

J.L. Dube Chair in Rural Education



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The J.L. Dube Chair in Rural Education leads research and community engagement activities in rural schools and communities. Working collaboratively with teachers and community, the aim is to build inclusive environments in which young people flourish and in which they access opportunities aimed at their development. To illustrate, some of the (funded) projects include the following.

10.1 Networks for Change and Well-being: Girl-led ‘from the Ground up’ Policy Making to Address Sexual Violence in Canada and South Africa

In 2021, one 6-year international IDRC-funded partnership (with McGill University) project was completed and closed: Networks for Change and Well-being: Girl-led ‘from the Ground up’ Policy Making to Address Sexual Violence in Canada and South Africa (Networks4Change: www.networks4change.co.za/).

The aim of the project was to better understand sexual violence in rural communities, and to facilitate and support girl-led social and policy change to enhance girls’ educational and health courses.

10.2 Three New Projects Launched in 2021

10.2.1 Learning With and From the Global South: Opportunities for Engaging Girls and Young Women with Disabilities across Southern Spaces (ENGAGE) – with Carleton University, Canada, funded by SSHRC (Canada). The aim of the project is to examine how young women and girls with disabilities in rural communities might build on locally engaged practices and stories to resist the hegemony of disability knowledge production in the global North and to work with them to develop inclusive, decolonial spaces and networks of engagement.

10.2.2 Comprehensive Sexuality Education Curriculum in Rural KwaZulu-Natal, South Africa: A Community-based Participatory Approach to Contextually Relevant Programming. Funded by the Spencer Foundation, the aim of the project is to understand the needs of adolescents in relation to their SRHR and their access to adequate and appropriate education and health services; and explore how CSE might be implemented in a way that is meaningful to adolescents and relevant to rural contexts.

10.2.3 Supporting the Establishment and Implementation of Girls Clubs to Build the Capacity of Girls to Address Gender Inequality and GBV in and around their Schools and Communities. The project is funded by the Ford Foundation. It is working with 14 Champion teachers (in 14 rural schools in KwaZulu-Natal and the Eastern Cape) to set up Girl Clubs, and over the next five years, mobilize knowledge generation and youth activism to address gender-based violence (GBV) in schools and communities.