CHAPTER III

REVIEW OF RELATED LITERATURE

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3.1 INTRODUCTION

A review of related literature is a vital component of the research process. It facilitates the researcher to have a clear understanding of the research problem. It provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon the past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation. Mouly (1970) explains that no experienced researcher would think of understanding a study without acquainting himself with the contribution of previous studies. In the words of Merriam (1988), “An investigator who ignores prior research and theory chances pursuing a trivial problem, duplicating a study already done, or repeating others’ mistakes. The goal of research contributing to the knowledge-base of the field may then, never be realized”.

A research project is always a relief against a background of the past studies in the same field. A survey of related literature enables the investigator to see that the study has been largely supported by a number of other studies and it is settled on a firm ground. A researcher must take the distilled essence of the past studies as a foothold for his study.
The research studies reviewed in this chapter, include closely related investigations carried out in India and abroad. They are chronologically presented to gain an insight into the nature of researches undertaken over the years. The review of the previous studies has been classified as:

(i) Studies on human rights

(ii) Studies on human rights violations (sex abuse, child abuse, violence against women etc.)

(iii) Studies on Right to education and

(iv) Studies on human rights education.

3.2 REVIEW OF RELATED LITERATURE

(i) Studies on Human Rights

1. Selvan. A (2003), conducted a study on Human Rights Education: Modern approaches and Strategies. The research focuses attention on human rights education. Its main concern is to teach the human rights concepts with a view to enriching the cognitive, effective and psycho-motor domains of the students and finally to assess the impact of the approaches and strategies applied,
in increasing the awareness of the learners. The research also identifies the attitudinal changes of the experimental subjects as a consequence of the treatment while transacting curricular contents in human rights education.

The major finding that the awareness of the experimental subjects has increased significantly proves the effectiveness of the treatment which involves various approaches, methods and techniques. Similarly the attitude of the students towards human rights and human rights education has also significantly improved. This further validates the efficacy of the treatment given to the experimental subjects. Hence, it is highly recommended that the direct and indirect approaches be applied and different strategies and techniques be used to impart human rights education at the secondary level particularly at Std. IX level.

The students’ awareness and attitude have been significantly improved in all their dimensions. This is a further proof for the impact of the intervention treatment.

Although the treatment lasted just 40 periods, there is a remarkable increase in the level of human rights awareness and change in the attitude of the learners. If the treatment period is continued in the regular classes quite marvellous would be the outcome.
The gap closure percentages for the awareness in global view and all dimensions, are 90 and above. Similarly the gap closure percentages for the attitude are nearly 80. These results further show that the students who were subjected to the treatment had actively responded. Hence, all the activities and strategies adopted by the investigator are appropriate and effective to be followed by the teachers who are to practise teaching human rights to the high school students.

The research findings further bring to light that there exists no significant difference in the post-treatment scores among the groups of students with respect to the demographic variables such as gender, community, parental income, occupation and education, TV-watching and newspaper-reading. These findings clearly reveal that the above demographic variables could not exert any impact on the post-test-awareness and attitude levels. The same condition prevails in almost all their dimensions except a few like professional rights and political rights education teacher in the attitude. In the post-awareness score in the professional rights, girls are superior to boys. In the post-awareness in political rights, the occasional newspaper readers are better than the regular readers. This implies that the regular newspaper reading plays a negative role in creating awareness in political rights. This may be due to the unauthentic
publication of the current newspapers in highlighting political news. It also implies that political awareness too need to be created only through education.

2. **Morris and Shawn Michelle (2002)**, conducted a study on Development and Human rights at the United Nations Development Programme and World Bank. The connection between development and human rights is often overlooked by the development experts and institutions. This project emphasizes the indivisibility between development and human rights. The author searched for the inclusion or exclusion of human rights rhetoric in policy formation as conducive to development initiatives that make human welfare a priority.

Project evaluations, the author found the United Nations Development programme to be highly supportive of human rights policies, placing human welfare as its main priority in its development in its policies and mandates.

Project evaluations from both the United Nations Development programme and the World Bank were then systematically pooled to reveal the priorities of their evaluation staffs as well as the objectives of each development of programme. If the purpose of a development institution is to elevate human welfare, the promotion
and protection of human rights is a key ingredient in the formulation and implementation of its development policies.

3. Ozbank and Rivdan Murat (2000), conducted a study on Understanding a misunderstanding: Democracy and dialogue in the West Vs. Non-West controversy over the human rights. This thesis focuses on the democratic theoretical foundations of this controversy in an attempt to find out whether an underlying basis of agreement between the positions espoused by the Asian and American governments during the Vienna Conference can be uncovered.

Findings: (1) The criticism that the Asian governments levelled against the Western governments, as well as the Bangkok Declaration they adopted resonate in important respects and with a few reservations with the discursive concept of political legitimacy, elaborated in Western political thought by Juergen Habermas, (2) the persistence of the controversy over universality even after the unanimous adoption of the Vienna Declaration and programme of action can partially be explained by a misunderstanding on the part of American government, of the resonance of this democratic theoretical common ground, in the Asian government’s Bangkok Declaration, (3) this misunderstanding can be understood in terms
of the conceptual differences between the two distinct theoretical approaches to questions of democracy and democratization.

4. *Chase and Anthony (2000)*, conducted a study on **Islam and human rights, clashing normative orders?**. Islam and human rights, are often paired as starkly opposed normative orders. This dissertation, however, demonstrates that there is neither necessarily a clash nor a need for reconciliation between them — their interrelationship is far more ambiguous and, ultimately, complementary. Human rights does not attack Islam, nor does Islam place a box around the political-legal possibilities, which exist in Muslim societies.

This makes talk of cash or reconciliation an irrelevant diversion from the true issues of importance to particular conflicts. Islam and human rights interact within a broad range of political, social, and cultural circumstance and may be deployed within them in a greater or lesser oppositional manner. This should be the point from which any theoretical model begins.

The dissertation’s three case studies — India’s Muslim minority confronting majoritarian nationalism, the international implications of Khomeini’s fatwa on Rushdie, and constitution drafting in the Palestinian Authority- demonstrate the complexity of issues implicated under the Islam and human rights rubric, particularly group and
minority rights. The on-the-ground realities of the case studies show that it is these issues and how they play out in local, regional and global contexts which are far.

5. Chung and Young-son (1998), conducted a study on Asian perspectives on human rights and trade-off thesis: Focus on South Korea. The primary objective of this study is to elucidate the nature of the Asian concept of human rights and to examine the interrelation between the process of economic growth and contingent human rights policies, using South Korea as a case study.

However, in recent decades the history of human rights in South Korea offers no promises or proof that civil and political rights will be extended to citizens upon the realization of economic development goals.

The study concludes that if the economic growth of a country does not facilitate the realization of human rights after the country reaches a certain level of economic development, then various restrictions on human rights cannot be justified in the name of economic growth, and that human rights, critical factor of desirable democracy, cannot be pushed aside until economic development is consolidated. In the same context, a country’s
economic policies should promote the rule of law and not the political interests of abusive governments.


The thesis establishes that, whereas military involvement or military dictatorship in governments directly affects the functions of the American Court, cultural diversity, economic under-development and on party system of government would have a great effect on the role of court amongst African states.

Consequently it is concluded that a human rights education policy, vigorously pursued by the African Commission, would be a better alternative to a court at this time. It is apparent that a lack of general awareness of human rights by citizens in sub-Sahara Africa the main reason for continued government indifference or interference with human rights.
(ii) Studies on human rights violations (sex abuse, child abuse, violence against women etc.)

7. Syed, Khalida Tanvir (2008), conducted a study about the Islamic faith and issues of human rights and women’s rights in the West. The first misconception is that Muslims are terrorists because they believe in jihad. It is factually the case that Islamic teachings stress the value of peace and prosperity for all human beings. The second misconception is that Muslims prohibit scientific knowledge and only aim to seek religious knowledge. To the contrary, Qur’an emphasizes that the opportunity to seek all forms of knowledge is a human right and responsibility of all Muslims. The third misconception and perhaps, the most controversial, is that Islam oppresses women. In reality, Islam offers women the right to make their own choices in the areas of education, business, and property, to name a few. “By sharing my own experiential narrative as a Muslim born woman and that of a Canadian woman who converted to Islam, I can actually see the similarities between human rights in Islam and the United Nation’s Universal Declaration of Human Rights (1948)”.

8. Stavenhagen, Rodolfo (2008), Building Intercultural Relationship Through Education: A Human Rights Approach research studied the challenges posed by traditional ethnic and linguistic
minorities in multicultural states and more specifically the problems faced by indigenous peoples and communities. Their educational and cultural needs and demands are increasingly being framed in the language of human rights, based on the expanding international legal and institutional human rights system. The United Nations World Conference on Human Rights, held in Vienna in 1993, endorsed a rights-based approach to development, human rights education is a growing field in educational practice, respect for cultural diversity is now enshrined in international and domestic laws, and the right of every person to education and to culture has become a mainstay of international human rights principles to which a majority of the world’s states has subscribed.

9. **Bandow, Diane; Hunter, Debra (2008),** conducted a study on **Developing Polices about Uncivil Workplace Behaviour.** Workplace incivility, including aggression and bullying, is a troubling phenomenon. Uncivil behaviours not only harm individuals but also diminish employee performance and sometimes result in legal action against companies. Thus, it behoves organizations and management to become vigilant and responsive to such behaviours. Yet the evidence shows that with the recent exception of attempted legislation in Hawaii (Chiem, 2007), few companies or jurisdictions in the United States have policies and procedures aimed at addressing
uncivil behaviour. The researcher outlines some points to consider when developing policies to counteract uncivil behavior in the workplace. In the process, they incorporate the views of two corporate representatives (a diversity manager at Georgia Power and a human resource manager at PepsiCo) and an attorney with the U.S. military.

The researcher concludes that the driving principles of the policy should be that every employee has a right to be treated with respect and that false accusations are taken as a serious offense. Some organizations have already included respect for each other in organizational mission statements, so providing linkage to the mission statement could further strengthen any policy developed on uncivil behaviour. Most important, managers need to be aware of how uncivil behaviours affect working relationships and lead to legal, psychological, and retention issues.

10. **Crocco, Margaret Smith (2007),** conducted a study under the title ‘Speaking Truth to Power: Women’s Rights as Human Rights. The researcher considers the treatment of women’s rights as human rights in the social studies curriculum. She discussed the role of the United Nations in promoting women’s rights since the adoption of the Universal Declaration of Human Rights in 1948. She
also reviewed the treatment of women’s rights within social studies curriculum today through a review of the curriculum guidelines of each U.S. state. She calls for greater attention to placing the study of the world’s women into a human rights framework within social studies curricula across the United States.

11. O’Malley, Brendan (2007), conducted a study on Education under Attack: A Global Study on Targeted Political and Military Violence against Staff, Students, Teachers, Union and Government Officials and Institutions. The study details how political and military violence targeting educational systems is depriving a growing number of children of the right to education. This study focuses on targeted violent attacks, carried out for political, military, ideological, sectarian, ethnic or religious reasons, against students, teachers, academics, education trade unionists, education officials and all those who work in or for education institutions such as schools, colleges and universities. It also includes attacks on educational buildings, such as the firebombing of schools. It urges the international community to address the issue of violent attacks, press for an end to impunity for such attacks and extend the application of human rights instruments to cover violence against education. It recommends the establishment of a publicly accessible global database to facilitate the examination of trends in the scale, nature and
targeting of attacks as well as qualitative research into their motives. It calls for the allocation of more resources to the International Criminal Court so that more education-related cases can be brought to trial. Case studies of Iraq, Afghanistan, Thailand, Nepal, and Colombia are presented.

12. Neuberger, Benyamin (2007), conducted a study on Education for Democracy in Israel: Structural Impediments and Dilemmas. Research in Israel has shown a high level of non-democratic, and even anti-democratic, attitudes among Israeli high-school students. Similar findings in the adult population indicate that this is not a “childhood disorder” that evaporates with age, but something which could pose a threat to Israel’s young and fragile democracy.

The thesis analyses the constraints on and dilemmas of effective democratic education in Israel. These impediments include the non-democratic countries of origin of the vast majority of Israel’s Jewish and Arab population (Eastern Europe and the Arab Middle East); the partially non-democratic political traditions of the main political camps (the Left, the Right and the Orthodox); the lack of a liberal-democratic written constitution as an educational tool; the absence of a national consensus (especially among the political elites); the problems posed by occupied territories under military
government; the salience of the security issue, which leads teachers and parents to perceive democracy and human rights as a luxury in the context of war and terror; the problem of religion and State, and the attitude of Israel’s Orthodox and ultra-Orthodox that in a Jewish-democratic state, Jewish should come first and democratic second; and finally examples of non-democratic behaviour of the political leadership.

13. **Sharma, Parul (2005)**, conducted a study on **Mental Health Aspects of Victims of Crime with Special Reference to Children**. Every woman, man, youth and child has the human right to the highest attainable standard of physical and mental health, without discrimination of any kind. This is enshrined in the Indian Constitution and the Universal Declaration on Human Rights. Enjoyment of the human right to health is vital to all aspects of a person’s life and well-being, and is crucial to the realization of many other fundamental human rights and freedoms. Furthermore, the social rights of victims of crime and their sensitive needs for mental health support is based on the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985 (Resolution adopted by the UN General Assembly, non-binding principles upon member nations).
Remarkable developments have taken place both internationally and nationally when it comes to prioritising child rights, but the links between child abuse, child labour and the care for a child’s mental health are still absent. The role of mental health of rescued and victimised children is also absent in Indian case law. In cases of legislations concerning children and their rights, the author contends that mental health considerations must become an inextricable component of law, and therapists must be included in the legal framework both as an appreciation of evidence and for the future benefit of the child as a long term remedy. The researcher also stresses that specialist services should be made directly accessible to child victims, and professionals made available to provide individual support for each child.

14. Bray, Elmene (2004), conducted a study on Constitutional Values and Human Dignity: Its Value in Education. Human dignity is intrinsic to every human being and is universally recognized as a fundamental right. Under a previous oppressive system, most South Africans had been denied basic human rights, including the right to human dignity. The constitutional negotiations of the 1990s abolished the apartheid system and constituted a sovereign democratic state founded on fundamental values of human dignity, equality and the advancement of human rights and freedom. The consti-
tutional court regards human dignity as one of the core constitutional values and has used dignity to establish a moral basis for the application of other fundamental rights (e.g. equality, security of the person and the right to life), and to create a climate in which the values of the Constitution can permeate through the legal system and into society at large.


The quality of nation’s civilization can be largely measured by the respect it shows for the protection and promotion of human rights. The theme of human rights is of universal concern and it cuts across all ideological, political and cultural boundaries. It is for this reason that links between institutions relating to the protection of human rights between the countries are important.

An attempt has been made in the present thesis to understand the causes of violation of human rights in India. To identify the reasons of occurrence of custodial violence and its effect on police image and people’s participation in police. The study is analytical and descriptive in its nature.
India has made the most sincere efforts for the protection and promotion of human rights the world over and is the greatest champion of the human rights in the Third World. The impact of the Universal Declaration of Human Rights on the drafting of Human Rights Chapters (Part III and IV) in the Indian Constitution.

However, the fact remains that there is a wide gap between theory and practice. All that is preached is not always put into practice and India is no exception.

Police atrocities are a common feature of Indian scenario. Some of the common feature of violations of human rights are the torture of arrested persons, the disappearance of suspects who ought to have been in regular police custody, deaths in fake encounters and at police stations, and undertrials denied in jails for years without trials. Extensive societal violence against women; female bondage and prostitution; trafficking in women; child prostitution, trafficking and infanticide; discrimination and violence against indigenous people and Scheduled Castes and Tribes. The statute book is presently disfigured by laws like Terroist and Disruptive Activities Prevention Act, the National Security Act and the Armed Forces Special Powers Act, which need closer scrutiny. Such laws make a mockery of human rights.
To research the issue of custodial violence in India is considerably difficult. The Indian Government has consistently prohibited independent human rights organizations from investigating allegations of torture in the country.

Firstly, the growing political interference in day-to-day working of police has turned the force into becoming the agents of the party in power. Secondly, a part of the problem also lies in the aggressive enforcement of law and order as a quick-fix solution to the problem of rising crime, without tackling the root causes for the increase in crime. Thirdly, there has been a malfunctioning of the Indian criminal justice system. Fourthly, the lack of proper infrastructural facilities – the absence of separate female lockup in many police stations has made it unsafe of women accused persons for detention at the police station after their arrest. Fifthly, due to the absence of proper supervision of the senior level officials, the junior level officials tend to violate the rights of the citizens. Sixthly, obsolescent and outdated organizational system- one of the most important reasons for the inability of the police system is to confirm the demand of the human rights mandate, because of the continuance of an absolute and outdated organizational system. The heart of the matter is that the basic rule of the police and its structure did not undergo any change. Seventhly, the working conditions of the policemen. According to the lower ranks of police officials, their working conditions are quite pathetic. Eighthly, lack control and accountability in the police system.
The need of the time is to create a climate of respect for human rights, not only in the police, but the society at large people, press, policians, bureaucrats. In view of the discussion aforesaid, the following steps are considered necessary to effectively combat custodial violence in the country. First, the attitudinal change in the police from grass root level to the senior supervisory level and also to promote professionalism and to develop consciousness about the limitations of their power, authority and responsibility. Second, there should be a thorough change in the police training programme giving emphasis on human rights. Third, create a strong public opinion against all forms of custodial violence. Fourth, making use of scientific aid and investigation. Fifth, another important measure to avoid custodial violence is to make the criminal justice system more effective. Sixth, The State Human Rights Commission should be made more financially strong. Seventh, senior police officials should not protect police functionaries at all when they are found guilty in the custodial crimes. Eight, the guilty officials should be meted out with stringent punishments.

16. Bussent and Joy (2002), conducted a study on Violence Against Women and Children: A Critical Look at the Use of Scripture in Select Feminist, Traditional, Liberation, and Womanist Discussions of Suffering and Their Relevance for
Battered and Abused Women and Children. The researcher has taken a critical look at the use of scripture in selected traditional, feminist, liberation, and womanist biblical and theological materials for their relevance for the concern to address the suffering of battered and abused women and children.

The study concludes that it can but the efforts will require a creative and imaginative re-reading of the text not only to bring text into view, but always with the ultimate end of bringing God of seeing and hearing closure to the sufferer’s experience so that one has a particular love and concern for the most vulnerable, the orphan, the widow, and the stranger, including the battered and abused women and child, indeed that one who weep with those who weep and mourns with those who mourn can be more fully known. In the end, the wilderness metaphor survives as the place where women live as we struggle to name and eliminate violence against women and children.

17. *Johnson - Disbrow and Carla (2002)*, conducted a study on Perceptions of Sexual Harassment in Educational Organizations by Illinois Unit School District Certified Personnel and Implications on Policy, Procedure and Product. The purpose of the study was to investigate perceptions among Illinois large unit school dis-
district personnel regarding sexual harassment behaviours. The study also examined sexual harassment policy effectiveness, observed cases, and the impact of such on the educational organization and the behaviours of school personnel.

The study employed a casual-comparative design utilising a questionnaire technique. A total of 3,732 questionnaires were sent to Illinois Unit School District certified staff. Of these sent, 736 were returned from 8 school districts.

Four (4) primary and thirteen (13) secondary research questions guided the research and addressed issues concerning sexual harassment in the school setting. Three types of sexual harassment were addressed: general, student-on-staff, and same-sex.

The major findings of the study shows a considerable variations in the perception of the definitions of the three types of the harassment examined. Depending on which type was the focus, respondents altered their perceptions, even when the behaviour considered were exactly the same. In addition, there are numerous similarities within comparison groups regarding gender and victimization and policy satisfaction rates. Last, respondents provided evidence on direct on staff communications and learning process when sexual harassment is present in the educational organisations.
18. **Sgade and Jaya Vishnu (2002)**, conducted a study on *Socio-legal and Human Rights Dimensions of Child Marriage in India*. This thesis explores socio-legal and human rights dimensions of an age-old problem of child marriage of young-girls in India. Right from the nineteenth century efforts were made by social reformers to raise the age of marriage for girls by using social science data.

Child marriage adversely affects the health, particularly the reproductive health of young girls. It denies them the right to education and development. It makes them live the rest of life in servility. The law regulating the age of marriage though was enacted in 1929 in India, by and large it remains unimplemented.

The result is millions of girls are married off when they are young. Based on the feminist theory ‘asking the women question’, the thesis argues that the young girls are discriminated by the law, culture, and society against their counterparts on the basis of sex, gender and age when they are married off before they attain the legal age.

19. **Slotten and Carolyn Therasa (2002)**, conducted a study on *A Qualitative Study of Twenty-four Women who Experienced Sexual Harassment in High School: What Happened, How They Coped, and How it Affected Them*. This is a qualitative study of interviews conducted with 24 adult women who experi-
enced sexual harassment while in high school. Through personal interviews with 24 adult women who categorize themselves sexual harassment survivors, this study examined their personal coping strategies and histories.

The study was designed from a feminist and narrative research approach, thus accounting for its qualitative and exploratory nature. The results of this study strongly mirrored the research literature examined. The women were harassed primarily by males, either students or teachers. The harassment usually occurred in public areas of the school with other people present and often participating. Victims rarely reported the harassment to school officials or their parents.

This dissertation concludes with limitations of the study and directions for future research.

20. White and Linda Jean (2002), conducted a study on Staff Development via the Web on Child Abuse Issues. The purpose of this study was to survey teachers’ knowledge regarding definitions, identification and/or symptoms of child abuse. The survey also examined the most common delivery model for child abuse staff development for teachers. Analyses completed to determine if length of service influences teacher knowledge about child abuse informations. After teacher knowledge was surveyed and a need for
further training was determined, a website for teacher regarding child abuse was designed. A formative evaluation of the website was completed.

Results of the survey included responsibility to report suspected child abuse, identification of child abuse, training format for information received on child abuse and further training needed, agency responses to teacher reported child abuse, and teacher support in the classroom for victims of child abuse. Teachers were given an opportunity to write their opinions regarding the victims of child abuse as well. Additionally, formative evaluation of the website was discussed.

Teachers are reporting child abuse regardless of their training background and arguments might be made that reports without training may be unfounded. Additional arguments might be made that without training or access to identification and support activities, children who are abused or neglected may go unidentified and under supported. The current study considered the internet as one staff development delivering model for child abuse issues.

21. Craig and David Louis (2001), conducted a study under the title A Study of Principals’ Perception and Knowledge of Sexual Harassment Schools. The purpose of this study was to examine the knowledge of principals concerning laws that govern sexual ha-
rassment. A total of 157 principals in Macomb, Oakland and Wayne countries participated in this study.

The sexual harassment survey used in this study was developed by the researcher. Several survey items were obtained from the Equal Employment Opportunity Commission and the Michigan Department of Civil Rights with the remaining items derived from a review of sexual harassment literature.

Results indicated that principals were positive with regard to school policies and procedures and student knowledge of sexual harassment. They disagreed with the use of independent investigators for sexual harassment complaints in their schools.

The findings indicated that the perceptions of school policies and procedures and students' knowledge of sexual harassment differed among the principals in relation to the amount and types of sexual harassment training received principals in relation to who had more training scored significantly higher than principals who participated in less than three training programmes.

22. Johnson and Janet Elise (2001), conducted a study on State Transformation and Violence Against Women in Post Communist Russia. The dissertation examines the Russian state's response to sexual and domestic violence and the women's movements that have arisen to challenge both the State's inaction and the violence itself.
The researcher uses the issues of violence specific to women—women battery, familiar rape and sexual harassment—to examine the obstacles and opportunities for women created in post-communism.

While there are policies that promise to protect (male) citizens from violence in general, there are only limited promises for the violence that is specific to women. As the right to live free from bodily harm is both fundamental and necessary for political participation, the transition threatens to institutionalize the exclusion of women.

As part of the growing body of literature on the Russian transition, the project injects a necessary concern for the role of activism, especially women’s activism, in democratization and challenges transition theory to move beyond baseline procedures of democracy to take account of the inclusion and exclusion of citizens. Russia’s transition form institutions antithetical to liberal democracy to those more democratic is a “natural experiment” that can highlight how democratic institutions facilitate and obstruct the citizenship of women.
(iii) Studies on Right to Education.

23. **Shah, Seema (2010),** conducted a study on Canada’s Implementation of the Right to Education for Students with Disabilities. The researcher analyses the content and legal implementation of the right to education as a human right in Canada. It seeks to expose the extent to which Canadian legislative mechanisms have succeeded in protecting the right to education of students with disabilities by using students with epilepsy as a test case. To that end, the thesis examines the barriers faced by students with epilepsy in realising their right to education. It explores the content of the right to education in international law so as to provide an ideal against which the legal implementation of the right to education in Canada can be measured.

In examining the degree to which legal implementation of the right to education for students with disabilities lives up to the ideals espoused in international law, the researcher analyses the effectiveness of the legal mechanisms that implement the right to education for students with epilepsy in addressing the three types of barriers faced by these students. The revelation of where students with epilepsy fall through the cracks serves as a reflection of the limits of current legal mechanisms in protecting the right to education for students with disabilities.
24. Bergstrom, Ylva (2010), conducted a study on The Universal Right to Education: Freedom, Equality and Fraternity. The overall aim of the research is to analyse how the universal right to education have been built, legitimized and used. And more specifically ask who is addressed by the universal right to education, and who is given access to rights and to education.

The work focuses on the history of declarations, the notion of the universal right to education, emphasizing differences in matters of detail—for example, the meaning of “compulsory”, “children’s rights” or “parents’ rights”—and critically examining the right of the child and the right of the parent in terms of tensions between “social rights” and “private autonomy rights”. Despite differences in detail, the iterations of the universal right to education do share to the full in the idea of education as such.

The research also attempts to scrutinize the underlying assumptions legitimizing the consensus on education, focusing again on the notion of the child. In conclusion, the researcher argues that a certain notion of what it is to be a human being is inscribed within the circle of access to rights and education. These notions of what it means to be a child, a parent, a citizen or a member of the “human family” are notions of enlightenment and humanity and, to my understanding, aspects of how democracy is configured around freedom, equality and fraternity.
25. Doody, Christina (2009), conducted a study on Multi-Element Behaviour Support as a Model for the Delivery of a Human Rights Based Approach for Working with People with Intellectual Disabilities and Behaviours that Challenge. The research demonstrates the effectiveness of the multi-element behaviour support (MEBS) model in meeting the rights of persons with intellectual disabilities and behaviours that challenge. It does this through explicitly linking the multi-element model to the guiding principles of a human rights based approach (HRBA) using a vignette to demonstrate the link. The guiding principles of a HRBA are express link to rights, participation, empowerment, nondiscrimination and accountability. The background assessment and functional assessment phase of the MEBS process enables the identification of rights infringements while the MEBS plan addresses those rights. The accountability tool in the MEBS model, which is the periodic service review, is then used as a measure of implementation of the MEBS plan and consequently the enabling of rights.

Implications in relation to the rights of those supporting persons in receipt of MEBS and those living with the person receiving MEBS are also highlighted: “In each situation we confront, a rights based approach requires us to ask: What is the content of the right? Who are the rights claim-holders? Who are the correspond-
ing duty-bearers? Are claim holders and duty bearers able to claim their rights and fulfil them? If not how can we help them to do so? This is the heart of a human rights-based approach.” (Robinson 2003)

26. **Curren, Randall (2009),** conducted a study on **Education as a Social Right in a Diverse Society.** The aim of this work was to outline the basis for a comprehensive account of educational rights. It begins by acknowledging the difficulties posed by diversity, and defends a conception of universal human rights that limits parental educational discretion. Against the backdrop of the literature of public reason and fair equality of opportunity, it sketches arguments for the existence of rights to education of some specific kinds. Those rights, and associated educational purposes, are systematised on the basis of a conception of education as initiation into practices that express human flourishing.

27. **Gordon, Mary; Letchford, Donna (2009),** conducted a study on **Program Integrity, Controlled Growth Spell Success for Roots of Empathy.** Childhood is a universal aspect of the human condition. Yet the landscape of childhood is changing rapidly. On playgrounds young children carry cell phones, and in classrooms children are more sophisticated in their use of computers and digital
media than the adults in their lives. Most young adolescents are prolific communicators via text and instant message. They assemble rich and complex interrelationships with peers through social networking. This changing landscape is what author and innovation theorist Clayton Christensen is alerting people to with his theory of disruptive innovation applied to the field of education.

A disruptive innovation is one that improves or supplants a product or service in ways the market does not expect. Applying this idea to education, Christensen suggests that by 2019 half of class time in all schools will involve children doing customized learning on computers. It is certainly a possibility that children will be taught differently a decade from now in a way that makes greater use of the tools and possibilities that technology offers.

Should it be the case that Christensen’s theory comes to fruition, people need to remember that children’s developmental needs are not going to change. They are still going to require the same level of emotional support they have always required. The researchers feel that their program, Roots of Empathy (ROE), is a disruptive innovation in its own right because it challenges the norm that educating for success means educating the intellect. In today’s education system, people have paid scant attention to the role of
social and emotional learning (SEL). They know now that the biggest predictor of later success in life is social and emotional competency. Adults who do not possess these skills are more likely to face mental illness and addiction, incarceration, unemployment or underemployment, and other negative life consequences. ROE addresses the great need for SEL in the classroom—using babies as teachers, another disruptive innovation, certainly—and improves upon the idea of education in a way no one expected. In this work, the researchers describe the ROE program and discuss the reasons for its success.

28. *McAleese, Mary (2009)*, conducted a study under the title *A Right to Be Different*. Ireland and the European Union have to accommodate difference not just in theory but in lived reality. For many people that means making themselves think and act differently, for they no longer have the complacency that comes from living in a homogeneous environment but the challenge of living in a heterogeneous environment where their rights are equal to the rights of all others. There is a process of both learning and unlearning to be undergone for everybody. Cardinal Newman once remarked that “to be human is to change and to be perfect is to have changed often”. It is a good description of lifelong learning and could be the motto of all lifelong learners. If people saw edu-
cation as something that ended with official school days then many would be in deep trouble by now in this fast-paced and rapidly changing world where the shelf-life of information and knowledge is short, where the skills needed for the workplace, the home, and even for leisure have dramatically changed and keep on changing exponentially. Parents who missed out on early schooling now see clearly how literacy problems or lack of qualifications have held them back from truly fulfilling lives. They see the jobs they could not apply for, the forms they could not fill out, the stories they could not read to their children, the homework they could not help with, the lack of confidence they lived with in a very literate and technologically sophisticated world. They want better for themselves and for their children. In this works, the researcher argues that adult learning is critical to meeting the challenge of living in a heterogeneous environment.

29. **Sato, Manabu (2008)**, studied *Historical Aspects of the Concept of “Compulsory Education”: Rethinking the Rhetoric of Debates in Current Reform*. Current Educational Reform in Japan is oddly captured with confused conceptions of “compulsory education.” The Ministry of Education blankets such connotations of it, as a national budget system, mandated school curriculum, responsible partnership of school with community and accountabilities of local
school board, in defense of vested national budget against decentralization promoted by prefectural governors. However, the extended usage of “problems of compulsory education” results in the confusion of educational policies. This is because the core issues of current reforms are not concerned about whether school education should be compulsory or not, but on the future design of the public education system. This work displays some historical aspects of the concept of “compulsory education,” in order to enlighten the reason why the issues of it are expanded and unclear. Indeed, most people have confused the concepts of “public education,” “public school system,” “general education,” “compulsory education” and “national education.”

In pre-war days, the compulsory education system was not launched in the early stages of modernization, but in 1886, when the first educational minister, Arinori Mori, legally designed the public education (general education) system to be established in the nation state. His idea of the “compulsory education” was characteristic. Though it was legitimated by “national education” constructed with “general education” or “public education,” its financial foundation was not based on a national budget but school fees were paid by parents. This system was reorganized just after his assassination. “Compulsory education” became a nationalistic regime through which
people were educated to be loyal subjects and obedient to the nation. At this point, the national budget system obtained its legitimacy for the foundation of national education.

In postwar reform, the legitimacy of “compulsory education” was placed on education as a human right under the renewed constitution, connecting it with the human right to live, while most people have not recognized its significance. Thus, the concept of “compulsory education” is a puzzle in contemporary debates of educational reform. This work explores the complicated relationship of “compulsory education” to the national budget system, through rethinking about the historical process of the public education system in Japan.

30. Oosthuizen, I. J.; Rossouw, J. P. (2008), conducted a study on Student Rights and Misconduct in South Africa: A Balancing Act. The current emergence of a human rights culture in South African educational practice has direct bearing on the approach to learner misconduct in public schools. A variety of landmark court cases are discussed here that deal with, inter alia, the school governing body’s right to delegate certain powers, the occasional withdrawal of learners’ privileges, and the acknowledgment of students’ cultural and religious rights. Regarding serious misconduct, it
is important to note that despite a single student’s constitutional right to basic education, circumstances may occur where the rights of the law-abiding majority of the student body outweigh the right of a misbehaving student.

31. **Cavanagh, Sean (2008)**, conducted a study on **Academic Freedom Used as Basis of Bills to Question Evolution**. In another twist in the decades-long battle over evolution’s status in public school science classrooms, State legislators are arguing that teachers have a right to raise doubts about that essential scientific theory as a matter of free speech. Similarly worded bills that attempt to protect the right of educators and students to present critiques of evolution on the basis of “academic freedom” have emerged in at least five States. Those measures do not call for teaching “intelligent design” or biblically based creationism. Instead, they generally describe evolution as controversial and seek to bar school administrators from interfering with teachers who describe what they see as flaws in the theory.

The overwhelming scientific consensus, however, is that there is no debate about the core principles of evolution, which scientists regard as the only credible, and thoroughly tested, scientific explanation for the development of human and other life on Earth, and
for its diversity of species. Opponents of the bills see them as repackaged attempts to introduce religious concepts into science lessons by falsely implying evolutionary theory is riddled with doubt.

32. **Aluede, Oyaziwo; (2008),** conducted a study titled **A Review of the Extent, Nature, Characteristics and Effects of Bullying Behaviour in Schools.** Bullying behaviour no doubt is becoming a common feature, and a nightmare in schools all over the world. It is a worrisome practice in schools because it infringes on the child’s right to human dignity, privacy, freedom and security. The physical, emotional and educational consequences of bullying behaviour can never be underestimated. Therefore, this endeavour attempted to further expose us to the meaning, history, extent and nature of bullying behaviour in schools. The characteristics of bullies and their victims and the effects of bullying on the child’s mental health were also studied.

33. **Akengin, Hamza (2008),** conducted a study on **A Comparative Study on Children’s Perceptions of the Child Rights in the Turkish Community of Turkey and Northern Cyprus.** Developed communities make the children’s right to education a major part of the primary education, relating it with the human rights education. There are two sides with respect to the children’s rights: the chil-
dren themselves and their family and the school that have rights and interests in them and that determine the radius of action of children in terms of the social life. Both sides should know their rights and responsibilities to exercise these rights.

The objective of this study was to determine the extent of children’s awareness of their rights and the variables that are effective in it, and to provide data for a study that will make a comparison in this matter in terms of the efficiency of the new citizenship education program to be implemented in the future.

The study was planned, aiming at determination of the situation, to consist of open-ended questions, application consisting of minimum two teaching periods, a test to be given for the purpose to reveal the change in perceptions, and semi-structured interviews. The statistical data obtained were subjected to evaluation on computer environment, correlated with the answers given to open-ended questions, and supported with the information obtained from the semi-structured interviews. The results of this study indicate that children are not aware of their rights in general; that while most of the children in Turkey have read the CRC, those in the Turkish Republic of Northern Cyprus (TRNC) have not read; that the Northern Cypriots are more optimistic about the applicability of the CRC
compared to people living in Turkey and they believe that the children in Turkey suffered injustice more; and that students in Turkey trust their families more compared to students in the TRNC that their families would think better while they were making decisions in matters concerning themselves.

34. Grover, Sonja (2007), conducted a study on Children’s Right to Be Educated for Tolerance: Minority Rights and Inclusion. States do not make a genuine commitment to peace where children’s right to be educated for tolerance is denied. Education for tolerance is considered a central aim of education, as set out in Article 29 of the “Convention on the Rights of the Child” (CRC). Hence, states are obliged under the convention to create conditions conducive to such an education. Such conditions undoubtedly include providing an opportunity in an educational setting for some level of interaction between children of different backgrounds (while still maintaining whatever educational programmes are deemed necessary for the preservation of the culture of various minority groups).

To eliminate the opportunity for any level of educational integration between children from the dominant group and from various national minority groups or other identifiable groups (such as disabled and non-disabled children, citizen and immigrant or child
refugee groups) is to infringe upon children’s fundamental human right to free association. Such an association is necessary for children’s positive mental and spiritual development. The courts have unfortunately been inconsistent in protecting the right to a tolerant educational setting since they often regard children’s education rights as subsumed under parental liberty rights.

35. Dubroc, Alicia M. (2007), conducted a study on Is the Elimination of Recess in School a Violation of a Child’s Basic Human Rights?. The elimination of recess in schools across the country is becoming a normal occurrence in many communities, large and small. In each study presented in this content analysis, one finds that free time and unstructured play is indeed essential to a child’s healthy cognitive development. Article 31 of the United Nations Convention on the Rights of Children, from the Office of High Commissioner for Human Rights guarantees children the right to play and the right to take breaks, very similar to how the United States Department of Labor ensures workers in this country the right to have breaks in the work day. For school age children, breaks are essential to not only healthy cognitive development, but to help reduce or eliminate stress and the promotion of a sedentary lifestyle, which can lead to depression, obesity, suicide or overall poor mental health.
36. **Motakef, Mona (2007)**, conducted a study on *The Human Right to Education as a Right to Literacy in Germany*. There are no official data, but it is estimated that four million adults in Germany have little or no reading, writing and numeracy skills, so that they are known as “functionally illiterate”. This is a fact which was long ignored. In this contribution, literacy activities and research in Germany are analysed through a human rights-based approach. I argue that illiteracy in a knowledge-based society like Germany has to be understood in terms of a lack of social inclusion and participation. In Germany, the aims of the United Nations Literacy Decade (2003-2012) have not yet been achieved.

37. **Burke, Kenneth M. (2007)**, conducted a study on *Human Rights and the Rights of the Child, a Panoramic View*. Recognizing the importance of the universal rights of children is critical in a differentiated and pluralist world, which, in coming together through the increase of global economic interdependence and consequent changes, will require a breadth of talents to maintain peace and cooperation. The paper draws on research from historical perspectives on human rights and the rights of the child. It proposes an analysis of children’s rights as both positive and negative human rights that, in the case of the context of the right to education, should include instructional practices that respect developmental, cognitive and intellectual capacities.
38. **Brandao, Caius (2007),** conducted a study on **Children Have the Right to Have Rights.** The United Nations Convention on the Rights of the Child (CRC) has forged a fundamental shift of paradigm in program and public policy design. Whereas in most countries the needs-based approach has historically guided services and policies for children, the CRC sets out a new perspective based on the human rights of all children. This perspective requires the active participation of children and families, which has been proved to be a key success factor in program and policy design, implementation, and evaluation. Furthermore, it allows children and families to become subjects of their own lives and aware of their rights-holders condition. Thus, they no longer expect favors. On the contrary, they are empowered to demand their rights. Changing from the needs-based to the rights-based approach in program and policy development is not an easy task, but the CRC has become a powerful instrument for children’s rights advocates.

39. **Knoeppel, Robert C. (2007),** conducted a study on **Resource Adequacy, Equity, and the Right to Learn: Access to High-Quality Teachers in Kentucky.** Using school-level descriptive data, this study examined the distribution of teachers in the Commonwealth of Kentucky in an attempt to build on previous research concerning the equity of the finance system in the state. Rather than focusing
on revenue from the perspective of horizontal equity, this study used human resource data to examine the distribution of teachers in Kentucky public schools from the perspective of vertical equity. In so doing, the study examined progress made in the state on the provision of sufficient teachers in all schools, especially those with demonstrated need.

Two questions were addressed in this study. First, what is the distribution of teachers in public schools in the Commonwealth of Kentucky? Second, how are schools at each level of schooling—elementary, middle, and high—performing on state-mandated accountability measures? The results of this study suggest that although more than 98% of all teachers are fully certified to teach in the public schools in Kentucky, an examination of the measures of a teacher quality seen in the literature—average years of experience, education level, and knowledge of content and pedagogy—reveals that the teachers who possess these characteristics are concentrated in the least needy schools. Adequacy is an attempt to link resources with measures of student achievement. Lower achievement in the schools serving impoverished children coupled with unequal allocation of teacher resources suggests that the mandate for adequacy, or vertical equity, has not been achieved in Kentucky’s public schools.
40. **Lindahl, Ronald (2006)**, conducted a study on **The Right to Education in a Globalized World**. This thesis explores the fundamental issues related to education as a human right, particularly in the context of rapid globalization. The 1948 Universal Declaration of Human Rights, the United Nations' 1959 Convention on the Rights of the Child, and the UN International Covenant on Economic, Social, and Cultural Rights all declare education to be a fundamental human right. Further discussion has continued at the Education for All conferences held in Thailand in 1990 and Senegal in 2000 as well as in the International Commission on Education for the 21st Century's report to the UN Educational, Scientific, and Cultural Organization. However, there is no consistent definition of what amounts, qualities, forms, and content of education meet the minimum requirements to fulfill that right. In a globalized world, this issue becomes even more complex. Questions arise as to who should provide education, for whom, how, with what content, and under what conditions.

41. **Haddad, Sergio (2006)** conducted a study on **Education of Youth, Human Rights and Human Development**. The researcher discusses youth and adult education in a twofold perspective: that of a human right and that of human development. The first perspective is related to the concept of rights and the second perspective
is related to the guarantee or negation of the right to development. In this work, the researcher discusses the universality of rights which is developed at two levels: a formal one, related to equality before the laws; and a real one, that is translated into state action for making it effective.

The researcher proposes that public policies within the area of education be deliberately directed to potential youth and adult education students who have previously had little or no schooling, and who have thereby been denied access to a healthy life. He asserts that the importance of investing in youth and adult education lies in the fact that this is an affirmative action to overcome inequalities, and that there is a universality of human right to education.

42. **Fernandez, Cecilia (2006)** studied *The Dimensions of the Right to Education for Inclusion Throughout Life*. The “education for inclusion” concept has made people more and more aware of the complex dimension of the inclusion/exclusion binomial. The lack of access to education, apart from being a violation of a human right, is the primary and most obvious form of exclusion.

But, according to this thesis, there is also a symbolic exclusion, promoted through different cultural codes, that is based on
other variables such as gender, race/ethnicity, social class, sexual orientation and identity, origin, and so on. The education systems of the twentieth century have homogenised, that is to say, they have not taken into account differences. They have not been able to understand or assume the multidimensionality of human beings. They have not understood yet that difference is what makes everyone equal. In this article, the author discusses the dimensions of the right to education for inclusion. She shares some ideas and reflections that have been developed by the Gender and Education Office (GEO) of ICAE.

The purpose is to pose some questions and invite everyone to reflect on some concepts that the GEO is still trying to elaborate. The present context constantly pushes the GEO to act and find solutions and possible alternatives to problems and challenges, demanding their creativity and collective thinking. The author challenges educators, researchers, and activists who are concerned and interested in building a more just, equitable, inclusive world to participate in this reflection.

Rights of the Child, the implementation of the Convention became the obligation of the government of each country and the responsibility of every society. However, in reality, many infringements on the rights of children, both visible and invisible, exist not only due to starvation, insecurity and warfare in developing countries, but also as a result of poverty in many of the highly developed countries.

In this work, the researcher discusses the state of children in the world briefly according to UNICEF reports, and then, the situation of children in Japan according to NGO’s and Citizens’ reports. The researcher also comments on the development of the ideas of “discovery of childhood”, and children’s rights from modern age to the Convention. Further she constructs the contents of the rights of children in the global age, reconsidering the relationship between human rights, children’s rights and children’s human rights. A Child is a human being. A child is a child, not miniature adult. A Child is a growing being.

Thus, the right to live, to develop, to express views, to learn and to require and receive education are the cores of the rights of children. The fulfillment of children’s rights involves the fundamental basis of human rights. In conclusion, a child has to be respected
as a human being, to be heard and to be responded to. People must widen their perspective beyond the frontier of their country. Peace and living-together in harmony with nature will be the prerequisite conditions for protecting children and for implementation of the convention.

44. **Stamoulas, Aristotelis (2006),** conducted a study on the **Forms of Infringement of the Right to Education in Contemporary Greek Educational Structures.** The classical philosophical distinction between positive and negative rights poses the question about where education stands and draws an invaluable opportunity to explore the implications of this distinction in the context of modern Greek educational reality.

The work discusses education as touching the sphere of both right categories, by incorporating simultaneously a) prerequisites of state financing obligations (positive dimension), and b) patterns of people’s free choice with respect to the received education (negative dimension). Contrary to these conditions, it is argued that the Greek educational system proves condemnatory for the realisation of education as a fundamental human right for two reasons. First, poor state financing pushes families to extended private expenditures, creating class dichotomies and making education a “public” good to be “purchased” on basis of people’s social profile and economic ability. Secondly, the overwhelmingly centralised adminis-
tation of education, in conjunction with the frequent legislative intervention of the state, diminishes liberal possibilities of free choice, since a) parents are unable to decide for the school of their children or get involved in educational planning, and b) young people are not granted entrance to universities in line with their cognitive preferences and inclinations, but rather according to a central allocating system tightly supervised by the Ministry of Education that blindly decides student placement.

45. **D'souza, Jean (2006)**, conducted a study on **Language, Education and the Rights of the Child**. In this work, the researcher aims to explore the connections between the right to basic education through the medium of the mother tongue and the right to education. She concentrates on child labor in India in general, and in Maharashtra, a state in Western India, in particular. She draws her data mainly from Pune (population 3,000,000), one of the larger cities in Maharashtra, but one may extrapolate from Pune to the rest of the state. An examination of the two rights as they apply to child laborers suggests that there is no necessary link between the two that would imply failure to provide mother tongue education results in deprivation and an infringement of basic human rights. Implications of this study for social workers, educators, linguistic rights researchers, and bilingual studies are discussed.

46. **Pimentel, Caetano (2006)**, conducted a study on **The Human Right to Education: Freedom and Empowerment**. Education,
as a human right, is the acknowledgment of the individual’s rights rather than his or her role in the capitalist goals of the economic growth; the human right to education is the way through which one can conquer freedom and become a genuine individuated being, self-aware and yet deeply and truly connected to others.

A rights-based approach to education requires respect for the human rights of all individuals involved in the learning process; it offers education as an entitlement, rather than as a privilege, and does not exempt any actor of the learning process from his/her responsibility for the full protection and fulfillment of any other fundamental right. Such an approach to education takes place when learners are respected for their autonomy and dignity; moreover, they must be provided with all things necessary for them to take part actively in the learning process and to develop their awareness of reality. They learn about their past, understand their present, and acknowledge their power to fight for their future.

(iv) Studies on Human Rights Education

47. *Yamasaki and Megumi (2002)*, conducted a study on Human Rights Education: An Elementary School-level Case Study. This researcher invited sixty-seven sixth and seventh graders who had previously gone through the partners Human Rights Education at
School X to participate in an interview about their Human Rights Education experience. Eighteen (nine males and nine females) students ultimately agreed to participate with their parents’ consent (1998). The researcher obtained permission to use secondary data from pre-1996 post-1997 surveys completed by sixty-four students and questionnaire (1997) completed by 38 students. In the analysis, the researcher used survey, questionnaire and interview data both separately and comparative to answer the research questions.

The findings of this study suggest that HRE instructors should focus upon the following areas and factors to have the most impact upon elementary students. (1) Placing Human Rights Education in the students, own immediate and world context. (2) Drawing key concepts from the Declaration of Human Rights as well as the convention of the Rights of the Child. (3) Certain Human Rights issues, such as discrimination and prejudice, poverty and hunger and injustice, were all found to be important to this age of child. (4) Drawing on real life examples of human rights violation and abuse has a powerful impact upon the students of this age, especially involving children of their age group. (5) That given the above, students of this age will act upon their learning in their daily lives, that they can transfer their Human Rights Education knowledge to action. (6) That Human Rights Education can be used as a means
to impact and change the overall ethos of an elementary school and to make it more human-centered. That support from school administrators is critical to the successful implementation of Human Rights Education at the elementary school level.

The researcher hopes this case study will help and encourage school teachers, administrators and educators to consider using HRE in their school curriculum and school mission.

48. Bond and Helen (2001), conducted a study on Teaching for Freedom: A Case in Ghana. The United Nations declared the years 1995 to 2004 as the Decade for Human Rights Education. The principles of human rights education promote dignity, tolerance, and peace by educating individuals and groups to respect, defend and advocate for their rights.

In 1992, Amnesty International Norway developed a human rights education programme called Teaching for Freedom (TFF). This programme was implemented in 26 countries, worldwide including all ten administrative regions in Ghana, West Africa. The purpose of the TFF programme were to educate the youth and train final year teachers in the principles of human rights.

Human Rights Education Programmes are tasked with not only making these universal principles meaningful and participatory in the lives of the people on the ground, but also implementing
culturally legitimate programmes in local contexts with few resources. This study attempted to understand how the Teaching for Freedom Programme accomplished these aims and the barriers that impeded it.

Using qualitative analysis the grounded theory approach, the researcher conducted a case of one TFF programme located in one school in one region of Ghana.

The researcher describes the operation of the club in terms of awareness, empowerment and implementation. Barriers to the operation of the TFF club were closely related to the conflicting cultural forces within the school and Ghanaian Society.

49. *ELGarray and Omer (2000)*, conducted a study on Problem and Prospects of Human Rights Education in Arab Islamic Region: Egypt as a Case Study. The study investigates two human rights NGOs in Egypt namely Cairo Institute for Human Rights Studied (CIHRS) and the New Women Research Centre (NWRC) and their work in the field of human rights education. Due to the intellectual conflict between the Arab Islamic Culture and the International norms of human rights.

Depend on the Western Philosophy and justification for human rights, which are secular to present human rights education in a
society where the State, the media and public opinion are overwhelmed with traditional Islamic thought.

The study suggests some ideas for the establishment of a new human rights curriculum that depends on the same culture using a progressive Islamic interpretation. Part of the thought of Ustadh Mah, oud Mohammed Taha, particularly the thought of evolution of Sharia’s that reconciles between human rights ideas and the original principles of Islam, is proposed as a main theme for the new curriculum.

50. *Frost and Lynda Elizabeth (1996)*, conducted a study on *Policy Development and the Implementation of Educational Reform: A Study in Human Rights Education (Costa Rica, Latin America)*. The Inter-American Institute of Human Rights (IIHR), a non-governmental organization located in Costa Rica, has over the past decade designed and implemented highly respected human rights education programmes in Latin America.

This study aimed to explore the process of educational change by analyzing the IIHR’s method of actualizing its human rights education policies from 1989 through 1992. The study sought to develop a model of successful programme implementation in the file of human rights education.
The study attempted to determine the policy themes IIHR Education Department staff members had developed and to trace the evolution of those themes through the policy implementation process with specific human rights education projects.

The study concluded that strong substantive policy themes are conceptually inconsistent with a contingency approach to educational change. Human rights educators could take a directive and authoritarian approach to human rights education, renouncing the use of participatory techniques that shape the educational process to the needs and interests of participants and thereby could effectively communicate predetermined substantive themes. This study concluded that IIHR’s attempted use of a contingency approach to operationalize policy themes was destined to fail.

51. Wade and Rahima Caral (1992), conducted a study on Human Rights Education in the Elementary School: A Case of Study of Fourth Graders Responses to a Democratic, Social Action Oriented Human Rights Curriculum (Democratic Classroom Practices). This qualitative, exploratory case study focused on the design and implementation of a human rights curriculum in a fourth grade, public school classroom. Based on a review of the literature on human rights education, a curriculum incorporating a month long unit,
democratic classroom practices and social action projects was
designed and carried out with a group of eighteen fourth graders.

The major findings of the study was that students' personal
experiences, developmental levels, and family and cultural
backgrounds strongly influenced their ideas, interests, and subsequent
learning about human rights.

Most students were able to develop a basic understanding of
human rights concepts. Effective teaching techniques were
stimulations, using children literature, role-play and action projects.

3.3 SUMMARY OF THE REVIEW OF RELATED LITERATURE

The investigator in total, reviewed 51 studies:

(i) Studies of Human Rights

Selvan.A (2003), Morris and Shawn Michelle (2002), Ozbank
and Rivdan Murat (2000), Chase and Anthony (2000), Chung
and Young - Son (1998), Kaulung'Ombe and Germano (1994)
studied on Human Rights.

(ii) Studies of Classes of Human Rights

Syed, Khalida Tanuir (2008), Stavenhagen, Rodolfo (2008),
Bandow, Daine, Hunter, Debra (2008), Corocco, Margaret
Smith (2007), O'Malley, Brendern (2007), Neuberger, Benymin
(2007), Sharama, Parul (2005), Bray, Elmene (2004),

(iii) **Studies of Right to Education**


(iv) **Studies on Human Rights Education**

3.4 INFERENCE FROM THE REVIEW

The review of related studies helped the investigator to identify the research gap that no researcher has attempted to investigate. In total, the investigator reviewed 51 theses. A number of studies were carried out on the violations of human rights. So far, there appeared no study on the environment of human rights in schools or colleges. Further, the review of literature helped the researcher from the methodological point of view also.

On the basis of review of related research studies, the investigator felt the need for the present study. The investigator identified the various dimensions of human rights environment in the B.Ed colleges.

3.5 CONCLUSION

The review of related literature helped the researcher to identify the research gap in the area selected and its significance. The review highlights the need for relevant approaches to study human rights environment in B.Ed colleges. Once the theoretical and empirical review of literature is over, the next step is to plan for the logical and sequential execution of the investigation. The next chapter, chapter IV, deals with methodology of the present research work.