

Teaching Human Rights Education: A Foucauldian Discourse

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ABSTRACT There is a growing interest in Human Rights Education in both developed and developing countries. In spite of the array of changes in the education policy, namely state infrastructure and legislation, there is a missing link between theory and practice in the South African education policies. This article sets out to investigate the discrepancy between theory and practice in the South African education policies. It seeks to make a modest contribution to the teaching of HRE theory and practice. Drawing from Gramsci's framework and Foucault's theory of discourse, this article: (1) conceptualises human rights education; (2) investigates the genesis of human rights education; (3) explores Foucault's theory of discourse and Human Rights Education; (4) argues teaching Human Rights Education as practice of hegemony; and (5) analyses the post-apartheid education policies in terms of the human rights included in the curriculum.

Over the past twelve years, Human Rights Education has slipped into the languages of Ministries of Education, educational and non-profit organizations, human rights groups and teachers ...not to mention inter-governmental agencies such as the United Nations ... (Tibbitts 2002:160).