OVERVIEW:

The overall aim of this project was to explore the impact of teachers’ teaching a culture of human rights through intercultural and interreligious dialogue. The project commenced in 2005 and ended in 2008. Academics from four South African Universities (Stellenbosch University, the University of KwaZulu-Natal, the University of Witwatersrand and the University of the Western Cape) and one from the Netherlands (Utrecht University) were involved in this programme. The project leader was then a professor at the University of Stellenbosch (1992-2008).

This study investigated teachers in both in-service and pre-service training environments. The entire project and the way it was managed and conducted could be described as an autoethnographical feminist research paradigm.

MAIN FINDINGS:

This project aimed to develop theories and guidelines to assist teachers to infuse a culture of human rights through intercultural and interreligious dialogue. Amongst these theories were the following: clarifying the notion of human rights values; theoretically defining dialogue as facilitation strategy; and creating an understanding of the infusion of a culture of human rights. These theories were compiled in a programme for teachers using participative intervention research and
disseminated and researched over a two year period. The term community of educators were used to describe how each group of teachers constructed knowledge about the programme and gave meaning to these theories based on their direct social context. The study also investigated the voices of in-service teachers on the human right of religious freedom.

The success of this project after three years was rewarded by an extention of the funding and in this way the dissemination and the workshop with teachers.

OUTPUTS:
Conferences attended and papers presented (37)

**2005**

Roux, C. & Du Preez, P. *Clarifying students’ perceptions on religion, belief systems and values as prerequisite for effective educational praxis*. EASA Conference (Educational Association of South Africa), January, University of the North West (Potchefstroom-campus), South Africa.

Smith, J. & Small, R. *From intent to reality to reflection: lessons learnt from the ACE Human Rights and Values course*. February, DoE Pretoria, South Africa.


Du Preez, P. *Redefining values education via human rights values*. 5th Annual Regional Student Seminar, October, University of Stellenbosch, South Africa.


**2006**
Du Preez, P. *Research in Educational Ethnography: The Indispensable Voices of Team Researchers*. EASA (Educational Association of South Africa), January, Bloemfontein, South Africa.
Jarvis, J. *The voice of the South Africa educator in a context of religious diversity.* EASA (Educational Association of South Africa), January, Bloemfontein, South Africa.

Du Preez, P. *Teachers – From Orators to Interlocutors: How Should Teacher-Educators Respond?* ISTE (International Society for Teacher Education), April, Stellenbosch, South Africa.

Roux, C. *Capacity building in teacher education through research in multicultural education.* ISTE (International Society for Teacher Education), April, Stellenbosch, South Africa.


Ferguson, R. *Thinking about how student teachers think about religion, religious diversity, knowledge and meaning.* 8th International Biennial symposium on Interreligious and Intercultural Education, July, Leeuwaarden, Netherlands.


Du Preez, P. *Dialogue as facilitation strategy: infusing the classroom with a culture of human rights.* 6th annual regional student seminar, October, University of the Western Cape, Cape Town.
Smith, J. & Small, R. *From intent to reality to reflection: Teacher educators’ voices within a human rights project.* EASA/Kenton, November, Wilderness, South Africa.

**2007**

Du Preez, P. *Dialogue as facilitation strategy: a disruptive education praxis towards disclosing the enigmatic other.* 7th annual regional student seminar, September, Mowbray (Cape Town), South Africa.

Roux, C. *The participation of pre-service teachers in the development of a new pedagogy in the context of religious and cultural diversity.* 27th International Society for Teacher Education (iste), 23-30 June, University of Stirling, Scotland.

**2008**

Roux, C. *Understanding human rights through different belief systems: intercultural and interreligious dialogue.* European Association for Research on Learning & Instruction (EARLI) First International Advanced Seminar, 14 – 18 January, University of Stellenbosch South Africa.


Jarvis, J. *Perplexed, pedantic or progressive: teachers’ understanding of the human right to religious freedom.* Annual Conference Education Association of South Africa (EASA), January, Stellenbosch University, Langebaan.


Du Preez, P. *Dialogue as a facilitation strategy: infusing the classroom with a culture of human rights.* European Association for Research on Learning & Instruction (EARLI) First International Advanced Seminar, 14 – 18 January, University of Stellenbosch, South Africa.

Du Preez, P. *Theoretical approaches in support of Religion Education.* Annual Conference of Association of Religion in South Africa (ASRSA), May, University of KwaZulu-Natal, Durban.

Du Preez, P. *Human rights in education: are we really moving from rights to responsibilities?* Western Cape Students’ Human Rights Conference, March, Stellenbosch University, South Africa.

Du Preez, P. *Participative intervention research as methodological framework for the development of professional development programmes for in-service teachers.* Conference on Teacher Education, March, University of Johannesburg, South Africa.


Jarvis, J. *Religion Education as praxis: the voice of the teacher.* Annual Conference of Association of Religion in South Africa (ASRSA), May, University of KwaZulu-Natal, Durban.

**2009**


**Publications (18)**


(Submitted for review) Du Preez, P. Thinking about knowledge amidst religious diversity. Epistemological relativity and its impact on religion in education. *Alternations*.

(Submitted for review) Jarvis, J. The Voice of the in-service teacher in the context of religious freedom. *Alternations*.

(Submitted for review) Roux, C. Religion education as praxis: voices and narratives on teaching and learning experiences. *Alternations*. 