

Editorial

Since the adoption of the Declaration on Human Rights Education and Training in 2011 by the United Nations, a variety of educational strands arose in attempts to formalise Human Rights Education and Training, such as: Education for Democracy, Democracy Education, Civic Education, Citizenship Education, Political Education, Peace Education, International Education, Global Education, World Education, Moral Education, Environmental Education, Development Education, Multicultural Education and Anti-Racism Education.

At the heart of these developments, are efforts, within and through education, responding to cultural, religious and ability differences, racism, intolerance, conflict, political illiteracy, discrimination, socio-economic rights and a general knowledge of human rights and responsibilities. In the light of globalizing processes and the mobility of human beings between and within national borders, the ontological make-up of communities and educational institutions is ever-changing. Certain kinds of education and educational conditions are required to engage with a diversifying milieu where respect for *difference* emerges as a fundamental principle. However, many studies that follow this direction tend to undermine *social justice* by construing forms of identities that are incapable of establishing *solidarities*. One of the biggest challenges facing educational thinking and doing today, is an engagement with *difference* that contributes to *social justice* as a rational, political project. In this sense, the interplay between multiculturalism, inclusivity, human rights and social justice at all levels of the education system and within various forms of educational spaces, is of great importance.

Against this background, this special edition called for papers that engage with the following *sub-themes*. This editorial indicates how the contributors responded to these *sub-themes*:

1. *The educational expression, practical and theoretical, of the link between human rights, social justice and inclusivity.*

Authors used a variety of educational expressions, both practical and theoretical, to deliberate about the need to integrate human rights,

social justice and inclusivity ideals into education praxis. Anneline Keet argues that social workers can be regarded as boundary brokers for inclusivity insofar as students with disabilities are concerned. However, she problematizes this notion by showing empirically that social work educators, such as herself, are not yet equipped to meaningfully include students with disabilities. Accordingly, she provides suggestions for interventions through the curriculum. Hlavisio Motlhaka investigated the relationship of English First Additional Language students' critical thinking skills and their lecturers' critical pedagogy use within a university setting. He found that lecturers have the aspiration that their students should acquire these critical thinking skills. Therefore, he suggests various ways in which this ideal can be realized. Working with study-abroad-students from the United States of America in an economically deprived setting in South Africa, Denise Polk and Ansie Kitching established that learners in this environment also have dreams and aspirations for better prospects. These learners are well aware of inhibitors and enhancers that are needed to realize their dreams. Tania Rauch van der Merwe, Shirley du Plooy and Motsaathebe Serekoane performed a critical appraisal of a university program which aims to instil democratic discourse. Their argument is that this program cannot remain a-contextual in how it is taught if it wishes to make a difference in how knowledge is exchanged in universities.

2. *New forms of pedagogical formations and arrangements that engages with the interplay between human rights, inclusivity and social justice in education.*

The authors, whose contributions are clustered under this sub-theme, cast alternative gazes on the pedagogical underpinnings of their scopes of interest. Exploring the methodology of political biography with her students in the United States context, Felisa Tibbitts found that this pedagogical strategy supports them in their identity processes towards early professional life choices. She also concludes that political biography enables students to develop a sense of caring and justice for others. June Monica Palmer and Desiree Pearl Larey utilized a critical

social theoretical approach to interrogate Education students' personal beliefs and their socio-political awareness. They conclude that cross-cultural dialogues can promote social cohesion among students from diverse backgrounds. Reporting on a project at their university, Thabang Queench, Sonwabo Stuurman and Allan Zinn provided insight into students' understandings of non-racialism and citizenship framings. Their conclusion is that students are still dependent on racial categories in their appraisal of society. The state of multicultural education in South Africa gets a thorough critical review by Gregg Alexander. He concludes that multicultural education is understood and applied in ways that still do not advance anti-racism.

3. The development of productive interpretive schemes for analysing the interaction between social justice, human rights and inclusivity in education.

This sub-theme drew contributions which are mostly driven by theoretical considerations as authors grappled to make sense of the interaction between social justice, human rights and inclusivity ideals in education. Andre Keet and Willy Nel studied student leaders' experiences of their terms in leadership. Through an interplay of the empirical with theory they suggest that these student leaders' sense of misrecognition stems from their perception that their very leadership roles are scripted by the overregulated environment within which they function. In

the basic education setting, Kevin Teise engages with the concept of restorative discipline. He proposes this approach to discipline as a response to the disciplinary and safety challenges in multicultural schools in South Africa. By weaving historicity, periodization and classroom praxis of Human Rights Education (HRE), US scholars Christine Monaghan and Carol Anne Spreen demonstrate interpretive schemes with which to critically deal with their field, HRE. They conclude with key principles on how human rights can be infused in a curriculum. Monaghan and Spreen, lastly, make a convincing case for the upholding of HRE as still a better option than Global Citizenship Education which they critique as at risk of reproducing the status quo. Rouaan Maarman applies the capabilities approach as a lens through which to analyse the notions of success in economically deprived schools. In using this theoretical frame, he supports the search for interpretive schemes with which notions of social justice in education can be productively interrogated. Returning to Higher Education, Dionne van Reenen dexterously works with various theories as she interprets a text produced by a past student leader. She concludes that a historically white Afrikaans university is still a harsh environment for black students to survive in.

As guest editors of this special edition, we hope to have made a contribution to scholarship by publishing these high quality contributions in a journal from the global South in the face of overt and covert efforts at marginalising such journals.

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(Guest Editors)