



South
Africa
Netherlands Research
Programme on
Alternatives in
Development

Understanding human rights through different belief systems
intercultural and interreligious dialogue

NEWSLETTER

Issue 3:2006

Hope all of you enjoyed a great easter weekend with your families!



CONGRATULATIONS

Congratulations to Juliana
who graduated in April
this year! We are all very
proud of you.

Her DEd dissertation is
entitled: "Teacher
education for
intervention: change in
the commerce classroom".



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Another congrats to professor Roux who is promoted to full professor!



CHEERS!!!

Rene's PhD proposal, entitled:
"Situating learning as a teacher
development option for religion
education in the Life Orientation
curriculum, was also accepted." Good
luck with the work that lies ahead!



We also think of **Rosalie** who is busy with
her PhD under guidance of Juliana. Her
title is: An investigation of teachers' and
pupils' understanding of human rights in
education: a case study conducted in ten
schools in the Western Cape.



Also... Good luck to **Janet** who is busy studying two honours modules.

PS: Petro is busy writing a dissertation.... ☺

Title: *Dialogue as facilitation strategy: infusing the classroom with a culture of human rights*



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Research...

Part of my dissertation and papers for this year aim toward clarifying what exactly I understand when I use the concept *dialogue*. I've been grappling with aspects and reconstructing my already (over-)constructed thoughts on this matter and enjoy every moment doing so. As soon as I can, I'll try and get something regarding dialogue published and disseminate it to all of you.

I've also started visiting schools here in Stellenbosch. Juliana and Rosalie will also soon start their visits in the Western Cape area, as well as also Rene in the Johannesburg area. Janet will only start her visits in KZN in August. Regarding the school visits, I'd like to share something with you all. Just thought it was nice...

I went to watch a lesson prepared for grade 8 learners in a girl's school. The student-teacher introduced the basic content regarding human rights. The lesson was to my mind successful and heated discussion evolved throughout the lesson. One of the discussions, initiated by one of the learners, dealt with whether political rights should be viewed more important than basic rights (such as food, water, electricity, etc...) or whether basic rights is more important than political rights. (Unfortunately the

student-teacher did not allow for the discussion to further develop into a dialogue...) Nevertheless, afterwards we had an interview in which I asked her why she chose the content, etc, etc. I spoke to her about when one teaches **about** human rights (giving content), **for** human rights (human rights education aiming at incorporation to daily life of learners) and **in** human rights (explore human rights in practical situations). I then asked her what she would do to facilitate human rights education to include the *for* and *in* dimensions. She replied by means of the following example: "My sister is also in a girl's school in grade 11. They felt offended after Zuma's rape trial was reported on by *Die Burger*, since the explicit and detailed sex portrayed within various articles violated their rights in different ways. Although acknowledging *Die Burger's* right to freedom of speech they should not be so blatant, since such reporting might negatively influence children and women who've been through similar situations. My sister's class started writing to *Die Burger* to object against such reporting and violation of children and women's rights." This was to my mind an excellent example of educating **for** human rights...

Petro 20/04/06



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