners to gauge their thinking and feelings
•	Directly informing learner of offensive, unacceptable behaviour towards
	educator and acting in line with existing discipline policy of school
•	Institute procedures for regular, constructive feedback between parent/s and
	school re: behaviour of learner
•	Find creative ways of nurturing relationship of trust between educator and
	parent
Stud	ant 5
Title	
•	Terughouding van verslagkaarte as struikelblokke wat veroorsaak dat
	leerders nie vrye en gelyke opvoeding geniet nie
Resea	arch problem
•	When learners' school fees have not been paid, their report cards are
	withheld, or they are denied access to schooling in the new year, and this
	constitutes a denial of access to free and equal education - a violation of
	their right to education.
Resea	arch methodology
•	Qualitative methodological paradigm, with some elements of quantitative
	methodological paradigm
•	
• Desce	Cuse shady
	Interviews (perents)
•	
•	Questionnaire (educators)
•	
Docor	Document study (Learner Profiles) arch results & Recommendation
	indings
	Decisions to withhold report cards and deny access to schooling in new year
	unconstitutional but parents, SGB do not know this
•	Some parents have unrealistic expectations regarding what the school can
	accommodate and yet survive financially
•	Many parents suffer genuine financial hardship and are unable to contribute
	to children's education
R	lecommendations
•	Educate SGB and parents regarding legislation surrounding position of
	parents genuinely unable to pay school fees
•	School must determine which parents can pay what and have measures in
	place to get parents to pay what they can afford
•	Find creative ways to generate funds, e.g. market day where parents sell produce to generate funds; accept work from parent in lieu of school fee or
	produce to generate funds; accept work from parent in lieu of school fee or part thereof
	puit distoit
Stud	ent 6
Title	
•	Strategies to prevent child abuse and protect learners' right
Resea	arch problem
•	Children increasingly suffer a variety of forms of abuse, which denies them
	their rights and affects their scholastic performance negatively
Resea	orch methodology
•	Qualitative methodological paradigm
•	Interpretive approach
• •	Action research
Resea	Cuestionneires (28 lacrmars))
•	Questionnaires (28 learners))
	Semi-structured interviews (41 parents, 9 educators, 1 trauma worker)
Resea	arch results & Recommendation

Findings
• Parents realised the need to take responsibility for their children's safety and
the need to respect children's rights
Recommendations
Awareness campaigns must educate children regarding their rights
• Provide practical information to children regarding what to do if they expect
abuse
• Engage in research at other schools to highlight the problem
Student 7
Title
• Strategies for maintaining discipline at W Primary since the abolishment of
corporal punishment
Research problem
• There are no clear cut strategies for maintaining discipline since the
abolishment of corporal punishment
Research methodology
Qualitative methodological paradigm
Interpretive approach
Case study
Research Instruments
• Questionnaire (9 educators)
Documentary analysis (school discipline policy)
Research results & Recommendation
Findings
 Although there is talk of `whole school policy' views of learners are not incorporated
• Educators are often blamed for failure to maintain good discipline, but
support systems within the school to provide support and practical advice are absent
Recommendations
• Code of conduct, based on principles of rights and responsibilities should be formulated and should incorporate views of all members of the school community
• Learners' handbook must be distributed also to parents
 A system of systematic record keeping regarding discipline must be
instituted
• Educators must discuss individual discipline concerns with administrators or department heads.
Student 8 Title
• Will corporal punishment help the teachers to restore discipline in the classroom?
Research problem
• We can no longer use corporal punishment to discipline children, but there
are no other discipline strategies in place
Research methodology
Qualitative methodological paradigm
Interpretive approach
Case study
Research Instruments
• Questionnaires (learners, educators, principal)
Research results & Recommendation
Findings
• Learners are very much aware that they have rights and that corporal
punishment is disallowed
Educators feel disempowered and suffer high stress levels
• There are as yet no clear cut departmental guidelines to replace corporal
punishment

Recommendations
• A committee must be set up to deal with extreme cases of discipline
problems
• Membership of this committee must include educators, members of the SGB
and members of the EMDC
Student 9
Title
Communication as a vehicle for the infusion of a HR ethos at Crossed-Lines
Primary School
Research problem
• Ineffective communication created an environment void of human rights,
resulting in interpersonal conflict and creating barriers to staff cohesion and
motivation
Research methodology
Qualitative methodological paradigm
Interpretive approach
Action research
Research Instruments
• Questionnaire (educators) (members of the SGB)
• Interviews (4 learners from each of the following grades: 4 to 7) (2
educators)
Observation of 10 learners during breaks
Research results & Recommendation
Findings
• Lack of a sense of community
 Lack of atmosphere of trust, openness and acceptance
Recommendations
• Staff meetings: chairpersonship should rotate to avoid domination by
principal
• Staff should go on team-building retreat facilitated by outsider
• SGB should arrange similar activity for that body
• Learners should be encouraged to participate in sleep-over camps in order to
get to know each other
• Regular meetings should be held between staff, learners and SGB
Student 10
Title
• Can the value of dignity remain a constant in an inclusive school?
Research problem
• Some educators and some mainstream learners display negative attitudes
towards inclusivity
Research methodology
Qualitative methodological paradigm
Interpretive approach
• Case study
Research Instruments
• Questionnaire (9 educators)
• Interviews (6 learners in the Intermediate phase, aged 10 and 11 years)
Research results & Recommendation
Findings
• Educators perceived that they do not possess the skills and competences to
cater for disabled learners
• Educators: Learning materials, facilities and sporting activities for disabled
learners inadequate or non-existent
• Learners do not accept that some other learners need and get more of the
educator's time and attention than they do
 Most learners have little or no contact with persons who suffer from
disabilities
 Nevertheless, there is empathy for disabled learners from both educators and
The vertices, allere is empury for disubled rearrents from bour educators and

		1
		 learners Educators and learners are concerned that the dignity of disabled learners be
		maintained
		Recommendations
		 Educators must be provided with constant professional support in view of the fact that their workload has increased
		 Educators must be provided with training to develop the skills and competences necessary o cater for the disabled learner
		 Learners should be educated regarding what a variety of forms of disability
		encompasses
		• Learners should be educated to understand their and others' rights and
		responsibilities
		Developing a conceptual and methodological framework for the Project
		in the construction of qualitative data During the months of April to August we started to develop arguments about the
		conceptual and methodological framework of the Project in the construction of qualitative data in the light of two women working reflexively as a team of researchers. We began by describing the project and focussing on the importance of
		the conditions and relations of project design for the construction of qualitative data. Through a process of continuous reflection on and attention to our feelings of getting a committed voluntary core of teachers to enable us to generate qualitative work, we came to some preliminary conclusion that our reflections have wider implications; and that the Project provided us with challenges which are usually experienced when qualitative research is carried out by a team. Firstly, we came to the Project with particular pasts and positioning which affected how we thought the research should be conducted. Secondly, our collaboration as designers of the Project, fieldworkers and analysts gave us first hand experience of the different stages of the research process. Thirdly, the fact that the in-service teachers were constrained by time, impacting negatively on the time schedule, militated against our intentions of the research process.
		Research instruments
		Research instruments for the educators and learners were constructed. The analysis of these instruments will be done at the end of 2006 and at the beginning of 2007 when the second round of observations will take place.
		Question naine for learners
		<i>Questionnaire for learners</i> The questionnaire for learners, mainly in the General Education Training Band, has been constructed using language easily understood by children at this level. The purpose of the questionnaire is to determine learners' conceptions of human rights. These questionnaires will be administered in November 2006.
		Interview achodule for togehorg
		<i>Interview schedule for teachers</i> Ten teachers have been interviewed to get a sense of the extent to which the recommendations of their Research Reports have been implemented and sustained.
		Meeting between Project Leader and Senior Researcher at UWC On 20 October 2006 the senior researcher at UWC, Juliana Smith, met with the project leader, Cornelia Roux, to discuss the progress of the UWC project and for
		clarification of the role of the senior researcher.
		CONCLUSION We thank SANPAD for this opportunity to engage in the research for this project, the project leader, Cornelia Roux for her ongoing support, and Petro Du Preez for her efficient communication and administrative work. We wish our co-researchers at the
		Universities of KwaZulu Natal and Johannesburg well with their research.
10		ata collection at various institutions
	SU	5 Students participants who started the project were still participating.
	WITS	2 Students of 2005 remained as participants and were new comers to the in-service

		group. Both teachers are situated in Johannesburg
	UKZN	5 Student-participants remained
	UWC (ACE) Student and Title of Research Report	Student 1 Promoting Non-Racism at ABC Primary School
	Research Report	Student 2 Can the functioning of the School Governing Body of a historically disadvantaged school be improved by infusing it with human rights?
		Student 3 Barriers to the integration of values in the curriculum in the intermediate phase at Sunshine primary school
		Student 4 Barriers to the integration of values in the curriculum in the intermediate Phase in Success Primary School
		Student 5 Terughouding van verslagkaarte as struikelblokke wat veroorsaak dat leerders nie vrye en gelyke opvoeding geniet nie
		Student 6 Strategies to prevent child abuse and protect learners' rights
		Student 7 Will corporal punishment help the teachers to restore discipline in the classroom?
		Student 8 Are HR and values obstacles to positive discipline?
		Student 9 Communication as a vehicle for the infusion of a HR ethos at Crossed-Lines Primary School
		Student 10 Can the value of dignity remain a constant in an inclusive school?
11	Objectives achieved in 2005	 A critical and comparative review of existing literature in this field of study, focussing on ambiguities in terminology. This objective has partly been achieved with the theoretical framework of the MEd- study of Ms P du Preez.
		 A critical review on literature regarding dialogical theories and strategies in ethnographic environments and research terrains This objective has partly been discussed but will be fully addressed in 2006.
		 To identify and analyse the curricula of identified service providers on human rights issues and different beliefs systems. This objective had been fully achieved
		• To explore the perceptions of the selected group of teachers (pre-service and in- service) involved in facilitation strategies. This objective had been fully achieved
12	Objectives achieved in 2006	 A critical and comparative review of existing literature in this field of study, focussing on ambiguities in terminology. This objective received further attention in Ms P du Preez's PhD dissertation and one paper she delivered at ISTE conference.
		• A critical review on literature regarding dialogical theories and strategies in ethnographic environments and research terrains.

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		This objective is addressed in Ms P du Preez's PhD dissertation and one paper she delivered at ISTE conference. This objective will receive more attention in 2007 as well.
		• To describe and evaluate the process and development of facilitation dialogue strategies by the service providers.
		This objective came under the spotlight in 2006 but will be fully achieved in 2007.
		• To describe and evaluate the process and development of facilitation dialogue strategies across the curriculum and, in some instances, in Life Orientation programmes.
		This objective came under the spotlight in 2006 but will be fully achieved in 2007.
		• To describe and evaluate the process and development of facilitation dialogue strategies across the curriculum and in schools.
		This objective came under the spotlight in 2006 but will be fully achieved in 2007.
		• To define a framework and guidelines for dialogue strategies for service providers and teachers through the process of participatory action research.
		This objective came under the spotlight in 2006 but will be fully achieved in 2007.
13	Visit to the Netherlands	While in the Netherlands for two conferences, the project leader, a senior researcher and a junior researcher visited the NIZA offices in Amsterdam to discuss progress in
	July/August 2006	the report. The discussions dealt with the progress of the project and the experiences
		of the researchers in the different research environments. The international links and the presenting of papers on the research were discussed in detail. It was a very
		pleasant experience to visit NIZA and Collette Gerhards.
		The following issues were mentioned by Colette:
		• The team functions extremely good, looking at the outputs of the project.
		• The role of the Dutch collaborator needs to be more specific and more involved.
		• Recommends that we go into discussion with Tammy Schaffer of UWC regarding the NGO's.
		• She suggested that extra funds could be applied for from the MPT- programme and Open University.
14	Conferences attended	Du Preez, P. Research in Educational Ethnography: The Indispensable Voices of
	and papers presented 2006	<i>Team Researchers</i> . EASA (Educational Association of South Africa) January 2006, Bloemfontein.
		Jarvis, J. <i>The voice of the South Africa educator in a context of religious diversity.</i> EASA (Educational Association of South Africa) January 2006, Bloemfontein.
		Du Preez, P. <i>Teachers – From Orators to Interlocutors: How Should Teacher-</i> <i>Educators Respond?</i> ISTE (International Society for Teacher Education) April 2006, Stellenbosch.
		Roux, C. <i>Capacity building in teacher education through research in multicultural education.</i> ISTE (International Society for Teacher Education) April 2006, Stellenbosch.
		Roux, C. <i>Outline of the cultural and religious context of contemporary developments in the African world.</i> 8 th International Biennial symposium on Interreligious and Intercultural Education. July 2006, Leeuwaarden, Netherlands. (Key note)
		Ferguson, R. <i>Thinking about how student teachers think about religion, religious diversity, knowledge and meaning.</i> 8 th International Biennial symposium on Interreligious and Intercultural Education. July 2006, Leeuwaarden, Netherlands. Du Preez, P. <i>Participation in community structures and interreligious dialogue in South African education settings: a construction space for social cohesion(?) 8th International Biennial symposium on Interreligious and Intercultural Education. July 2006, Leeuwaarden, Netherlands.</i>

		Du Preez, P. Dialoguing human rights values as a means to understand religious diversity: a conceptual clarification. ISREV (International Society for Religious Education and Values) July – August 2006, Driebergen, Netherlands. Ferguson, R. Student perceptions of human rights and their understanding of
		<i>interreligious and intercultural dialogue.</i> ISREV (International Society for Religious Education and Values) July – August 2006, Driebergen, Netherlands.
		Roux, C. <i>Reflective journaling in understanding religious diversity and human rights values</i> . ISREV (International Society for Religious Education and Values) July – August 2006, Driebergen, Netherlands.
		Du Preez, P. <i>Dialogue as facilitation strategy: infusing the classroom with a culture of human rights.</i> 6 th annual regional student seminar. October 2006, University of the Western Cape, Cape Town.
		Smith, J. and Small, R. From intent to reality to reflection: Teacher educators' voices within a human rights project. EASA/Kenton – November 2006, Wilderness.
15	Poster Presentation	Roux, C.; Du Preez, P.; Ferguson, R. & Jarvis, J. Understanding human rights values in diverse education settings: Exploring pre-service students' perceptions and reflections EASA/Kenton conference. November 2006, Wildernis, South Africa.
16	Publications	(2006) Roux, C. Collaboration in teacher education through research in multicultural education (to be published in Jauary 2007 (SAJHE)
		(2006) Roux, C.; Du Preez, P. & Ferguson, R. Understanding religious education through human rights values in a world of difference a chapter for a book Religious <i>Education in a World of Difference</i> (Eds. Prof. dr. Siebren Miedema of the Vrije Universiteit of Amsterdam)
		(2006) Roux, C. & Du Preez, P. Social Construct Perspective on an inclusive (South) Africanised Curriculum in Teacher Education (submitted to African Review: March 2006)
18	Completed Theses	Edgar Johannes. MEd (Curriculum Studies, Action Research and School
		Improvement) (Mini Thesis). Using collaborative action research to improve classroom discipline: An action
		research study at a secondary school in the Boland.
10	XXZ	Supervisor: Rosalie Small
19	Workshops attended	 RCI- workshops, organised by SANPAD, during January and February 2006 R Ferguson
20	Guests from aboard	Dr Chris Bond, University of Roehampton, England.
	visiting SU	• (February 2006)
	interesting in the project.	 Mariska Westdijk, University of Utrecht, Netherlands (September 2006)

Signature of Project leader

Date: 27 November 2006

SANPAD-NL: Visit report by NL research partner Project nr: 04/37

Utrecht, 17th of November 2006

1. Name and contact details of visitor:

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Tel. ++31-30-2531841 / Fax. ++31-30-2533241 / Mob. +31-6-24552594

2. Number and title of project

Project nr. 04/37

Understanding human rights through different belief systems: intercultural and interreligious dialogue

3. Period of visit

Sunday the 29th of October – Saturday the 4th of November (7 days, linked to SANPAD-contribution; including travelling)

This visit was followed up by a trip from Cape Town to Johannesburg (till the 11th of November)

4. Activities undertaken during the visit

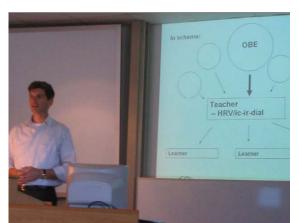
4.1. Main issues and conclusions of workshops and/or other activities

The main activity of the visit was a series of workshops with the SANPAD-researchers from South Africa at the Stellenbosch University. Being discussed are the already written papers and articles, the methodology of the research, the time-schedule and the SA educational policy in relation to the project's objectives. Concerning the latter point, particular attention is paid to the effectiveness and feasibility of the popular strategy of 'Outcomes based education' (OBE) related to the project's theme on Human Rights Education.

Much time was reserved for a Dutch critical input at this point; a constructive and fruitful discussion was held. The OBE's orientation on outcomes and products of learning processes seems to be problematic, because of the project's focus on value-orientation and the

development of attitudes of student-teachers and children, which presupposes more process-oriented procedures of assessment.

The workshops took place from Wednesday the 1st till Friday the 3rd of November. Before and after the workshop-sessions a variety of other appointments were made:



- An encounter with the chair of the Department of Curriculum Studies of Stellenbosch University (Education Faculty) prof. Lesley Le Grange
- Prepatory meetings with prof. Cornelia Roux (project-leader)
- Evaluative and prepatory meetings with prof. Roux and Petro Du Preez
- Bi-lateral meetings with some of the participant researchers
- Various social gatherings with colleagues at Stellenbosch University
- Other social events

During the second week, which was 'officially speaking' a week of holidays, I visited some schools, a developmental project and a so called 'problem-area' (at Jeffrey's Bay), which proves to be helpful for a better understanding of the SA societal and educational situation.

My impression is that the SANPAD team is very much committed and that prof Roux is adequately leading the project. Each participant is very much aware of the fact that research on HRV could easily stay an academic subject, but that the consequences of the research should have an impact in a society where HRV's are very often violated. The concern is "to deal with HRV on the grassroots' level". The urgency of the matter in the SA case is high and the implementation into practice needs to have the highest priorities. The theme not only is and will be an academic exercise on a philosophical and moral-ethical level, but needs to include fully matters like sexual behaviour and morals, information and reflection on HIV and AIDS, gender issues in the classroom, child-rape, collective responsibilities, etc.

This concern was leading in the discussion how future arrangements should be made.

5. Future arrangements

The implementation of the research findings and the developed strategies will be the main focus in the third year of the project. Of course these findings and the developed strategies will be described and documented first, but a translation towards the concrete classroom situation and a contribution to the teachers' teaching-'repertoire' are felt to be urgent. A way to deal with this is discussed and decided upon.

The urgency of the matter has also resulted in concrete ideas about the continuation of the project on a more elaborated basis. It is to be expected that the support of SANPAD will be ask for that subsequently in the near future. A well-known lecturer and researcher of the Faculty of Law, prof. Sonia Human, made a substantial contribution to the workshop, exploring the possible future strategies. A future collaboration is a realistic option, which would mean both the continuation and an extension of the project. The idea is to develop a centre of expertise on human rights and values as a service institute for schools, and for education in a broader sense.

6. Observations on the proceedings of the project

My observation is that the project is working according to the scheme. Sometimes it is difficult for participants to combine the deadlines of the project with the working-schedules at the various home-universities. My recommendation has been to look for combinations of interests. As teacher educators the participants work on the hot spots already. They are on the right place to explore the theme of the SANPAD-project, i.c. they are in contact with the student-teachers already, including their reflections on HRV, and they are visiting schools all the time. A fruitful, reciprocal effect could be generated both for the educational practices and for the SANPAD project.

7. Recommendations

Both for the coming (third) year of the project and for the strongly needed extension and follow-up of the project, I would recommend not to develop initiatives to make contacts with NGO's, but to make use of the participants' commitment and involvement in teacher

education. It is obvious that pre-service and in-service training, as an instrument to implement the proceedings of the research, as well as the contacts with student teachers, inservice teachers, schools and educational authorities, etc., they are all already at hand and available immediately and on the spot. This means that I would plead not to dive into the bureaucracy of getting the NGO's interested and to invite them to cooperate, but to make use of the instruments and contacts that are already available. We discussed this possible change in the project policies. The participants of the project agreed on this recommendation; the external consultants from the SA-context (present on Thursday) shared this insight.

As said earlier, the OBE-climate in SA's education could be difficult to deal with if one is more interested in value-orientation, value-development and the attitude of the teacher as an individual (and the child in the classroom). I have recommended to reflect on OBE and its potential when it is seen in the light of the project. The main question is to what extent OBE could be alternatively interpreted to meet more adequately with the complicated area of values and attitudes. An alternative option would be that a more critical view towards OBE and its restricted potential will and must be part-and-parcel of the HRV project.

An awareness of SA researchers and a Dutch researcher working together on a project (and not only SA researchers) has grown. It is a wish to make this collaboration more concrete by a follow-up visit in appr. one year and by the writing of some articles together.

The potential of the project is impressive and the possible impact in society and more specifically in education could be huge. I would recommend to explore an extension of the project till 2009-2010. By extending the project, elaborating strategies to influence the curriculum of pre-service and in-service teacher training curricula, a bigger contribution to SA education in general (*violence* and *human rights issues*) and to classroom culture in particular could be made. Promising in this respect is the already explored broadening of the project by the involvement and interest of researchers of the Faculty of Law (experts on the UN's and SA's stances towards Human rights).

8. Output at this stage of the project

The following publications have been achieved by the SANPAD-team:

- Roux CD, *Religion in education: perceptions and practices.* <u>Scriptura</u> (International Journal for Bible, Religion and Theology in Southern Africa), (to be published November 2005).
- (2005) Du Preez P & Roux CD, Clarifying students' perceptions on different belief systems and values: prerequisite for effective educational praxis. Submitted for reviewing in the <u>South African Journal of Higher Education</u> – Output from pilot study for SANPAD
- (2005) Du Preez P & Roux CD, *Religion in Education: An emotive research domain*. (International Journal for Bible, Religion and Theology in Southern Africa), (to be published November 2005).

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