CHAPTER 2
REVIEW OF LITERATURE

2.0. INTRODUCTION

The available literature on human rights education mainly consists of reports of studies, seminars, conferences, workshops conducted by international and national governmental and non-governmental organizations, scholarly articles presented to the journals and organizations. In India, post graduate courses on Human Rights Education, were only started during the international observance ‘the Decade for Human Rights Education’ (1995-2004) in Aligarh Muslim University, Cochin University and Andhra University as such the researches undertaken in this area is rare. In Nagaland too, so far no research has been undertaken in this field.

2.1. APPROACHES TO HUMAN RIGHTS RESEARCHES

There are three types of approaches to human rights education researches:

i. The most traditional approach (that is, the oldest and most widely used) to the investigation of issues in the field of human rights is the one focusing on violations. This approach privileges the identification of cases of violation, documents them, discusses the legal procedural aspects involved, attempts to establish who is responsible for them and, lastly, helps to denounce them and to pursue their perpetrators.
Another recurrent approach to investigation in this field is the analysis of human rights situations. This approach focuses attention primarily on the accumulated social effects of the behaviour of the public sector with regard to its duty to respect certain conditions and guarantees and to promote free access to fundamental rights, without any discrimination. This type of investigation combines reflections on human rights standards with statistical data that describe or support analyses of general situations or expositions of widely held opinions.

Another possible approach, developed on the basis of the accumulation and comparison of results produced by situational investigations, aims at detecting the variations occurred over a period of time in certain fields of human rights. By association with the principle of progressiveness in the attainment of rights—especially economic and social rights—, we will call this progress approach.

The right to human rights education needs research and studies that can examine the philosophical and regulatory aspects of formal education systems, national policies in education, the subject matter and methodologies of educational programs, and the quality of the education that the agents themselves have received, amongst other factors that bear on the coverage, the equality and the quality of the instruction that is given to girls, boys and young people.
Though the current review of literature is not exhaustive, it tries to explore various perspectives of human rights education. This is organized around the major areas of human rights education – human rights awareness among students, teachers, teacher educators, administrators, the efficiency of the agencies like school and colleges, contents prescribed for human education, teacher’s training on human rights, available materials, teaching methodology, gender biased materials, activities undertaken in the classrooms, the practicing of human rights by the students, teachers and administrators in their institutions, human rights awareness among the people, the level of skills to apply human rights in the real life situations, inclusion of human rights in the school, college and university level of education, the nature of inclusion of human rights – integration/fusion in the existing subjects or as a separate subject, the correlation between the knowledge of human rights and other psychological factors like attitude, behaviour, habits, feelings, beliefs, etc., human rights in specific areas related to women, children, environment, science and technology, customary practices… The literature further revolves around violations – domestic violence against women, women and child trafficking, misuse of science and technology, discrimination of people based on colour, creed, gender, disability, HIV/AIDS, etc., This also covers the government policies, plans, strategies and legislative mandates supporting the human rights practice in their countries. Human rights versus the economic condition of the people, existing cultural practices in the form of religion, customary practices,
tradition, beliefs, social structure,…. and their contingent effects cover this literature review.

2.2. STUDIES CONDUCTED IN INDIA

The first 10 literatures are related to India; nine of them are exclusively related to India and the tenth study is a survey made on four Asian countries of which India is a part. The rest of the reports are from the other countries related to human rights.

1Shahnawaj (1990), in his study on environmental awareness and attitude, found that

1. 95% teachers and 94% students possessed positive environment attitudes.
2. The environment trained teachers and untrained teachers did not differ in their attitudes.
3. Teachers had more awareness of the environment than students.
4. Trained and untrained teachers did not differ in environment awareness teachers did not differ on environment awareness.
5. Girls possessed significantly more awareness of environment than boys.

2Prahraj. B (1991), studied on environmental knowledge, attitude and perception among pre-service and in-service teachers and found that the level of environmental knowledge was found low among pre-service teachers although conceptual knowledge was moderate

1. Among the in service teachers, environmental knowledge was moderate and factual knowledge about the environment was low.
2. Both the groups differed significantly in their level of environment knowledge. They had a favourable attitude towards environment education although in service group had a higher level of attitude than that of the pre service group.

3. There was moderate correlation between environment knowledge and environment attitude

4. The teachers perceived that environment education could be a part of social science and general sciences and science subjects in secondary school as well as mass media have a potential role to play in imparting environment education.

\(^3\)Vaidya D.S. (1991), studied the misconception that the moral development of students can take place through language teaching and not science subjects and found that it was found that after the experimentation the scores increased for all the moral values in the experimental group at a higher rate than in the control group

1. Science subject too helped in the moral development of students

2. The dramatization method of teaching was more effective in the development of values than the traditional method in teaching of physics.

\(^4\)Sheela Barse, (2000) analyzed the language text books contents to identify devaluation and distortion of human rights and found the contents:
1. validate physical and mental punishment to the students  
2. derogating the women folk  
3. justify martyrdom and war  
4. stereotype the image of the girls, and  
5. violate the right to culture, dignity and correct information.

The writer has concluded:

i. Teaching of human rights is not merely a matter of narrating or learning by rote the provisions of various human rights instruments.

ii. The international codifications themselves should be studied with a questioning mind.

The process of introducing the study of human rights in school should begin with the educators. The textbooks should be meticulously examined for their flaws and rewritten.

Nair P. S. (2002-03), conducted a study on trafficking in women and children in India and found the following:

Irrefutable is the fact that trafficking in children represents the ultimate violation of human rights and child rights. The innocence and ignorance of children have been trampled upon by adults, both male and female, for satisfying their greed and lust.

1. The high demand for male children to be used for labour and servitude is propelled by the fact that the rights of the children can be violated without any protest or accountability.
2. The trafficked girl children are victims not only of rights violations, but also gender discrimination and a host of related social problems and health problems, including high risk of contracting HIV/AIDS at a very early age.

3. It is further found that poverty and illiteracy are the main elements constituting the substratum for trafficking. This demand is fuelled by several other factors like the impunity with which the traffickers can operate, thanks to the distortions in law enforcement.

4. The response by the government agencies and even civil society has established that they have been able to address only the tip of the iceberg.

6Karim Ahmed. A, Ph.D. (2003) evaluated the human rights dimensions of significant environmental and public health issues and concluded in the following way:

It should be apparent that environmental and human rights are inextricably linked - - to talk about the one implies the other. As we increasingly recognize the serious impact of a degraded environment on human health and well being, we are better placed to adjust our policies and cultural practices to reflect our enhanced understanding of the close linkages between environmental protection, public health and human rights. As a result, we should be able to protect human rights and human dignity within its broader social, economic and cultural context by drawing from and contributing to those who are actively engaged in the environmental and public health arenas.
Jefferson R. Plantilla (2005), in a HURIGHTS OSAKA project undertaken in India, Japan, the Philippines and Sri Lanka has given the following findings:

1. The survey shows that while education policies supporting human rights education are in place, there is generally weak implementation at the school level. Most schools rely on the already prescribed teaching of constitutional rights, and do not cover international human rights instruments. While students generally know or have heard of human rights, they do not seem to understand the principles involved such as the universality principle, or do not know how they apply.

2. Rural students tend to have higher awareness or interest in human rights. A possible explanation is the situation they are in. Rural students tend to witness or probably suffer from the conflicts, injustices and other problems in their daily lives and thus have sharper sense of what could be human rights violations.

3. The finding in the above survey about the gap between knowledge of human rights (however they are defined) and their practice confirms the findings of other human rights awareness surveys.

Pandey, S.(2005) studied the basic awareness level of teachers and teacher educators working at different levels of school education about the Human Rights and found that

1. Teachers generally lack the awareness of even basic human rights concepts, which are integrated in various text books of the primary
schools of the country, and also taught in the teacher education institutions

2. The integrated model of providing human rights education has not fully succeeded in equipping the teachers with awareness and pedagogical skills to identify the hidden agenda of the curriculum.

9Abdulrahim P. Vijapur, (2007) studied the Plight of Human Rights Education in Indian Schools and found:

1. The students from these communities have been facing discrimination of various kinds, despite the fact that such forms of discrimination are outlawed both in national law and the international law of human rights

2. The perpetrators of atrocities against Dalits and offences of Untouchability are rarely punished. There is a big gap in the registration of cases of crimes against Dalits in police stations and the rate of acquittals by the judiciary.

10Sadika Hameed, (2010) a graduate student team at Stanford University, prepared this report at the request of The Asia Foundation. Some of the findings are:

1. The most prevalent sectors employing victims of TIP in India are commercial sex work, bonded labor (i.e. in both the industrial and agricultural sectors) domestic work, entertainment (circuses, camel jockeying) and begging.

2. The main cause of trafficking in India is poverty. Social practices and cultural factors such as patriarchal bias, low regard for women’s rights,
low levels of girls education marginalization of women, and the dowry practice negatively influence trafficking almost as much as poverty.

3. Lesser but still important root causes for trafficking in India are conflicts/natural disasters.

4. Trafficking has social economic and health impacts

2.3. STUDIES CONDUCTED ABROAD

Campbell and Farrel 1985; Garcia, Powell and Sachez, 1990; King 1983; Merrick 1988; Rich 1990; Ruiz 1982; and Swadener 1986, 1988, Researchers found similar results for anti-bias education efforts. In order to effectively address bias and prejudice and promote inter-group harmony among students, researchers have found that certain dynamics must be in place. Anti-bias efforts are most beneficial: a. When all students are involved b. When in-depth, long term and infused into overall curriculum c. When students are introduced to multicultural activities as young an age as possible and d. when teachers have the attitudes, training, materials and support to deliver the activities and lessons.

Leyla Gülcür, (1993-94), in a study on domestic violence and family in Ankara found:

1. Majority of household tasks were carried out by women (cooking 83.4%, washing 79.7% household cleaning 73.7%)

2. 37.3% of the women believed that their husbands had the right to use violence some of the time while 5.9% believed their husbands usually or always had the ‘right’
3. 89% of the respondents had been subject to one or more forms of Psychological violence, while 39% had experienced physical violence took any counter measures

4. A very few of the women subjected to violence had recourse to municipal or other support agencies

13 Pesus Chou and others, (1994) surveyed 24,912 students of age 12 to 19 years attending junior high school, high school vocation school or junior college in Taiwan and found that

1. There were no significant relationship found between parental respect and smoking and drinking except Younger Females(YF)

2. The relationship between respect between teachers and smoking and drinking was significant for Younger Males(YM), Older Males(OM) and Younger Females but insignificant for Younger Females(YF)

3. Trust was a significant factor for smoking in all groups but was a factor for drinking only for Older Males(OM) and Older Females(OF)

4. Esteem from the parents was a factor for smoking and drinking among Older Males(OM) and for drinking among Young Females(YF)

5. Those who were highly esteemed by friends and classmates were more likely to smoke or drink than those who were esteemed to less or average, but love esteem from parents was associated with smoking and drinking.
Sunderland (1994b:55) identifies the most common six dimensions covered in the analysis of gender stereotyping in textbooks:

1. Invisibility. Females are fewer than males.

2. Occupational stereotyping in type and range of jobs. Women are not only fewer than men and have more menial jobs, but are also in roles that offer them a worse deal in the job market.

3. Relationship stereotyping. Women are seen more often in relation to men than men are to women, usually in a relationship of flaunted heterosexuality or a perpetually happy nuclear family, and associated strongly with the domestic sphere.

4. Personal characteristic stereotyping.

5. Disempowering discourse roles for female characters. Women and girls speak less than men and boys, initiate less in mixed-sex dialogues, and exemplify different and less assertive language functions.

George M Jacobs and others, (1995), in a study to find the opinions and experiences from non nonnative-speaker English-language educators from Brunei Darussalam, Cambodia, China, Indonesia, Laos, Malaysia, the Philippines, Singapore, and Thailand, related to gender-inclusive English in Asia found

1. Slightly more than half of the participants had heard of gender-inclusive language before the course
2. More than 92% of the participants were taught gender-exclusive English when they were students.

3. Majority (29 out of 35) reported that they would use gender-inclusive rather than gender exclusive English in their teaching materials writing in the future.

4. One of the reasons to use gender-inclusive English was that the participants felt it would be fairer to the female that is fitting the Whorfian Hypothesis (Whorf 1956)  

16 Pınar İkgaracan (1996), on a study to collect empirical information on the family life of Turkish immigrant women living in Berlin, as well as on their experiences of domestic violence and their strategies against it found:

1. The study results show that despite relatively small differences in education and labor force participation of women in the sample and their spouses, women are at a much more disadvantageous position compared to their husbands in terms of income levels and the division of labor in the home.

2. Even in the face of such inequality, most of the women perceive having at least equal say with their husbands, if not more, in decision-making about family life or family budget.

3. One of the most interesting findings of the study is that a high percentage of women have tried several different ways to stop the
violence they were experiencing or to escape the context of violence despite a myriad of problems that faced them

4. This proves the fallacy of the widespread view of Turkish immigrant women in Germany who supposedly consider violence to be "natural", and are "passive and accepting" of it.

5. While women in Berlin choose equally between various options of applying to a legal institution, leaving home for a while or requesting help from family or friends, women in Ankara do not resort to any other solution but to leave home either temporarily or permanently, or to ask for help from family and friends

17Peter D. Hart Research Associates (1997) conducted a survey similar to the above as part of Human Rights USA project. The results of this study suggests that less 8% of the adults and 4% of the young people in the USA are aware of Human Rights and they can name the Universal Declaration of Human Rights” 24% of all adults, 18% of African Americans and 24% of Latinos had heard of UDHR. 39.7% of the women married by arranged marriage were not able to see their husbands before marriage and 28.6% of them were married against their will.

18Laksiri Fernando Colombo, (1998), in study conducted in Sri Lanka on ‘Human Rights Education in Schools’ found:

1. The Sri Lankan Foundation evaluation report stated " ... the analysis of results reveal that the students' knowledge on human rights are
satisfactory, yet the questions designed were limited to measure cognitive abilities, paying more attention to recall."

2. Recent investigations and observations by the Sri Lanka Foundation further reveal that less attention is paid to learning for human rights and the atmosphere within which this learning processes take place

3. Human rights teaching was not introduced to primary schools and did not continue in upper secondary (year 12 and 13). It is believed that teaching for human rights, to be effective, should start from primary and pre-school level. This was the method adopted by the Australian Human Rights Commission when it introduced human rights teaching into schools in 1985. This was also the method prescribed by the UN Centre for Human Rights when it formulated guidelines for human rights teaching in 1989.

4. There were no courses available inside the country, in law schools or universities, to study human rights systematically. Until today, human rights is not a component in the teacher training curricular for primary or secondary school teachers

5. Human rights teaching was infused into the existing Social Studies and History curricula.

6. The weakest points in the present human rights teaching curricular in Sri Lanka are in relation to ethnic tolerance and gender awareness.
Augustin Velloso (1998), under a title ‘Peace and Human Rights Education in the Middle East Comparing Jewish and Palestinian Experiences’ concludes that the Washington agreement of 1993 gave a new impetus to attempts by Palestine and Israeli leaders to find a peaceful solution to their differences. The author asks to what extent their process has been accompanied by peace/human rights education progress for Israeli and Palestinians. While such progress exists, they are very limited and have so far made little impact in reversing the long educational legacy or mutual distrust and hostility, which the article examines in detail. Furthermore, the continuing conflicts between the two communities make peace/human rights education difficult.

However despite the enormous obstacles, the author concludes that the efforts of peace/human rights educators are not wasted.

Dr. Lothar Müller (1998), in a study on human rights education in German schools found the following:

1. The findings show that while the UNESCO schools are more actively engaged in human rights education, their students do not have more knowledge of human rights than those in regular schools.

2. The data also show that students who are emotionally involved and learned the subject and learn through emotion – oriented methods are inclined to become active for human rights.
3. Moreover, human rights topics that can be approached from an effective angle are more likely to have an effect on students’ behaviour and effective human rights education.

21 NARANGEREL RINCHIN (1998), conducted a study to find out the extent of understanding of human rights among various social groups, especially teachers and students at the basic and tertiary levels. It was found: i. 77.8% said that human rights are discussed only very briefly and in a limited way. ii. 98.6% listed following violations in the classroom: humiliation of students by teachers inside the classroom; superficial participation of students in school head councils; teachers’ stereotyped view of students; breaches of relations between students and teachers; excessive subject load that limits deeper learning, widespread pressure on students; and reprisals against students by teachers. iii. There is evidence that students are physically punished for not doing their homework and teachers sometimes teach while drunk. iv. 46.1% of the respondents favour the development of new subjects on human rights; 32.6% want special rules on human rights to be enforced in secondary schools; 30.7% want human rights to be integrated in history and humanities subjects; 19.2% want special pedagogical activities in learning human rights; and 15.3% want human rights to be integrated in history and sociology subjects.

23 Laksiri Fernando (1999), in Cambodia while analyzing the basic awareness about human rights human rights among the Cambodians, found that
1. A critical mass of people has moved beyond a basic awareness and understanding of human rights; some interpret the results to mean that ordinary Cambodians have an inherent understanding of basic human rights.

2. 92% of the people reaffirmed that life is of paramount importance; among the grass root respondents 15% of them justified killing or maintained that “life on this earth is impermanent”

3. Only 84% recognized the right to education with the highest percentage (96%) from the teachers.

4. 32% of grass-roots respondents and 27% of monks held the traditional view of marriages arranged by parents and 87% of students and 89% teachers were in favour of marriages by the partners chosen by the spouses without the intervention of parents.

5. As Asians, Cambodians give as much as or more emphasis to responsibilities as to rights.

24Osaka: HURIGHTS OSAKA (2000), study conducted to explore the extent of implementing human rights education in the schools in Nueva Ecija, surveyed and the level of awareness of both teachers and pupils about human rights found:

1. Of the 29 teachers-respondents, only 1 claimed to have attended a training workshop on human rights.

2. The number of teachers who claim to have much knowledge of human rights is around the same as those who do not.
3. All the teacher-respondents answered ‘yes’ to a question “Should human rights be taught in the school?”

4. Most pupils have little knowledge of human rights and they cited their teachers and parents as the source of knowledge. The mass media was found a significant source of knowledge in general.

5. Some teachers taught human rights based on the directives of superiors, but more taught human rights on their own initiative.


In the view of many people, Islam and Human Rights are often paired as starkly opposed normative orders. But the researcher, however, demonstrates that there is neither necessarily a clash nor a need for reconciliation between them – their interrelationship is more ambiguous and ultimately complementary. HRs do not attack Islam nor does Islam place a box around the political-legal possibilities which exist in Muslim societies.

26 Dennis N. Banks, Ph. D.(2000), to determine the degree to which Human Rights Education has been integrated into statewide mandates, standards, and/or frameworks for K-12 instruction in the 50 states of the US, made a survey and found the following:

1. In response to the questions about mandates and/or standards, forty percent (20) of the states indicate that human rights education is within
the state mandated curriculum. Seventeen of these states indicate that human rights education is part of their state standards (called different things in several states); five states list legislative mandates or resolutions.

2. Of the 30 states indicating that they have no human rights mandate also indicate that there is no pattern of integration of human rights education in their schools. Twelve (40%) of these non-mandate states, however, indicate integration into the K-12 curriculum through the social studies.

27 Pinnar Ilkaracan, (2001) in a Research Report from Turkey under the title “Islam and Women’s Sexuality” found:

1. 97% of the women, age above 24 yrs. Were married or had been married; cent percent of the women who are over 34 yrs. Got married as marriage is compulsory for women

2. According to the civil law the women’s age for marriage is 15 years but 16% of the women who had a religious marriage married within 15 years of age (Civil marriage is only a valid marriage and religious marriage before civil marriage is punishable by law)

3. 78.9% of the women indicated that they were against paying pride price; 56.3% responded by saying that “women are a commodity to be sold”; 21.4% of the respondents stated that the main reason they were against the bride price was that they considered the tradition to be “against Islam” or “a sin” (lack of awareness)
4. One out of ten respondents in eastern Turkey was living in a polygamous marriage; none of the respondents who has secondary or higher secondary qualification is living in polygamous marriage; there is inequality between the wives as only one of them, who has got civil marriage, has access to legally binding rights under the Civil Code, such as rights related to divorce, maintenance, inheritance or custody. (sufferer is the women, not the one who committed the crime, polygamy, that is against their civil law)

5. 66.6% of the women believed that, contrary to the law, even if they wanted to, they could not divorce a husband who committed adultery.

6. More than half of all married women living in the region stated that they were subjected to physical, emotional and verbal violence by their husbands (57.9 percent, 56.6 percent and 76.7 percent respectively).

28 APAP, (2001) with a main objective to critically assess the current level of knowledge and awareness of law enforcement bodies (prosecutors and the police), the judiciary, community leaders and administrators came with the following findings:

1. The findings show that all the participants of the focused group discussion gave much emphasis to the problem of access to social services. Although some raised the problem of transparency and accountability as a sideline issue, most of them failed to raise problems affecting civil and political rights in their respective community. This
clearly reflects the deep-rooted attitude of the general public which disregard
the relevance of civil and political rights in their day to day life. It also shows
the resigned attitude of the general public that accepted unquestioningly the
problems of civil and political rights as ‘natural’ that can’t be tackled and done
away with.

2. The other conclusion that can be drawn from the findings is that,
participants’ failure to establish the organic link existing between
corruption and the infringements of human rights. Certainly nearly all the
participants of the focused group discussions attributed mainly to
nepotism, favoritism, and corruption as the main causes to the existing
problems of access to social services provided by state agencies. Never the
less, nearly all of them were unable to perceive the issue from the human
rights perspective. They failed to see as to how the enumerated corrupt
practices infringe fundamental rights and freedoms including equal rights
before the law, equal opportunity to social services, the right to health, the
right to education… etc. This further proves the existing low-level
awareness of the public regarding the relationship between corruption and
human rights in general and various human rights instruments in particular.
Nazan Ustundag (2001) analyzed the General Studies textbooks for grades 1-3, and the 1st grade Primary Reader published by the Turkish Ministry of National Education according to human rights and gender equality criteria. Analysis showed that:

1. Some of the material in these books encourages discrimination against people who have not received formal education.
2. None of the books refer to citizens of Turkey from different ethnic backgrounds, which implicitly suggest that they do not exist.
3. Some antagonistic words were found used in the texts which would invite hatred from a particular society
4. The characters in the book are almost blond with fair skin this violates the right to indiscrimination

Catherine Sokum Tang, (2001) conducted a survey on Peer Sexual Harassment in Local Tertiary Institutions in 2001 and came with the following findings:

1. According to the survey, out of the 2,495 respondents, a majority of students reported that sexual harassment occurred in their campuses and was popularly perceived to be a result of women’s sexy apparel and appearances.
2. The survey found that out of the 706 who felt they were victims of peer sexual harassment, only 47.5% directly showed dissatisfaction to the harassers, and only 3.2% lodged complaints with the university or
representative student bodies. 53% of the victims, however, responded passively by ignoring the harassers. Some reported to have allowed unwanted incidents and harassers to alter the victims’ daily routine, with 1% of the victims admitting to have tried to escape by skipping/dropping classes.

3. The survey also showed that victims of peer sexual harassment had low self-confidence/self image as well as feelings of depression, insecurity and poor sense of belonging to the institutions subsequent to their sexual harassment experiences. 5% of the victims reported that the experiences negatively affected their learning attitudes and academic performance.

Yamasaki, Megumi, Ph.D, (2002) in his case study on ‘Human Rights Education’ came with the following findings:

1. 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

2. 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 FIRE at the elementary level
32. Ikuko Kato, (2002) analyzed English text books to find the gender inequality in books and found:

Out of 567 topics in the 48 textbooks, a substantial 75 (about 13%) may be said to promote gender equality

1. Women in adventure stories, in war and peace, with difficulty or disease later won challenges,… were introduced

2. Sexual discrimination though found in other subjects not found in English language text books

3. Contemporary issues such as the falling birth rate and aging society, a vision of a gender-equal society, violence against women, commercialization of sex, and women’s human rights in Asia were suggested to be included.

4. Thoughtless illustrations depicting gender inequality were found

33. Lolita H. Nava & others, (2003) surveyed a sample of secondary students in the Philippines to measure and analyze their human rights awareness and found that

1. 96% of the respondents in all variables have heard of human rights with the female urban and private school respondents have a higher average of 96.5% and most of them (84% in all variables) identified school as the source of knowledge;

2. A very minimal percentage of respondents indicated that they absolutely do not have any knowledge on human rights.
3. On the knowledge about the UDHR an average of 30% of the respondents have heard or known about it and 15% of them learned about UDHR through school.

4. There is a stark contrast found between 96% respondents awareness of Human Rights and 30% awareness on UDHR (or incongruence)

5. The students demonstrated high knowledge of Human Rights concepts relating to children and people in general.

6. Between public and private high schools, the later significantly performed better in the test than the former.

³⁴Osaka: HURIGHTS OSAKA, 2005 assessed the knowledge of Human Rights Practices in Malaysian Schools and found:

1. Among the students 73% had not heard of SUHAKAM until the day they participated in the survey. More urban (76.1%) than rural (69.69%) students were ignorant of SUHAKAM’s existence.

2. The survey showed that 20.2% of teachers and only 7.7% of administrators had not heard of SUHAKAM.

3. 53.2% of the students know about the CRC but the reverse was for the teachers and administrators (1.5% and 1.4% respectively)

4. 70% of the students and more than 90% of the teachers know the right to primary school education.
5. Over 90% of the teachers, students and administrators expressed that children with disabilities should be placed in special schools and not in the main stream of education. (inclusive education)

6. 79.5% of the teachers and 71.8% of the administrators agree with the practice of caning persistent offenders. More boys (59.8%) than girls (45.6%) replied that caning is quite common. (The less percentage of girls being caned indicates the rules do not allow the girls to be caned)

35 UNESCO, 2005, in a literature review found that

1. Civic education programs in South Africa, Poland and the Dominican Republic were most effective when: a. Sessions are frequent b. Methods are participatory and c. Teachers are knowledgeable and inspiring.

2. Researches on small groups has confirmed the importance of peer interaction for child development.

36 Katherine Teleki (2005), on a study analyzed Human Rights Training Programmes and addressed the following areas for improvement:

1. Programmes need more consistently deliver the adult education methodologies that they all agree are essential to effective human rights training.

2. Programmes need to emphasize comprehensive mechanisms to follow-up with participants after the training programme is complete
3. The field as a whole lacks longitudinal evaluation of the long-term impact of the human rights trainings on participants. Therefore programmes should explore how they might support more comprehensive research and documentation of their work.

37 UNESCO, (2005) in a Literature Review on Outcomes of School –Based Programs Related to “Learning to Live Together” gives the salient features of the review:

1. The number of countries whose national education acts includes a provision related to HRE for teachers doubled during the period studied. In four countries, the provision is reinforced by a reference to it in the law regulating the teaching profession. However, one third of the 18 countries on which information was gathered still do not have specific legislation on this matter.

2. There was no legal provision to make training in human rights in this field requirement for working as a teacher, nor are in-service educators rewarded in any way. Similar numbers and types of references to HRE for teachers were found in other educational policy documents, such as national education plans and, where they exist, human rights education plans. The later increased five-fold between 1990 and 2003.

3. Some express references were found in legislation and administrative rules to the prevention and elimination of discrimination, indigenous education, care for patients with HIV/AIDS and people with disabilities. No references
were reported to specialized training for educators in recently enacted laws on equal opportunities, children’s rights or the prevention of family violence.

4. During the period studied, there was at least a 100% increase in course content related directly to human rights and democracy, and to at least eleven related and collateral topics. But, in contrast, the amount of content is very small and it exists in very few countries for future educators.

5. Unlike in 1990s, some teachers training institutions now have specific human rights courses. Moreover, the human rights content was expanded from the field of civil and political rights to include economic, social and cultural rights.


1. Results showed that empathic concern, a form of affective dispositional empathy, and fantasizing, a cognitive type of empathy, were positively correlated with human rights commitment and also appeared to play a part in predicting levels of commitment.

2. Socially desirable responding, however, was not correlated, nor did it appear to impact the relationship between dispositional empathy and human rights commitment.

3. These findings suggest that both affective and cognitive dispositional empathy contribute to people's commitment to human rights and may help
shed light on what motivates individuals to support human rights foreign policy.

IBE, (2006) examined the number of times the term “human rights” was mentioned in official documents found

1. A mean of .70, .82 and .64 for countries within the regions of Sub-Saharan Africa, Eastern Europe and the former USSR, and Latin American and the Caribbean, respectively (Ramirez et al, 2006).

2. Interestingly enough, the lowest means were for Asia and Western Europe and North America at .11 (Ramirez et al, 2006), although the range of response rates across regions – from 31% to 74% - suggests that these results are approximate at best.

3. A review in 1996 showed that through the cooperative efforts of NGOs and educational authorities, human rights courses and topics had been introduced into the national curricula in Albania, Australia, Brazil, Canada, Denmark, Norway, the UK and Ukraine (Kati & Gjedia, 2003; Tibbitts, 1996).

Kevin Chin (2009), conducted an empirical study aimed at answer the following research questions: a. What educational beliefs about HRE guide the professional practices of facilitators in non-formal educational contexts? and b. Which of these beliefs are shared and which are idiosyncratic?

1. It is found that Learning happens best when people feel respected, when they feel they have a voice in the process, when they feel that it’s relevant
to them, that they learn best when they would make in practice their preferred means of learning and communication.

2. The results from this investigation have provided insight into some the psychological components that play a role in facilitators’ professional practices.

3. This study has provided an empirical foundation for the design and development of training for current and future HRE facilitators. As educational beliefs can assist educators with interpreting and simplifying situations, identifying relevant goals, orienting to specific problem situations, conceptualizing tasks and learning from experiences, it seems reasonable to incorporate this psychological construct into facilitator training.

41UNICEF, (2009), launched a research project to develop and apply a combined macro-micro economic model to simulate the impact of the global economic crisis on children in three countries of West and Central Africa, namely Burkina Faso, Cameroon and Ghana.

1. The results of the simulations highlight that the impact of the global crisis followed different patterns and that the recovery processes are also expected to vary: while Cameroon’s growth rate is predicted to return to pre-crisis levels by 2010, recovery of the pre-crisis growth levels in Burkina Faso and Ghana are expected to be delayed until 2011.
2. Especially in the least developed countries, where social safety net programmes are lacking or weak, economic opportunities are restricted and public fiscal space is extremely limited, children are at great risk of experiencing a deterioration in living standards and nutrition, being withdrawn from school and put to work, and losing access to health services.

3. The impact of the crisis on household resources and public expenditure may affect children’s participation in school.

Hilde Hauland & Colin Allen (2009), in a report on ‘Human Rights Situation of Deaf People’ came with the following salient features:

1. High illiteracy rates and heavy social prejudices cause violation of human rights for Deaf people and denigrate their status as equal citizens.

2. It seems that no country totally denies Deaf people the right to an education, but the education system and/or literacy levels of Deaf Children are not satisfactory in any respondent country.

3. Only 11 countries say Deaf people do not have access to government services, but the limited access to sign language interpreting indicates that there are almost no countries where Deaf people have real access to government services.

4. Fifty countries say Deaf people can access university education, but only 18 countries provide sign language interpreting at universities. In all other countries, Deaf people’s access to higher education is very limited.
5. In most of the countries there is a need for HIV/AIDS awareness campaigns and/or information about HIV/AIDS directed at associations of the Deaf and individual Deaf people, as the current situation is precarious.

2.4. CONCLUSION

Summarizing the above related literature reveals that there is awareness among the students about human rights in all the related studies discussed above but mostly the awareness is limited to ‘knowing’ and ‘having heard of ‘human rights; and the students do not seem to understand the human rights principles neither know how to apply their human rights in real life situations. It further discloses that human rights education had had a great impact on the students. An author concludes in a study that despite the enormous obstacles the efforts of peace/human rights education are not wasted in bringing peaceful solution between Palestine and Israel. Similar with this, in Japan, human rights was found that it could be used as a means to impact and change the overall ethos of the elementary school and make it more human centered. Most schools rely on the already prescribed teaching of constitutional rights, and do not cover international human rights instruments. In Nagaland too, no studies has attempted to assess the level of human rights’ awareness among the students, teachers and administrators neither the contents of the text books were analyzed in the view to find out the equity on gender, age, etc.
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