COMMONWEALTH VALUES IN EDUCATION

Young People's Understanding of Human Rights

REPORT OF A FOUR COUNTRY STUDY FOR THE COMMONWEALTH EDUCATION MINISTERS' MEETING, BOTSWANA 1997

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Report of a project coordinated by the International Centre for Intercultural Studies, London University Institute of Education on behalf of the Department for International Development (Britain), the Commonwealth Secretariat, and the Department of Education, Northern Ireland in conjunction with Ministries and agencies in Botswana, India, Northern Ireland and Zimbabwe

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REPORT OF A FOUR COUNTRY STUDY

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SECTION 1
1 Introduction

This is the report of a pioneering inquiry into the teaching and learning of basic principles of human rights at the secondary school level in four Commonwealth countries — Botswana, India (upper primary and secondary levels), Northern Ireland (Britain), and Zimbabwe. It was carried out with the guidance of an international steering group from 1995-7, with the support of Ministries and relevant agencies in the four countries, and financial help from the Commonwealth Secretariat, the Department for International Development (Britain, the Overseas Development Administration until May, 1997), and the Department of Education in Northern Ireland.

The purposes of this project are:

* to carry out an audit of the impact of teaching and learning in the differing national curricula, taking into account the availability of materials and teacher education and support;

* to measure the extent to which young people's attitudes change between approximately the ages of 14 and 16;

* to make recommendations which may be useful to Ministries, schools and teachers, which also define the potential for Commonwealth cooperation in future.

Based on a sample of nearly 1000 young people, with a questionnaire supplemented by interviews, the findings should be regarded as indicative rather than definitive.

The formal origin of this inquiry lies in the Harare Commonwealth Declaration of 1991, which led to a stronger commitment by nations of the Commonwealth to its fundamental political values, including human rights. This commitment was reasserted at meetings of Heads of Government over the following four years and in 1995, in New Zealand, Heads agreed to suspend the Nigerian military regime for failing to honour it.

However it could be said that the germ of this educational project began a year earlier, in 1990, when the newly-elected Commonwealth Secretary-General, Chief Emeka Anyaoku, publicly called for a reassertion of Commonwealth Values -- the overall title for this programme. In the same year the Commonwealth Human Rights Initiative (CHRI), a Commonwealth non-governmental coalition whose office is now based in New Delhi, joined forces with the then Centre for Multicultural Education at the London University Institute of Education to make a proposal to the Commonwealth Ministers of Education who were meeting in Barbados.

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The CHRI was specially concerned at the threat posed to several member states if there was a breakdown in human rights, due to ethnic, religious or communal conflict. The educational concern of the Centre (now the International Centre for Intercultural Studies) was to carry out a social science inquiry into curricula, and to follow it through with support for teacher education and the production of fresh materials for use in more than one country. In the 1980s the Centre had sought to collaborate with academics in Malaysia and Canada to this end.

In a way, therefore, three kinds of interest were harnessed behind the programme: an inter-governmental Commonwealth concern, a campaigning approach by Commonwealth NGOs, and an educational expertise which rested on intercultural understanding.

Significant development work took place in 1993-4, when the Commonwealth Secretariat carried out a curricular survey at the secondary level, designed to see how far human rights and related matters were reflected in the education of young citizens. Twenty seven states completed a questionnaire, and the results were published as a working paper, Commonwealth Values in Education (Human Rights Unit, Commonwealth Secretariat, October 1994). The survey demonstrated a widespread commitment to nurturing human rights. But it also showed that curricular approaches vary considerably, and that there is little prospect of introducing common curricula for human rights (which had been proposed by an inter-governmental Working Group chaired by Hassan Jallow, then Attorney-General of The Gambia, in 1990).

The resulting recommendations focused on the value of materials, and networking between teacher and examination bodies. In 1994, at their Islamabad meeting, Commonwealth Ministers of Education endorsed an extension of the Commonwealth Values approach.

In 1995 representatives from the four countries listed above agreed to support a more student-focused study, designed to build on the curricular survey, and to find out how far an experience of around two years of schooling, between approximately 14 and 16, may alter the understanding of basic concepts.

The research arrangements in each country reflected its own resources for educational research. In each case the collaborators gave generously of their time and enthusiasm, and the institutions to which they belong made invaluable contributions of finance and logistics.

In Botswana the project was undertaken by Mrs Naledi T Ratsoma in the Curriculum Development and Evaluation Department of the Ministry of Education. In India it was carried out by Professor Arjun Dev, Head of the Department of Education in Social Sciences and Humanities in the National Council of Educational Research and Training, New Delhi. In Northern Ireland the Department of Education and the Council for the Curriculum, Examinations and Assessment nominated Dr Alan Smith, of the School of Education of the University of Ulster, to do this work; he was assisted by Ms

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Ursula Birthistle. In Zimbabwe the project was overseen by Ms Melania Rukanda, Chief Education Officer, Standards Control and Professional Administration in the Ministry of Education and Culture. Without their hard work, and the assistance of their colleagues, pilot schools and teachers, this report could not have been prepared.

The three year project was coordinated by Richard Bourne and Dr Jagdish Gundara at the International Centre for Intercultural Studies, London University Institute of Education. All stakeholders in the project served on an international project committee which met in London in 1995, in Northern Ireland in 1996, and in Gaborone in 1997.

In addition to seeing how the varied curricula in use are delivering a basic understanding of human rights and associated responsibilities, the project was designed to cast light on other issues: the benefits of an examination or unexamined approach; the merits of a permeation/infusion model as compared with the teaching of human rights through one or two subjects; the implications for educational policy, materials and the training of teachers in each of the countries; and recommendations for future Commonwealth cooperation which could be presented to the Commonwealth Education Ministers, who meet in Botswana in July 1997.

How were these four countries chosen for this pilot study? They kindly agreed to do so after discussion with the London University Institute of Education, which was acting on behalf of this Commonwealth project as a whole, and which had contacted other nations also. In addition to a willingness to participate four other factors had to be considered: Commonwealth representativeness, support or concern for human rights in the country, convenience in managing the project, and financial cost.

Inevitably there was an arbitrary and fortuitous element in the final selection. With regard to Commonwealth representativeness, however, it was felt desirable to include at least one developed country, and at least one country with a relatively small population. It was necessary to obtain support from countries in different world regions, because the Commonwealth is a trans-regional association. Participation from India was particularly welcome, because over half the people in the 53 nation Commonwealth are citizens of that country. It was not, unfortunately, possible to include any Caribbean or Pacific nation.

While all Commonwealth countries assert their support for human rights, and none are totally immune from problems, it was felt that something more than the interest of an Education Ministry would be helpful in justifying inclusion in this study. While other states could also meet such criteria, it is worth observing certain positive elements with regard to the four participants.

For example, Botswana has had a particularly strong record in Africa of plural, multi-party democracy since independence; it was partly for that reason that it hosted a meeting of African Commonwealth leaders and

political parties, to discuss democracy, in February 1997. India has recently established a National Human Rights Commission, has a strong culture of human rights non-governmental organisations (NGOs), and is in the forefront of legal redress through a public interest litigation which is based on its constitution. Northern Ireland, which has suffered from 25 years of internal conflict, has the only compulsory curricular commitment in this field in Britain (its Education for Mutual Undertanding). Zimbabwe, the home of the Harare Commonwealth Declaration, 1991, has an inter-ministerial commitment at government level and strong NGOs.

Convenience and financial cost also came into the equation. At one stage the Institute of Education was exploring the involvement of five countries (almost a tenth of the Commonwealth membership) but lack of sufficient funding precluded this possibility. The ODA and Commonwealth Secretariat were only able to support work with developing countries, which meant that developed ones would have to pay for their own participation. There was a possible advantage in that two of the countries in the study are geographical neighbours.

In spite of the element of arbitrariness about the final selection, it was felt that inclusion of these four countries would give a sufficiently broad base to permit conclusions of wider significance. It was expected that other Commonwealth nations would wish to build on this work.

The methodology adopted reflected decisions taken at the first international project meeting, in November 1995. Initially the intention had been to exchange materials already in use in the different countries, with a view to seeing how country-specific or Commonwealth-wide they might be. This approach originated in the strong concern for materials support for teaching and learning about human rights, and a recognition that use of the English language at the secondary stage is often a comparative advantage for Commonwealth countries, although in the Indian subcontinent English is not so common. New materials could be developed in the light of such experiments into curricular need, and discoveries about the cultural, curricular and constitutional specificity of materials already employed in the classroom.

However, discussion in the project committee indicated that this was not a viable way forward. In order for Indian or Zimbabwean teachers, for example, to utilise materials from Northern Ireland, they would have to become familiar with human rights issues in Northern Ireland themselves, and divert precious teaching time to topics which were not a priority for their own schools. Given that participation by schools in the project was a matter of discretion and goodwill, such a request would have asked too much of the teachers and students concerned.

Instead, the project committee agreed on a different approach, built round a student questionnaire which could be amplified by an in-depth interview

with a small sample of students and teachers, and a survey of existing curricula and course materials.

The questionnaire was therefore administered to two groups of teenagers, one aged around 14 and the other around 16, in each of the four countries. Due to the Standards system of forms or classes, in use in Botswana and Zimbabwe, this age difference could not be exact. But in principle the two groups were separated by two years of schooling in all four countries. In an ideal world it would have been interesting to carry out a longitudinal study, following the same group of young people through their school years, to measure how their attitudes changed. However lack of time and resources precluded this. Instead the project provides two snapshots of young people, in a multi-site investigation.

The focus on the secondary school was retained, from the earlier Commonwealth Values curricular survey, not only because more Commonwealth students in most member countries are taught through the medium of English at this stage, which could be advantageous for the development and exchange of common materials. It is a limitation, of course, that secondary schools serve only a minority of the pupil population in some Commonwealth countries. However, the age of 16 is often the point at which students face their first public exams. The two year run-up to these exams therefore provides a good test of the extent to which human rights concepts impact on learning at the secondary stage.

The project committee in 1995 agreed a Conceptual Map with seven dimensions, covering the main areas of human rights which a student might be expected to understand and interpret, whatever the nature of a country's syllabus. These dimensions were: law and the administration of justice; equality of opportunity; history; civic and social rights and responsibilities; consumer rights; violence; and a person's identity.

The student questionnaire was therefore built on seven sections, to reflect these dimensions. The aim was to provide questions which would be within the reach of students' experience or imagination in all four countries.

In the first two cases the student was asked to imagine a commonplace incident, and then to comment on what he or she would expect to happen. The student is then asked what <u>would</u> happen, in an open-ended question, and what <u>should</u> happen: it was hoped that the difference in these responses, and the difference between the opinions expressed by the older and the younger students, may indicate the extent to which the students have acquired a more sophisticated understanding of basic rights.

Subsequent questions ask students to agree or disagree with, or rank in order of importance, various answers which are more conceptual in nature. Again the information provided is of interest on its own, and by comparison with the answers from the other age group. In all sections the students are given the opportunity to expand their views briefly. The older group are given an

eighth section, which asks them whether they have discussed or learnt about human rights over the previous two years: this is to provide a context for differences in the answers between the two age groups, and to indicate how significant schools have been in transmitting such ideas as compared with family, peer group and the media.

The study rests on a relatively small sample. Initially this was to be of 800 -- 200 teenagers in each of the four countries, with 100 at each age/stage, from five schools in each country (that is to say, 40 students per school, 20 aged around 14, 20 around 16). However, due to the huge size and population of India, it was decided by the National Council of Educational Research and Training that a better regional balance could be secured by using eight schools, and a total sample of over 300. Even so the total sample in the four countries was therefore under 1000, and the conclusions must be regarded as indicative rather than definitive.

The actual figures for the sample used were: Botswana -- 200, India -- 312, Northern Ireland -- 214, Zimbabwe -- 189. In all, therefore, there was a total sample of 915 from 23 secondary schools. Full details are supplied in the national reports.

The schools were selected on the basis of differing characteristics -- for instance rural v urban, mixed v single sex, high status v lower prestige. If all the sample students had been drawn from the same type of school it might have given a misleading national picture, and have obscured within-country differences. Inevitably it was not possible to be completely representative, and the schools are not a statistically perfect sample, although some main school types are included.

The research phase was conducted in the course of 1996, following trialling in Zimbabwe, Botswana and Britain. Selection of students within the chosen schools was random. The student was not expected to take more than an hour to complete the questionnaire and was assured of confidentiality. No special preparation was to be undertaken before the student was given the questionnaire. Although the questions were generally administered in English, in India the questionnaire was also available in Hindi (and around 50% responded to the Hindi version), and specific words were also translated into national languages in Botswana and Zimbabwe. In Botswana it is believed that a number of students may have had problems with the English in the questionnaire, which may explain lower response rates there for some items, but otherwise misunderstandings were rare.

The student questionnaire results, analysed in each participating country, were contextualised with important additional elements. These make possible more analytical comment on the raw data.

These extra elements are:

a An initial survey, in each country, of how human rights are treated in that country's secondary school curriculum, and the materials for students and other types of support (including initial and in-service training) which are available for teachers.

b Qualitative interviews with each of the heads and two of the teachers from each of the schools in the study. These sought to test teacher views on objectives, achievements and problems -- the aim of education for human rights, the suitability of the syllabus and resources available, and the school context for the student survey. These interviews were to be supplemented by interviews with a number of the educational administrators or advisers, with a similar purpose.

c Qualitative follow-up interviews with a 10 per cent sample (that is, ten students aged roughly 14 and ten aged roughly 16) in each country, to discover how they perceived this curriculum, what impressed them and so on. These interviews enabled researchers to check beyond the questionnaire, to see how far students in the two age groups had a genuine understanding of the concepts involved.

The basic methodology of the study was intended to be simple, in order that it could be carried out in varied circumstances by busy people. However, for the collaborators in the four countries it generated a great deal of work, especially in the analysis stage. Nonetheless, thanks to their efforts, it is now possible to say how far existing curricula and arrangements in the pilot schools are delivering that understanding of human rights which the Commonwealth has increasingly emphasised.

2 Structure of school education, policies and curriculum in the four countries, in relation to the concerns of the Commonwealth Values project

What follows is a brief description of the situation pertaining in the four participant countries. Much fuller material is available in the national reports.

Botswana

The basic structure provides for seven years of primary schooling, starting at the minimum age of six years in the public schools, followed by three years of junior and two years of senior secondary schooling. Only about 40% of the junior secondary leavers obtain entry to the selective senior secondary schools. In 1996, at the time of this study, a third year of junior secondary schooling was being phased in.

The philosophy of the current Ten Year Basic Education (TYBE) policy embraces some concepts of human rights. Its *Curriculum Blueprint* states, among other objectives, that it "develops moral, ethical and social values, cultural identity, self esteem and good citizenship; prepares citizens to participate actively to further develop our democracy and prepares them for life in the 21st century."

Botswana follows an infusion policy that allows for the accommodation of emerging issues. In the former nine year scheme the carrier subject for human rights was social studies only. However the congruence of its content with the Conceptual Map developed for the Commonwealth Values project was minimal; only one topic, "Our Government" was relevant. In the new syllabus there are more topics related to human rights principles and practices; also, moral education and guidance and counselling are making a contribution, for example in an approach involving cooperation between the Ministry of Education and the Young Women's Christian Association (YWCA) called Peer Approach to Counselling by Teens (PACT).

General government policy, following the constitution, is supportive of human rights. Critics have, however, sometimes referred to the lack of encouragement for citizens to take a positive, participative approach to rights and responsibilities and to delays in ratifying international instruments, particularly those involving economic and social rights. The UN Convention on the Rights of the Child was ratified in 1995. There are various significant non-governmental human rights organisations and in January 1993 several of them joined forces to launch Ditshwanelo, the Botswana Centre for Human Rights.

India

The first ten years of schooling in India, divided into primary, upper primary and secondary stages, provide for general education with an undifferentiated curriculum. All these curricular areas are compulsory for all students: there are no options here. Some of the major components relating to human rights included in the existing courses and textbooks are: the basic features of the

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Indian political system and constitution; problems and challenges of contemporary Indian life (polity, economy, society and culture); the diversity and variety of Indian culture; the Indian social system and dynamics of social change; major events in Indian and world history relating to struggles for political, civil, economic and social rights, and the role played by the common people and outstanding leaders; the world human rights situation, particularly the violations of colonialism, racism and apartheid; relevant literary works; the biological unity of the human species; major historical documents such as the Declaration of Independence, the Declaration of the Rights of Man and Citizen, the UN Charter, the Universal Declaration of Human Rights.

At the upper primary stage the major subject areas relevant to human rights education are social sciences, science and languages. At the secondary stage there is a significant input in social sciences (history, geography, civics and economics), in science and languages.

It can be said that broadly all the areas listed in the Conceptual Map of the Commonwealth Values in Education project are covered in the school curriculum up to the secondary stage in one form or another. The approach followed is cross-curricular and issues which are integral to a particular subject are covered within the framework of the subject. Thus issues relating to Law and the Administration of Justice, to Equality of Opportunity, to Civic and Social Rights and Responsibilities, and the question of the legitimacy or otherwise of the use of violence by the state, are dealt within Civics courses at various levels. Issues in the Conceptual Map relating to colonialism and independence are covered in the history syllabus.

Northern Ireland
The Northern Ireland system is segregated by religion, in that most children attend predominantly Protestant ("controlled") schools or Catholic ("maintained") schools; by ability (and some would argue social background) in that a selection system operates at age 11 to decide which children attend grammar schools (attended by around one third); and often by gender (particularly in second level education where a quarter of the secondary schools and almost half of all grammar schools are single sex).

Altogether, young people are required to spend twelve years at school between 4 and 16. Pupils spend a minimum of five years in second level schools. There are 166 secondary and 70 grammar schools which are "controlled" or maintained"; there are also 11 second-level colleges which are "integrated", each serving roughly equal numbers of Catholic and Protestant students.

Inevitably the conflict in Northern Ireland over the past 25 years has implications for the school curriculum, and helps to explain why Northern Ireland is the only part of the United Kingdom to have a statutory commitment to human rights education. This is in the form of a cross-curricular theme called *Education for Mutual Understanding*. (EMU).This is

one of six cross-curricular themes which are not timetabled subjects in their own right, but which all teachers are expected to take account of when planning programmes of study. The six statutory areas of study are: English, maths, science and technology, creative and expressive studies, environment and society, and language studies. The five other cross-curricular themes in addition to EMU are: cultural heritage, health education, information technology, economic awareness (at second level) and careers education (at second level).

The aims of EMU, which are largely focused on inter-communal understanding within Northern Ireland, are to enable pupils "to respect and value themselves and others; to appreciate the interdependence of people within society; to know about and understand what is shared as well as what is different about their cultural traditions; and to appreciate how conflict may be handled in non-violent ways ".

The Department for Education for Northern Ireland also operates a Cross Community Contact Scheme, encouraging schools to become involved in programmes which provide opportunities for contact between Protestant and Catholic children. It costs £1M a year and involves nearly 60% of second-level schools.

Northern Ireland, although it has legislative and educational peculiarities within the United Kingdom, is generally bound by UK human rights commitments and common law precedents, and by UK membership of the European Convention on Human Rights. It contains active human rights NGOs.

Zimbabwe
Zimbabwe embarked on a drastic reorientation and expansion of its education system after independence in 1980, doing away with discrimination based on race, launching a national literacy campaign, and giving a very high priority to education. Schools were reopened and built and double-sessioning was introduced in some schools.

The structure now includes a primary cycle of seven years from around 6 to 13, followed by three phases of two years each in secondary education. These involve two years leading to the Zimbabwe Junior Certificate, then two years leading to the Zimbabwe General Certificate of Education, and finally two years to the Higher School Certificate.

Through education the government is seeking to build a firm unitary state. The experience of education should therefore produce citizens who are able to realise their civic responsibilities and legal obligations. Consequently, all school curricula should reflect the multi-ethnic character and diversities of the nation, and should be relevant to the requirements of the country's social, economic, scientific and technological development. Civic education is taught through a number of subjects, including social studies, religion and moral education, education for living, languages and history.

Zimbabwe is famous in Commonwealth countries as the home of the 1991 Harare Declaration, with its renewed attention to the fundamental political values and human rights which underpin the association. There have been a number of landmark human rights decisions by Zimbabwe courts and several human rights NGOs exist, which also provide direct advice to the public and offer materials and speakers to schools.

3 Review of curriculum and instructional materials from the perspective of the Commonwealth Values project

Collaborators in the four countries surveyed their curricula, and the materials available to support them, in terms of the seven areas for human rights identified in the Conceptual Map, and relevant basic concepts. What follows is a brief summary. National reports contain more information on these topics.

Botswana

The curriculum in Botswana is centralised, and everything that goes into the schools (including the syllabus) is developed, adapted or prescribed by the Curriculum Development Division (CDD) of the Ministry of Education. The curriculum officers are also members of the teacher training institutions' subject panels, which assist in the development of all instructional materials for the colleges. Thus CDD is in a unique position of knowing what materials are in use, and at what levels of the education system.

It was decided therefore that it would be best to carry out the materials review exercise for this project in-house, within the CDD. All curriculum officers were interviewed to find out if their subjects covered any part of the Conceptual Map (as outlined by the project steering committee), either directly or indirectly, and if so how they did so. The results were striking. The congruence between the current syllabi and support materials, with the suggested Conceptual Map, was found to be minimal. The congruence which did exist was mainly confined to one subject -- social studies.

With the advent of the new education policy in Botswana, however, additional subjects are being introduced, including moral education. There has been a conscious effort to include topics with a direct bearing on items in the Conceptual Map. These include: the concept of human rights, violations of human rights, responses to violations of human rights, gender issues, and children's rights. Even though they may not adequately cover the field, this change is viewed as a good start.

Also, guidance and counselling is a timetabled subject in schools, which is the responsibility of a different Ministry division, the Guidance and Counselling Division. This division is working with the Young Women's Christian Association (YWCA) on practical human rights issues in a project called Peer Approach to Counselling by Teens (PACT). This project is being introduced nationally to schools.

India

The first ten years of schooling in India, divided into primary (classes I-V), upper primary (classes VI-VIII) and secondary (classes IX-X) stages, provide for a general education with an undifferentiated curriculum. All subjects are compulsory for all pupils and there are no options or electives. The curriculum requires the teaching and learning of, among others: one

language, mathematics and environmental studies (social studies and science) at the primary stage; and two additional languages, science, mathematics and social sciences (history, geography and civics) at the upper primary and secondary stages. Additionally, economics is introduced at the secondary stage. At the higher secondary stage (classes Xl-Xll), a differentiated curriculum is introduced.

The national curriculum framework, which provides for adaptation by the states along with a common core component, forms the basis for the development of detailed courses and instructional materials. The courses and instructional materials, particularly textbooks, which are prepared by the National Council of Educational Research and Training are adopted or adapted by educational authorities for their own use.

The aim is to reflect human rights concepts and ideas in all courses at all stages of school education. Their integration into history and civics courses at upper primary and secondary stages is particularly significant.

The primary stage aims at promoting an understanding and appreciation of India's cultural variety and diversity; it also introduces the pupil to the ideas of democracy, secularism and egalitarianism, enshrined in India's constitution; the representative bodies from local to national level through which Indian democracy functions; Fundamental Rights and Fundamental Duties; India's struggle for freedom; the human rights set out in the Universal Declaration; and the life stories of personalities, both Indian and non-Indian, who fought for human freedom and equality.

At the upper primary and secondary stages, the history courses deal with the history of India (from prehistory to the achievement of independence) and world history (from prehistoric times to some of the most recent developments). One objective of the Indian history course is to develop "a critical appreciation of the past, so that the pupil's personality is free from irrational prejudices and bigotry, parochialism and communalism ". It includes a study of the social system as it evolved during the course of history with some focus on the position of women, the oppressive nature of the caste system, attempts by reformers to bring about a more humane social order, and colonial rule and the struggle for independence. Study of the independence struggle stresses the ideals it embodied for reconstructing India on principles of democracy, secularism and egalitarianism.

The world history course seeks to promote a critical view of social, economic, political and cultural issues that have a bearing on human rights. A major part deals with revolutionary and democratic movements in different parts of the world -- colonialism and national liberation movements, fascism, the antifascist character of the Second World War, and the independence of Asian and African countries. It also covers some more recent events -- such as the collapse of the apartheid regime in South Africa, and the communist parties' role in the former Soviet Union and eastern Europe. The course includes

significant declarations on human rights, from the Declaration of Independence to the Universal Declaration of Human Rights.

The courses in civics at both upper primary and secondary stages include, in varying degrees of depth, the study of the Indian constitution and its basic principles of democracy, secularism and egalitarianism; the Fundamental Rights guaranteed by it, and the Fundamental Duties; the working of Indian democracy and government, and the representative bodies at local, state and national levels; the judiciary and Public Interest Litigation; political parties, public opinion, the media, electoral processes and current challenges to Indian democracy; contemporary issues and problems, such as human rights, population, the environment, peace, disparities between developed and developing countries; and human rights documents, notably the Universal Declaration and the UN Convention on the Rights of the Child.

The economics course has among its foci the social justice objectives of economic development, and the rights of consumers. Language courses stress the inculcation of human values; the literary writings selected aim to promote awareness of and sensitivity to problems of contemporary life, social oppression and inequity. Science courses stress the development of a scientific temper, sensitivity to a possible misuse of science, and concern for a clean environment and the preservation of the ecosystem.

Northern Ireland
An audit of the statutory curriculum in Northern Ireland indicates that specific opportunities exist across a range of timetabled subjects for the exploration of human rights issues, although this work is not usually referred to as "human rights education" in an explicit way. History, English, religious education and environmental and developmental aspects of geography appear to be the timetabled areas of the curriculum with most potential for human rights concepts.

For example, through history, students have opportunities to study a significant social development such as the changing status of women; major events such as the Holocaust, use of atomic weapons, or the break-up of the European empires; and significant organisations such as the Commonwealth, the League of Nations and the United Nations, the Council of Europe and the European Movement, and civil rights movements. Aspects of geography include population settlement, use of resources, and environmental issues within developed and developing countries.

Personal and Social Education (PSE) is also an aspect of the curriculum in Northern Ireland. In some schools, its programmes are well-developed and located within the timetable. At secondary level, pupils also have opportunities to complete modules which lead to the award of a GCSE in Personal and Social Education. Modules include family life and parenting, individual health and safety, rights and responsibilities in the community, and modules related to taxation, equal opportunities, and employment rights and responsibilities. There are also plans to introduce a module called

"political understanding", which will consider isses related to politics and government, civil liberties, law and order, and citizenship.However, PSE programmes are developed at school level, so the quality of implementation can vary, and not all pupils will necessarily go on to complete the modular programme at GCSE.

Although not "subjects", in the formal sense of being timetabled within the school day, the Northern Ireland curriculum also requires teachers to take account of six cross-curricular themes (education for mutual understanding, cultural heritage, health education, information technology, economic awareness and careers education) when planning their programmes of study. Of these EMU and cultural heritage would appear to have most potential to address human rights issues, although their current emphasis is on relations between Catholic and Protestant communities in Northern Ireland, and a more explicit grounding in human rights would be required.

In terms of resource materials, there are no prescribed texts for the Northern Ireland curriculum, and teachers must select from a wide range of materials produced by commercial publishers and NGOs. The impression is that adequate resource materials are available, but that teachers have limited time to assimilate and select those which are most relevant to their needs in terms of human rights issues. Video and television materials exist alongside print materials. Occasionally education or curriculum bodies create resources which support specific areas of the curriculum. For example, there is a resource pack "Law in Our Lives", published by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA).

A number of NGOs and other bodies with a concern for human rights issues exist in Northern Ireland. These include the Standing Advisory Commission on Human Rights (SACHR) which has a statutory duty to advise government on human rights issues in Northern Ireland, and the Committee for the Administration of Justice (CAJ). A few NGOs, such as Amnesty, the Council for Education in World Citizenship and Trócaire, have developed resources and programmes which involve schools and attempt to relate human rights issues to curriculum provision. In-service support for teachers in the development of human rights education remains an under-resourced area.

Zimbabwe
After the first meeting of the Commonwealth Values international committee in 1995, the national project team in Zimbabwe carried out a preliminary survey in the five schools selected for the project. This survey sought to assess the availability of curriculum materials and other forms of support necessary for the delivery of a human rights education. The team used a simple instrument which attempted to cover the seven dimensions of the agreed Conceptual Map.

Three aspects were targeted for analysis: syllabuses, textbooks and teacher support (teacher support to include supplementary materials, pre-service

and in-service education and training). The team, realising that a human rights curriculum per se did not exist, focused on curriculum subjects that they deemed to be in line with the seven dimensions: Shona and Ndebele (the major local languages), English (the official language and medium of instruction from the third grade), religious and moral education, Education for Living, and history.

These five subjects are part of the compulsory core curriculum for the first two years of secondary education. English and Education for Living continue to be compulsory at the third and fourth year levels. (A pupil normally takes only one of the local languages.) The Ministry's Curriculum Development Unit (CDU) produces all syllabuses and some of the books and supplementary materials distributed at no cost to schools. However the bulk of textbooks are produced by commercial publishers and sold to schools.

The survey showed that, with regard to languages, opportunities to teach human rights abound, but teachers are more concerned with improving language skills and the ability to communicate. With more emphasis on analysis and interpretation, these subjects -- which are compulsory and examined -- could play an important role in human rights education.

Inquiry in the schools suggested that religious and moral education, which accommodates a non-Christian syllabus, is not seen as being relevant to human rights education. This is because there is a perception of a false distinction between what is religious and what is secular. At O (Ordinary) level, the third and fourth year level, it is often seen as an easy option for less able students.

The team felt that history shows the struggle for political, economic and social rights and, as such, is crucial for promoting an understanding of human rights issues. It was noted, however, that teachers did not always give it this interpretation and some schools opted for a history syllabus which does not lend itself to this interpretation. Beyond the second year, history is optional and therefore not every student will be exposed to it and the human rights issues that go with it.

Education for Living, which was introduced after independence, was supposed to be compulsory and there was an optional examination also. However the Ministry of Education has been unable to institutionalise the subject in the curriculum and no examination has ever been set. Schools offering it have to scout around for usable materials. Although of obvious significance in understanding political, economic and social rights it was the least valued secondary school subject in terms of time allocation, textbook provision and the preparation and support of teachers.

The study team concluded that Education for Living has been pushed to the back seat in most of the schools visited. Where it thrives it does so because of the conviction of a head. Reasons for the lack of impact include a lack of awareness among teachers, inadequate textbooks and other materials, and an

exam-oriented curriculum which is biased towards academic and theoretical subjects. It is thought these problems are worse in rural areas.

4 Findings of the study of perceptions, based on student questionnaires

<u>Law and the administration of justice</u>
The purposes of the questions under this heading were as follows: to establish whether students understood that extra-judicial action by police is unlawful; that a person accused of theft has a right to trial; that an accused person has a right to defence; that trials are held in public; that a judge or jury should not decide until they hear a case. Students were asked to imagine what might happen after a police officer catches a person who is running away with an article taken from a shop which has not been paid for.

a *Would you expect....the policeman to beat the person and put him or her in prison?*

In Botswana a high proportion, 40.5% expected the police to beat and imprison the person; 58.5% did not expect this to happen. In India 72.1% expected this to happen, and both urban and female students were more likely to envisage this than rural and male students. In Northern Ireland 91.6% did not expect the policeman to beat the person and put him or her in prison. In Zimbabwe there was a marked difference in the reaction of 14 and 16 year olds. The response of the 14 year olds was similar to that of the Botswana students (41.1% thought the policeman would beat and imprison the suspect, 58.9% rejected this). However the 16 year olds had different expectations: 88% did not expect the suspect to be beaten and imprisoned, while only 12% thought otherwise.

b *Would you expect....the person to be tried in a court of law?*

In Botswana the overwhelming majority (72.5% to 26%) expected the person to be tried in a court of law. In India 67% expected this, while 31.4% did not. In Northern Ireland the comparable figures were 84.6% and 14.5%, although this expectation of "due process" was slightly higher among female and younger students, and there was a significant difference between the lower expectations (71.8%) in a "Protestant" all boys urban secondary school as compared with the much higher (93.2%) expectations in a "Catholic", coeducational, rural secondary school. The Zimbabwe figures (89.6% among 14 year olds and 88% among 16 year olds) were higher than those recorded in Northern Ireland.

c *Would you expect .....the person to have a [friend or]l awyer in court who can examine witnesses and plead in his or her defence?*

In Botswana 66% thought the accused had a right to a lawyer or friend, and 31.5% did not. In India 68% thought this, while 29.8% did not; there was also a significant difference between the older, class XI students and their younger peers, with nearly 8% more of the older group expecting a lawyer. In Northern Ireland the comparable figures were 84.1% and 15.4%, although again the expectation was lowest (71.8%) in the "Protestant", all boys, urban

secondary school and highest in the "Catholic", all girls, urban secondary school (94.7%). In Zimbabwe 70.5% of the 14 year olds and 60.9 % of the 16 year olds expected the accused to have a lawyer or friend -- a case where the older students had lower expectations than the younger.

d *Would you expect....members of the public will be able to watch the trial?*

In Botswana the concept of public access was held by not a large majority -- 57.5% to 40.5%. In India, 69.2% expected the public would be able to watch, and as in the previous question there was a greater expectation among the older group. In Northern Ireland the reverse was the case: a majority, 56.5% to 43% , did not expect the public to be able to watch the trial. The explanation may be that the students were aware that Juvenile courts are not open to the public, a feeling that courts in Northern Ireland are not open to the public due to the security situation which prevails there (although they are), or a view that members of the public would not be motivated to attend a mere shoplifting case. In Zimbabwe 69.1% of the 14 year old sample and the same percentage of 16 year olds expected the public to attend such a trial.

e *Would you expect....the judge or jury will be undecided as to whether the person stole the article until after they have heard the case?*

In Botswana a large majority -- 71.3% to 21.5% -- expected that the verdict would not be prejudged, but would depend on the trial hearing. The margin was 70% to 28.1% in India. The majority was larger still in Northern Ireland -- 84.6% to 14% -- although there was a difference along the religious divide, with the "Protestant" group more likely to anticipate that a case might be prejudged than the "Catholic" students. Amongst the younger students in Zimbabwe the majority was 87.4% to 12.6%; among the 16 year olds it was 91.1% to 8.9%. Due to linguistic complexity in this question there may have been some misunderstanding among students.

f *Would you expect...that the policeman will take a bribe, either from the thief or the shop owner?*

In Botswana 30% expected the bribe to be taken and 67.5% did not. In India 45.2% expected the bribe to be taken, while 53.2% did not. The older Class XI students in India were markedly more pessimistic: 53.3% expected a bribe to be taken, compared with 37.5% of the Class IX students. In Northern Ireland only 6.1% expected the bribe to be taken, while 75.7% did not. In Zimbabwe 22.1% of 14 year olds expected a bribe to be taken, while 77.9% did not; the 16 year olds were slightly more pessimistic -- 25.3% expected a bribe to be taken, while 74.7% did not.

g *If a policeman catches a thief in this case, what do you think should happen?*

In Botswana, 70.1% of the respondents suggested that the police should act according to the law and follow the set procedure. In India the biggest proportion, 40.7%, talked of compassion, leniency, and the social causes of

crime, while not ignoring the judicial process; the second largest group, 33.7% stressed trial and punishment according to the law, but also mentioned humane treatment; however 17.9% supported the idea of police beating up the person, though this might be followed by a judicial process. In Northern Ireland 31.8% suggested due process, 21.0% suggested leniency, and female and older pupils were more inclined to suggest that the circumstances should be taken into account, such as whether this was a first offence, the value of the article, and the pressure which the thief might have been under. In Zimbabwe 47.4% of the 14 year olds thought the person would be tried in court and 35.1% thought the thief would be arrested and detained; amongst the 16 year olds 59.8% thought the person would be arrested and detained and 14.1% said he or she would be taken to court.

h *From your experience, what do you think would _really_ happen if this incident had happened near where you live?*

In Botswana the majority of students -- 70% -- found this question impossible to answer, perhaps because of language difficulties. Of those who did 15% said the crowd would beat up the thief, 6.5% said a crowd would gather, 4% said the police would follow due process and 2.5% said the shop owner would settle the case with the thief. In India 50% expected unlawful action by the police, involving bribery or beating (14% more of the older group expected this) and only 20.5% expected an arrest, trial and justice. In Northern Ireland 17.3% thought the due process of law would be followed, 16.4% thought the offender would be given a second chance; however 11.7% thought that violence would be used, or guilt would be assumed, or the judge would be over-influenced by the police evidence. In Zimbabwe, among the 14 year olds the largest group (36.5%) expected the public to beat up the thief, but a nearly equal group expected the police to arrest the thief and take him or her for trial (35.4%). Among the 16 year olds the expectation of extra-judicial action was even greater -- 54.3% expected the public to beat up the thief and only 17.4% anticipated a police arrest followed by trial.

Comment   Overall there was a widespread understanding of what due process means, and how the justice system should work. A notable exception was the lack of expectation, in Botswana and Northern Ireland particularly, of the concept that justice must be seen to be done in public. It was interesting to find that a fairly large proportion of students, in India and Northern Ireland, wanted compassion. Other disappointing findings were the fact that half of Indian students assumed there would be unlawful action by police, that many 16 year olds in Zimbabwe envisaged street justice, and that there were significant minorities in Botswana and Zimbabwe which assumed that there would be an element of bribery.

<u>Equality of opportunity</u>
The object of this set of questions was to see how far students understood the idea of equality of opportunity in employment, and whether they thought it was a reality in their own societies. They were asked to imagine a situation in which four persons applying for a job have the same qualifications and the same experience. Two are men and two are women. The persons come from different races, cultures or tribes and religions.

a *Do you think that in practice the person will get the job who is most like the people making the appointment in terms of their sex, race and religion? [The precise questions varied to include tribe, caste and language -- see national reports.]*

There was a clear division here. In Botswana 55% thought the person getting the job did not have to be like those making the appointment, while 43% thought he or she would be. In India 57.7% thought the person would not be similar, while 42% thought he or she would be. However, in Northern Ireland and Zimbabwe the views were different. In Northern Ireland 57.9% thought the person would be like those making the appointment and only 41.6% thought this would not be the case. In Zimbabwe the 14 year olds were almost equally divided: 50.5% thought these considerations would not be decisive, whilst 49.5% thought they would be. Slightly more girls than boys thought that people would get jobs on this basis.The 16 year olds in Zimbabwe were more pessimistic: 56.5% thought the person getting the job would be like those making the appointment, while only 43.5% thought not.

b *Do you think that in practice the person who will get the job will be the one who performs best at the interview test?*

The overwhelming response in Botswana -- 86% -- was that this would be the case. There was less certainty in India and Northern Ireland. In India 68.3% said yes, 30.4% no and a higher proportion of rural students thought the best performer would get the job. There was some ambiguity in Northern Ireland and Zimbabwe in responding to this question, by comparison with the one above, which may reflect a perception of the difference between rhetoric and reality. In Northern Ireland 67.3% of the sample thought the best performer would get the job, as against 32.2% who did not think so. In Zimbabwe 70.1% of 14 year olds and 81.5% of 16 year olds thought the best interviewee would get the job.

c *Do you think that in practice one of the two men will get the job?*

In Botswana 46% thought a man would get the job and 53% did not think this would necessarily be the case. The comparable figures in India were 32.7% and 66% and in Northern Ireland were 39.7% and 57.5%. In Zimbabwe a majority of the 14 year olds expected a man to get the job (51.5% to 48.5%) but reaction amongst the 16 year olds was similar to Botswana (46.2% thought the man would get the job, 53.8% thought not).

d *Do you think that in practice either the youngest or the oldest of the four will get the job?*

In no country did a majority hold the view that either youth or age would be an advantage in getting the job, though the margin was narrowest in Botswana. In Botswana 56% thought the youngest or oldest would not get the job, but 42.5% thought that one or other would. In the Indian sample 83% thought there was no age advantage either for the young or the old, and only 14.8% thought differently. In Northern Ireland a majority of pupils (76.2%) thought that age would not be a determining factor, although significantly more female than male students (83.8% to 68.5%) thought age should not influence the appointment process. The same was true in Zimbabwe. In Zimbabwe both 67% of the younger group and 60.9% of the 16 year olds rejected the idea that either the youngest or oldest would be selected on grounds of age.

e *Will three of them have reasons for complaint if the one who performed worst at the interview test was given the job?*

In Botswana 63% thought they would be right to complain, 36% did not think so. In India the figures were 56.7% to 42.6%. In Northern Ireland, where there is strict fair employment legislation, they were 85.5% and 13.6%. In Zimbabwe 71.1% of the 14 year olds and 74.7% of the 16 year olds thought there were grounds for complaint.

f *Who do you think should get the job?*

The overwhelming response in Botswana -- 82.5% -- was that the best interviewee, and best qualified in terms of skills, qualifications and experience should get the job. In India 85.9% thought the most qualified should get the job, though 10.3% also thought the neediest should get the job, especially where he or she was qualified. In Northern Ireland the response also stressed quality of applicant. Adding together references to interview, qualifications, ability and reputation etc, 83.7% endorsed appointments based on merit. In Zimbabwe 75.3% of the 14 year olds and 88% of the 16 year olds agreed with this approach.

Comment: The responses produced a contrast between what students thought would happen, and what they thought ought to happen. The majority felt that the best interviewee and best qualified should get the job, and if the worst performer got it the rest would have grounds for complaint. At the same time the majority in Northern Ireland and Zimbabwe thought that the person most like the appointing group would be appointed, which suggests a certain ambiguity. In India, where equality of opportunity in public employment is a Fundamental Right in the constitution and stressed throughout the curriculum, the answers show a solid understanding of this principle; however the responses in favour of the needy may also reflect the Indian policy of affirmative action (eg for scheduled castes and tribes and, in certain

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situations, for women). There was also evidence in the Northern Ireland responses of support for the merit principle, and awareness of fair employment practices. The majority in all countries rejected ageism -- either that the oldest would get it on grounds of experience, or the youngest on grounds of youth – but there were large minorities which thought that a man would inevitably get the post, though only amongst the younger Zimbabweans was there a tiny majority for that view.

<u>History</u>
The independence of modern states in the Commonwealth follows, for most of them, an experience as colonies within the British Empire. Hence students were asked to strongly agree, agree, don't know, disagree or strongly disagree with a series of statements about colonialism, defined as the owning of one country and the control of its people by another country, and described as something now thought to be wrong.

a In Botswana there was strongest agreement (70 % strongly agree plus agree) for the statement that *Colonialism is wrong because people in every country should be free to choose their own leaders and way of life*; just 61% felt the same way about the statement that it is wrong *because the country that owns another is taking money and riches from it*; and 56% agreed and strongly agreed that it was wrong *because the people in the colonised country have to obey orders from the government of another country*.

b In India there was also much the strongest agreement (strongly agree plus agree) for the statement that colonialism is wrong because people should be free to choose their own government and way of life (74.3% strongly agreed and 15.1% agreed). The next most popular statement was the one about taking money and riches (74.6% strongly agreeing and agreeing), slightly ahead of the statement about obeying orders from another state (70.8% strongly agreeing and agreeing). On these two questions there was a marked difference between the younger and the older students, with over 10% more of the older students supporting the validity of statements about money and riches, and obeying another state's orders.

c In Northern Ireland also the highest majority (strongly agree plus agree) was obtained for the statement about freedom to choose leaders and a way of life (87.4%); but opinion on the two other statements was narrowly reversed, by comparison with Botswana and India, with 70.5% strongly agreeing and agreeing that it is wrong because the people in the colonised country have to obey orders from another government, while 69.1% thought it wrong because money and riches were being taken.The highest percentage who strongly disagreed with the statement that colonialism is wrong because people in the colonised country have to obey orders from another government (7.9%) was in the "Catholic" all-girls secondary school, and the lowest percentage (2.6%) with that view were in the "Protestant" all boys urban secondary school -- the opposite of what might have been expected.

c In Zimbabwe there was a marked difference, both among 14 year olds and 16 year olds, in their reaction to the three statements. Both age groups gave precedence to their choice of leaders and way of life, and concern about financial exploitation, over anxiety about colonised peoples having to obey the orders of another government. Among 14 year olds 89.6% strongly agreed and agreed that colonialism is wrong because of the need to choose leaders and a way of life (90.1% among 16 year olds); the comparable figures for the

statement about money and riches were 82.3% (at 14) and 89% (at 16). However the comparable level of agreement with the statement about obeying another government's orders was lower -- 58.3% at 14. 67% at 16. Strikingly, in a generation born after Zimbabwe's independence, 37.5% of the 14 year olds disagreed or strongly disagreed with that statement, having no conception of the element of oppression in colonial rule. They knew little about colonial rule at all.

The second series of questions focused on what has happened since independence from colonial rule and started, *When the country is independent and the people can choose their own government and laws.....*

d *Can you be sure that rights of all the people in that country will be respected?*

In Botswana 50.5% agreed or strongly agreed that independence guarantees citizens' rights, but 34.5% disagreed and strongly disagreed. In India, by contrast, 51% said that one could not be sure that rights would be respected while 48.7% said that one could be. Rural students were more than 10% more optimistic than urban students that independence and democracy guarantee rights. [A detailed breakdown of the Indian responses to this question appears in the India country report.] In Northern Ireland the largest group were the "don't knows" (37.9%), and more actually disagreed (27.6%) than agreed, strongly or otherwise (24.3%). In Zimbabwe 58.8% of the 14 year olds disagreed as did 68.1% of the 16 year olds.

e *Do people need to vote, to obey the laws and to take an active interest in what goes on around them, if everyone is to be able to enjoy their rights?*

In Botswana 73% agreed with this statement. In India 85.3% agreed. In Northern Ireland 73.4%. In Zimbabwe 79.4% of 14 year olds agreed, and 80.2% of 16 year olds. However significant minorities -- approximately a fifth in Botswana and Zimbabwe, and over 13% in Northern Ireland, disagreed.

f *What else do people in an independent country need to do in order to enjoy their rights?*

This was the open-ended question, encouraging students to put forward their own ideas. In Botswana 16.5% said there should be democracy, 13.5% said freedom, and 11% said people should know their rights while another 11% said they should obey the laws; only 6.5% did not answer. In India 34.3% mentioned obeying the law and performing one's duties; 22.4% mentioned respecting others' rights, an awareness of rights, and struggling for rights; 18% added participating in public affairs to obeying laws and performing one's duties. In Northern Ireland a quarter did not respond. Of those who did 17.3% stressed the need for representation, including the opportunity to vote; 13.6% suggested the need for peace talks (within the Northern Ireland context), assistance from other countries and the need for national pride; 9.8% quoted values important for rights, such as mutual respect, morality, honesty, trust in the government etc. In Zimbabwe the largest responses

among the 14 year olds were: the fight for good governance (26.6%), the need to promote tribal and racial harmony (19.1%), and the need to respect other people's freedom of expression (11.7%). Among the 16 year olds in Zimbabwe the largest group (36.4%) did not seem to understand the question, or the obligations of citizens in an independent country; the largest number among those who did (18.2%) wanted tribal and racial harmony, while 15.9% wanted good governance and 15.9% wanted freedom of expression.

Comment The results of the history section suggest that, although the creation of a modern Commonwealth of independent nations is within living memory, there is some ignorance of colonialism and the background to independence among the younger generation. In Northern Ireland, there is lack of a comparable identification with an independent state, related to its own different and contested history. However there is considerable realism among students in the international sample that, 40 years after Dr Nkrumah advised, "Seek ye first the political kingdom...", independence alone is not a guarantor of the rights of citizens. They were generally aware that political independence did not necessarily equate to political democracy, or to the realisation of human rights. Only in Botswana did over half of the sample share this confidence. In India, where leaders at independence saw it as an essential prerequisite but not a guarantee of democracy and human rights, there was an encouraging difference between the older and the younger students: the older class XI students showed a much clearer grasp, both with regard to colonialism and the issues arising after independence. The shortage of ideas in response to the open-ended question may have had other explanations: language difficulties in Botswana, survey fatigue in Northern Ireland, a lack of the concept of active citizenship in Zimbabwe.

<u>Civic and social rights and responsibilities</u>
In this section there were five possible answers to each question and students were asked to tick which they agreed with -- very important, important, don't know, unimportant, very unimportant. The introductory statement ran, *Imagine you are a grown-up adult in your country, how important do you think it is for you and the well-being of your country that you and your friends should...*

a *Vote in elections?*

In Botswana 88% thought this was important and very important. In India, 96.4% thought it very important (82.6%) and important (13.8%). In Northern Ireland 92.5% thought the same (52.3% said very important). In Zimbabwe 93.7% of the 14 year old sample thought the same (67.4% said very important) and 90.1% of the 16 year olds agreed (64.1% said very important).

b *Pay taxes which the Government can use to pay for services for the people?*

In Botswana 68% thought this important and very important, but over 20% either did not know or thought it unimportant or very unimportant. In India 94% thought it very important and important, with more urban and male students thinking it very important than did rural and female students, by margins of roughly 12-17%. In Northern Ireland 80.8% thought this important and very important, but this reaction was less true of the 14 year olds (76.8%) than of the 16 year olds (84.9%). It was also less true of pupils from the "Catholic" schools (74.7%) than those from the "Protestant" schools (90.3%) although the older "Catholic" group were significantly more aware of the importance of taxes. In Zimbabwe 84.2% of the 14 year olds and 92.4% of the 16 year olds thought this important and very important. Older students, being closer to employment, may have been more aware of the need for taxation.

c *Know what your Government is doing?*

In Botswana 84% thought this important and very important. In India 95.1% thought so too (75.3% said very important). In Northern Ireland 96.7% thought the same (68.2% said very important). In Zimbabwe 92.7% of 14 year olds agreed (70.8% said very important), as did 93.5% of 16 year olds (where 76.1% thought it was very important).

d *Be free to join societies, political parties, trade unions and to follow the religion of your choice?*

This was the key question about freedom of association. In Botswana 82% thought this important and very important, as did 77.2% in India and 91.1% in Northern Ireland. The comparable figures in Zimbabwe were 85.4% among

14 year olds and 83.7% among 16 year olds. It may have been that a separate question on freedom of religion would have produced different answers.

e *Support your Government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?*

This was a key question on economic and social rights. In Botswana 85% thought this important and very important. In India 96.8 % thought this very important and important (80.4% thought it very important). In Northern Ireland 97.2% thought the same, though significantly more female pupils (84.8%) considered social welfare programmes to be very important than male pupils (61.1%). In Zimbabwe 95.8% of 14 year olds and 100% of 16 year olds thought this was important or very important (in each case close to 85% rated it as very important).

f *Act or do something to support the homeless, health care, education, jobs and food even if the Government could not?*

This question was designed to assess support for voluntary action in welfare fields. In Botswana 52% thought this important or very important. In India 85.9% thought it very important or important. In Northern Ireland 74.8% thought this important or very important, with significantly higher support among the younger rather than the older age group. In Zimbabwe the opposite was the case with more of the older group (95.7%) seeing this as important or very important than the 14 year olds (86.5%). It would appear that students were keener for the government to act in these areas, and expected it to do so. They may have had difficulty in envisaging private and non-governmental action replacing the government's. Further, the answers to (e) and (f) together, suggest that they may have greater enthusiasm for support than for participation.

g *Is there anything else you could do to strengthen social rights and responsibilities as a citizen in your country?*

This open-ended question, which was not administered in Botswana, proved difficult for students. In India 16.3% of the sample did not respond, and 32% failed to respond in Northern Ireland. In India 20.2% suggested work to help the poor and needy, and the same percentage mentioned helping to promote people's awareness about their rights and duties. Of the Northern Ireland sample, 25.7% listed a variety of measures related to law enforcement, taxation, and anti-discrimination; 10.7% listed the right to campaign and demonstrate, 8.9% mentioned participation and 7.5% referred to the scope for caring and support. In Zimbabwe, 41.2% of the 14 year olds did not answer or gave irrelevant answers; however 20.8% of the younger sample talked of promoting peace and harmony and 10.4% wanted to promote dialogue between the government and people and amongst all the people. Among the Zimbabwean 16 year olds an even higher percentage -- 69% -- of responses were irrelevant, but promotion of peace (10.3%) and two way

communication between the people and the government (6.9%) were supported.

Comment Broadly speaking there was a high level of support for economic and social rights and for social welfare programmes to underpin them. This is particularly striking in India, where there are strong constitutional provisions, many voluntary bodies and severe problems of poverty. The idea that such rights are less well understood than civil and political rights does not seem justified in this Commonwealth sample: these students regard them as of equal importance. Furthermore, there was a willingness to support voluntary action to complement what governments can do, although students were more willing to support this than to act themselves. It was perhaps significant that support for the payment of taxes ran at a slightly lower level than support for government social action, and interest in what the government does.

Consumer rights
In this section the students were asked to react to a series of statements and respond with strongly agree, agree, don't know, disagree and strongly disagree.

a *As a citizen of your country you use many products, read newspapers, and listen to radio or watch TV. Do you think that a consumer is entitled to get money back if a product is not what it claims, or cannot do what it says on the packaging?*

In Botswana, where legal structures for consumer redress are only just being introduced, 59% thought the consumer should get a refund. In India 87.5% agreed. In Northern Ireland nearly all (100% of 14 year olds and 97.2% of 16 year olds) agreed or strongly agreed (80.4% of the total sample strongly agreed). In Zimbabwe the figures were also high -- 79% of 14 year olds and 83.7% of 16 year olds -- agreeing and strongly agreeing.

b *Do you think advertising a product often involves exaggerating or lying about what it can do?*

In Botswana, where the advertising industry is still relatively small, less than half the sample -- 48% -- agreed with this statement, whereas 76.3% in India and 85% in Northern Ireland did so. In Zimbabwe there was a marked difference between the younger group, where 57.3% agreed, and the older group where 75% believed that advertising often exaggerates or lies.

c *Do you think that radio and TV should give all sides of an event and not only report what Ministers and officials have to say about it?*

In Botswana, where there is no national TV and radio reception is defective in remote areas, 67% agreed or strongly agreed with this, as did 90.7% in India and 91.1% in Northern Ireland. In Zimbabwe, as in India (where the difference was mostly in terms of strong agreement), the older group felt more strongly about this (in Zimbabwe there were 88% agreeing, among which 51.1% strongly agreed) than the younger 14 year olds (79.1% agreeing in Zimbabwe, among which 45.8% strongly agreed).

d *Do you think it is always wrong/unfair if officials take bribes?*

In Botswana 58 % agreed and strongly agreed. In India 83.9% agreed and strongly agreed. In Northern Ireland, 79% agreed and strongly agreed. In both India and Zimbabwe there was much stronger hostility to bribery among the older group. In India the strongly agree plus agree group was 76.9% at 14 and 91.4% at 16; in Zimbabwe 80.2% of 14 year olds and 93.4% of 16 year olds were agreeing and strongly agreeing. "Don't know" responses in Botswana, Northern Ireland and Zimbabwe may have reflected a lack of awareness of bribe-taking, particularly in the younger age groups.

e *Do you think that if a company or individual pollutes or damages their neighbour's land, property, animals, or the water they drink or air they breathe, the company or individual should be prosecuted in court?*

This question provided an insight into the understanding of environmental rights. Of all the consumer questions put to the Botswana sample it produced the highest level of agreement (69%), perhaps because of the newly introduced environmental theme in the Botswana curriculum. In India 89.5% strongly agreed and agreed, with more agreement among the older group. In Northern Ireland 88.8% agreed or strongly agreed. In Zimbabwe 93.7% of the younger group and 87.9% of the older group agreed or strongly agreed.

Comment The most striking aspect of these answers was the difference between the less rights-conscious response of the Botswana sample and those from other countries. This was even true of the environmental question, which could be particularly meaningful in an agricultural and cattle-raising country. It would appear that the explanation may lie in the relatively peaceful and homogeneous nature of Botswana society, where the national principles of *Kagisano* which are taught in school stress harmony and cooperation, and the risk of misbehaviour is less easy to imagine. In India there was a fairly high degree of awareness of consumer rights, but the degree of awareness as reflected in "strongly agree" answers was less than in some other parts of the questionnaire. The Northern Ireland response reflects a comparatively high level of consumer consciousness, and some familiarity with the concept of consumer rights in products and services. In Zimbabwe there was a noteworthy progression between the age groups, except for answers to the pollution question.

<u>Violence</u>
This series of questions went beyond the idea that citizens have a right to a peaceful existence to explore aspects of violence, in the school and home as well as in the wider society. Again the options were: strongly agree, agree, don't know, disagree, strongly disagree. The section began, *All countries suffer from fights and murders. Fights in the home can result in injuries. Violence is much worse where there is war or civil war. Do you think...*

a *Violence is never necessary because it is always possible to settle an argument peacefully?*

In Botswana 70% agreed or strongly agreed with this statement, as did 74.8% of the Indian and 61.7% of the Northern Ireland sample. However in Northern Ireland there was a big contrast between the views of the younger pupils, where 74% agreed and strongly agreed, and the older group, where only 49% did so. In India there was a smaller difference between the two age cohorts, but still with the younger group agreeing more.In Zimbabwe there was a very tiny difference between the two age groups. However there were significant elements of disagreement, ranging between around 26% in Northern Ireland and around 29% in Zimbabwe. In one Northern Ireland school, a "Protestant" rural grammar school located in an area of conflict over marching traditions, over 43% disagreed or disagreed strongly with this statement.

b *Do you think people who use weapons or violence do so because they think they are stronger?*

In Botswana 51.5% agreed or strongly agreed with this, as did 55.2% in India and 58.4% in Northern Ireland. There were lower levels of agreement and strong agreement in Zimbabwe -- 38.5% of the younger and 44.5% of the older groups in total-- and more in each category disagreed. It is possible that the Zimbabwe students felt that in reality those using weapons and violence thought they were really weaker, and these were a last resort.

c *Do you think people who use weapons or violence do so because they know that they could not persuade their opponents without using force?*

In Botswana 54.5% agreed and strongly agreed, as did 68% in India and 68.3% in Northern Ireland. Slightly higher rates were obtained in Zimbabwe -- 68.8% of the younger group and 72.5% of the older. In Northern Ireland, the "Protestant" rural grammar school in an area of conflict produced the highest percentage -- 41% -- disagreeing, nearly three times the average disagreement from the other four schools.

d *Do you think friends and neighbours should do something if they think a husband is beating his wife?*

In Botswana 79.5% thought neighbours should act, as did 82.7% in India (urban and older students felt more strongly about this in India). So did 88.8% in Northern Ireland. In Zimbabwe more in the older group agreed and strongly agreed (89.1%) than in the younger group (81.3%).

e *Do you think friends and neighbours should do something if they think a wife is beating her husband?*

Perhaps because this type of violence may occur less often, and may have been harder for students to imagine, the samples were slightly more hesitant about neighbours intervening. In Botswana 10% fewer favoured intervention -- 69.5%, and some 14% fewer in India, 68.3%. In Northern Ireland there was a drop of over 6%, with 82.7% agreeing and strongly agreeing that neighbours should intervene. In Zimbabwe there was less difference, although the pattern was similar: 78.1% of the younger group and 82.6% of the older group supported neighbourly action.

f *Do you think friends and neighbours should do something if they think parents are injuring their child?*

In Botswana 78.5% agreed with intervention to stop child abuse. In India, where internal family problems can be regarded as a private matter, the figure was 68.6%. In Northern Ireland and Zimbabwe this question produced the strongest response to domestic violence. In Northern Ireland, 93% agreed or strongly agreed that there should be intervention. In Zimbabwe the equivalent response was 92%.

g *Do you think police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed?*

This question was designed to elucidate attitudes to state-sanctioned violence which police may employ, but the concept of "necessary force" may have been understood differently in the different countries. In Botswana 67% agreed and strongly agreed that the police would be right. In India the response was far higher, 81.8%, with 6% more of the older group agreeing and strongly agreeing; female students were less likely to agree. In Northern Ireland 64% agreed but there were strong differences in terms of school type, age and gender. Far more males than females (71.3% to 56.1%) agreed with police use of force; more of the older age group (28.3%) than the younger (16.7%) disagreed with the use of "necessary force"; "Protestant" school pupils were more comfortable with this concept than those from a "Catholic" urban secondary school (where 36.8% disagreed or strongly disagreed with necessary force) and those from an integrated school bringing together youngsters from both communities (where 38.1% disagreed or strongly disagreed). In Zimbabwe there was overwhelming support for necessary force -- 86.5% among the younger and 83.7% among the older groups.

h *Do you think children should not be bullied by other children?*
  Do you think children should not be bullied by their teachers?

Do you think children should not be bullied by their parents?

These three related questions aimed to find out what students thought about bullying, the type of violence of which they might have most knowledge. In Botswana 67.5% agreed and strongly agreed that bullying by anyone was unacceptable. In India, 82.4% agreed and strongly agreed. In Northern Ireland there was a slight downward gradient in responses, with the greatest disapproval of children bullying other children (96.3% concurrence), followed by disapproval of children being bullied by teachers (94.9%) and children being bullied by parents (89.3%); female pupils showed stronger disapproval of bullying than males in all cases. In Zimbabwe 80.2% agreed and strongly agreed that bullying from any quarter was unacceptable, although 14.6% disagreed or strongly disagreed.

i *Nearly all Commonwealth countries have ratified the United Nations Convention on the Rights of the Child. Have you ever been told in school what these rights are?*

As with bullying, this was a question which ought to have been within the immediate experience of students, yet there were marked variations in response. In Botswana 43.5% knew about the convention, while 49.5% did not. In India 67.9% knew, but 30.8% did not. In Northern Ireland 93.5% had not been explicitly told in school about the UN Convention on the Rights of the Child, while only 6.0% said they had. In Zimbabwe 53.2% of the younger group and 51.6% of the older group had been told about children's rights, which suggested that the period of schooling which separated these two groups had not added to their knowledge in this regard.

j *Does violence of any kind worry you now?*

There was considerable anxiety here, and not only in Northern Ireland which has been the scene of conflict for 25 years. In Botswana, where there may have been linguistic misunderstanding, 66.5% said they were worried about violence, a proportion fractionally more than in Northern Ireland, where 64.5% said they were worried by violence. In India, 72.4% said they were worried about violence, and more older than younger students were worried. In Northern Ireland there were marked gender and communal variations, with 44.4% of boys as against 9.5% of girls saying they were unworried by violence. Whereas 59.0% of students in an all boys "Protestant" school said they were not worried by violence, none of the female students in an all girls "Catholic" school were unworried. Worries were greatest in Zimbabwe where 77.9% of the younger group and 78.3% of the older group admitted anxiety; the Zimbabwe sample consisted of five schools in the greater Harare area, and responses from rural areas might have been different.

k *What do you think should be done to reduce violence in society?*

This open-ended question was designed to engage students, and cast further light on the types of violence which led to anxiety. In Botswana a huge

majority -- 86% -- did not answer, either because of language difficulties or a lack of positive ideas; of those who did the greatest number of suggestions were for stronger punishment of criminals, more peaceful negotiations, and 24 hour police patrols; these implied that the greatest worry was about violence within the community. In India the two largest groups of relevant answers were concerned with emphasising non-violent behaviour among older people, and in schools and families (36.9%) and emphasising government and administrative action (21.5%). But in India 26.5% failed to respond or gave irrelevant answers. In Northern Ireland also a significant proportion -- 28% -- did not respond. The most common single response there (22.4%) referred to the need for stronger security. More male pupils mentioned weapons, either the need for decommissioning those held by paramilitary groups, or the need for better weapons and the right to carry them. More female students mentioned the need for dialogue, compromise and agreement. In Zimbabwe there was a higher response rate: 38.9% of the younger group and 25.3% of the older group suggested that violence should be made a serious crime; however 24.2% of the younger and 27.5% of the older wanted to see more dialogue to resolve conflicts, suggesting either an effect of maturation or of experience in school.

Comment The overall impression from this section is that students in the sample schools were generally worried about violence, and strongly disapproving of bullying and domestic violence. There was a high level of agreement that domestic violence is morally wrong, irrespective of who the victim or perpetrator of the violence might be. Their proposals for reducing violence -- a mixture of security and police measures on the one hand, with dialogue and non-violent negotiation on the other -- mirror those obtaining in adult society. The most remarkable finding concerns the large number of youngsters who have no knowledge of the UN Convention on the Rights of the Child, even though they may support some of its underlying concepts and are concerned about breaches. In Botswana and India, where the institution of the family is very strong, the percentages who strongly agree is not very high on some issues. In the context of Nothern Ireland, violence was often associated with political conflict and responses also revealed significant communal and gender differences in attitudes to violence. In India and Zimbabwe, there was evidence of a progression in understanding between the two age groups.

<u>Identity</u>
The purpose of this short section was to get a more individual response by
students, and to get them to rank rights in order of meaning to each person in
the sample. The opening statement ran, *Each one of us is unique (special) and
together we have rights under the constitution, by custom and practice, by law and by
international conventions (agreements). Put in order (1,2,3,4,5) which of these
rights is most important to you: give (1) to the most important and (5) to the least
important.*
The right to your own name?
The right to your religion?
The right to go on living -- the right to life?
The right to your own language and culture?
Your parents' right to bring you up as they wish, within the laws of your country?

a There were marked differences in rank order response between the
countries, thus:

	Life	*Own name*	*Religion*	*Culture*	*Parental*
Botswana	4	1	5	2	3
India (14)	1	4	5	3	2
India (16)	1	4	5	3	2
Northern Ireland (14)	1	2	3	5	4
Northern Ireland (16)	1	3	2	4	5
Zimbabwe (14)	1	5	3	2	4
Zimbabwe (16)	1	4	5	3	2

There were significant differences within each country's sample; for example
within Northern Ireland the right to life was ranked higher by female and
"Catholic" school students, while religion was ranked highest by more pupils
from the two " Protestant" schools. In India 23.4% of the sample did not
understand the ranking system and their answers have been excluded; only
5.5% of students gave first rank to their right to religion. In Zimbabwe the
age / school experience difference was marked, with older students rating
parental rights as more important and the right to religion as less important
than did younger students.

b Students were then asked to describe themselves. The question was, *Choose
the five most important words that describe who you are:*

In Botswana, where only 52% had responded to the previous question, and
65% of the sample stated that they found the questionnaire difficult, no
information was collated here. In India, 40.7% described themselves as good
citizens; other descriptors in descending order were the fact that they were
students, their family, the fact that they were human beings, and their
language or region. In Northern Ireland almost half the sample (49.5%)
described themselves in terms of their personality, and 13.1% in terms of
religion. In Zimbabwe there were significant differences between the younger
and older groups, although both put first their bodily appearance and

character (20.6% for the younger, 15.4% for the older). This was an expected adolescent response. After that the younger group stressed belief in their own religion (13.4% -- but only mentioned by 3.3% of the older group) and love for their family and relatives (10.3% -- and 8.7% for the older group). A significant description for the older teenagers was their own uniqueness (10.9%), which rated only 1% among the younger ones.

Comment   The right to life was ranked first in three out of the four countries. The issue of identity, what it consists of and the individual's right to recognition, may not often be considered in school although it is a main theme of adolescence in many countries. In all countries the students saw themselves in terms of broader rather than narrower identifications. Responses to this section reflected cultural differences between the societies being surveyed, with higher rankings for cultural and parental rights in Botswana and Zimbabwe and a strong family identification in India as compared with the more individualistic society of Northern Ireland (where only 0.9% mentioned their family, friends and community in describing themselves). The strong emphasis on good citizenship in India may illustrate the sense of community in Indian society.

Experience of human rights education at school

The object of this section was to get the views of the 16 year old, older sample. It focused on the profile and utility that human rights education had had in school over the previous two years, and asked students to compare different sources of information. The introductory statement began, *As you know, you are taking part in an important study involving selected young people in four Commonwealth countries -- Botswana, India, Northern Ireland in Britain, and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future...*

a Students were asked to answer yes or no as to whether they had heard about human rights in any of the following over the last two years -- radio and TV, newspapers and magazines, the family, in talks with friends, at school, or nowhere.

%	School	Family	Friends	Radio/TV	Press	Nowhere
BOTSWANA	38.5	24.0	32.0	40.5	43.0	8.5
INDIA	88.8	71.0	82.2	86.8	71.1	
N. IRELAND	29.0	49.0	38.0	80.0	77.0	9.0
ZIMBABWE	63.7	68.9	81.1	93.5	91.2	12.5

High scores were reached in India (school, radio and TV and friends all scored higher than any category outside Zimbabwe). The very high scores in Zimbabwe may relate to the focus on human rights which followed the Commonwealth Heads' meeting in Harare in 1991, with its widely-known Harare Declaration. Sample schools in the greater Harare area were exposed to considerable publicity. The fact that 71% of the Northern Ireland sample had not come across human rights and related matters in school may seem surprising. In Botswana this was perceived as a difficult question, and over half the sample were unable to answer.

b Students were asked to state in which of the same list of sources they had heard most about human rights.

%	School	Family	Friends	Radio/TV	Press	No answer etc
BOTSWANA	24.5	3.0	5.0	9.5	2.5	55.5
INDIA	45.4	7.9	7.9	25.7	6.6	6.3
N IRELAND	10.4	12.3	2.8	47.2	12.3	15.0
ZIMBABWE	22.7	8.7	5.4	42.0	20.5	4.3

From these responses the quantitative impact of radio and TV, except in India and Botswana, stands out. In Botswana there is no national TV, radio reception can be defective in remote areas, and newspaper readership is low. However the school is a significant secondary source of information, especially in Zimbabwe.

c In this question the students were asked which of these sources was *most helpful* to them.

%	School	Family	Friends	Radio/TV	Press	No answer etc
BOTSWANA	16.0	7.0	6.0	12.0	11.5	54.3
INDIA	31.6	9.2	15.1	30.3	9.2	4.6
N IRELAND	11.3	10.4	8.5	36.8	14.2	18.8
ZIMBABWE	15.2	13.0	14.1	34.8	20.7	2.2

In Northern Ireland and Zimbabwe, where radio and TV were rated so highly, school was seen as third in importance. In India and Botswana, the schools are seen as most helpful as well as providing the most information; however in India radio and TV were rated almost as important in helpfulness, perhaps because the media deal with more current events and issues, perhaps more interestingly.

d *At school, do you think that your teachers are working together to make sure all students understand human rights, and the responsibilities that go with them?*

In India there was more than a two to one margin in favour -- 67.1% to 30.9%. In Zimbabwe the 16 year olds were evenly split -- 50.6% to 49.4% -- with a tiny margin in favour of the view that their teachers were working together. In Northern Ireland, where Education for Mutual Understanding is intended to be a cross-curricular commitment, an overwhelming majority -- 71.7% to 21.7% -- thought their teachers were not working together to help them understand human rights and responsibilities.

e *Is there anything more you think schools can and should do to help young people to understand the rights and responsibilities of a citizen?*

In Botswana, 23% said that there should be more teaching of human rights in school. In India, over 73.3% said that schools can and should do more: among their suggestions were that schools should respect rights and duties in practice, and that learning should not be restricted to textbooks. In Northern Ireland the largest single suggestion (34%) was for human rights classes. In Zimbabwe 78.7% wanted the school curriculum to include human rights.

Comment There is a marked contrast in the findings from Botswana and India on the one hand, where school is seen as the most valuable source both quantitatively and qualitatively, and Northern Ireland and Zimbabwe on the other, where schools are not seen as the key information source, but the media are. In Northern Ireland and Zimbabwe also, the teachers are not seen as working closely together, which suggests that initial and in-service education of teachers are of crucial importance. When it comes to their suggestions for improvement, students give an overwhelming significance to the role of schools. School ethos and administrative practices are highlighted. The importance of the broadcasting media everywhere, in introducing issues of human rights to young citizens, is underlined.

5 **Perceptions of students, teachers and administrators based on interviews**
This part of the report draws on aspects of the country studies which were additional to the questionnaire administered to students. Collaborators reviewed the coverage of the curriculum and discussed it, in the context of the student survey, with small samples of teachers, administrators, and students in each country (half the students were male, half female, in a follow-up to the questionnaire).

In semi-structured interviews with staff and administrators the following issues were covered: perceptions of human rights education; school ethos and human rights education; strategies for including human rights in the curriculum; curriculum materials and resources for human rights education; the involvement of NGOs in human rights education; initial teacher training and in-service education for human rights; views on future developments, including the possibility of future Commonwealth cooperation.

The follow-up interviews with students covered the following: whether they had difficulty with any part of the questionnaire; whether they thought human rights are important, and whether they are familiar with the term; how many of the dimensions in the Conceptual Map are being covered in schools, and whether any are being missed out or treated very cursorily; whether they had adequate textbooks and access to other relevant materials; whether they thought the schools were interested in teaching it; whether their families were interested; and whether human rights are better covered in one or two subjects, or treated as a cross-curricular theme.

Botswana
Given that the Social Studies syllabus was going through a period of change, from one in which human rights did not significantly feature to one in which they would appear more often, it is perhaps not surprising that 13 out of the 20 students interviewed in depth said that they had found the questionnaire difficult. Problems with the English language may have had added to this sense of difficulty. However 15 were familiar with human rights and, having completed the questionnaire, all 20 thought them important. Of the ten teachers and administrators interviewed, six said human rights were not taught to teachers at all, and three said partly; nine thought they were only partly covered in school work. Among the students, the average reply was that only three out of the seven dimensions of the Conceptual Map were being taught. Students had particular difficulty with the question relating to the Law and Administration of Justice, partly because theft was seen as rare in Botswana.

Teachers, administrators and students who had participated in the survey were virtually unanimous that books and supporting materials are inadequate. A majority of the students (12 out of 20) said their families were interested in human rights, and 18 out of 20 said they were best treated as a

cross-curricular theme rather than in one or two subjects. All the teachers and administrators said they wanted to see NGOs involved.

Amongst the teachers and administrators there was unanimity that a stronger policy for human rights education in Botswana was needed, and 9 out of 10 felt that work should begin in the primary school; the same number thought human rights should be examined. In order to make a cross-curricular or infusion approach work they felt there should be more effective pre-service training for teachers, a greater clarity in objectives, and monitoring of what happens in the classroom. They did not see a role for teachers' professional associations.

The teachers and administrators supported four types of Commonwealth cooperation in future. They wanted a sharing of ideas and approaches to teaching human rights; common instructional materials for teaching human rights; relevant teacher exchange programmes; and the Commonwealth-wide involvement of students in cultural exchange, debates and essay competitions.

India
Most students said that, except for Violence and Identity, all other dimensions were covered in the curriculum, particularly in Civics and History. Teachers thought that the areas missing were Violence and Consumer Rights. But there was a widespread consensus that most issues are being covered, though the educational administrators thought there was a need to look again at the curriculum, identify inadequacies, and update and enrich it. There were no major studies on the impact on students.

At present human rights do not feature in pre-service teacher education, but the topic is now included in in-service programmes, although teachers and principals considered it received little attention there. As far as materials were concerned, the major shortage was in the audio-visual area.

Students, teachers and administrators all endorsed the cross-curricular approach. Teachers and principals wanted a more elaborate treatment of the various concepts, emphasised the importance of the language curriculum and of an interactive mode of teaching and learning. Although a few wanted exams, most interview respondents preferred a non-examined approach.

While some human rights ideas could be introduced earlier the general view was that the age of 11 was the right time to start. It was felt that there are no major policy issues involved in human rights education.

Future Commonwealth cooperation could focus on exchanges of materials and pedagogic techniques, and teacher exchange programmes. Teachers' organisations and interaction with NGOs could play valuable roles.

Northern Ireland

The interviews with students indicated that they did not see the big picture in relation to human rights and responsibilities, but had some understanding of rights when these were presented as practical issues in the questionnaire. The majority stated that they had not heard of the UN Convention on the Rights of the Child. All agreed that they needed more information on the subject of human rights.

By far their most important sources of information were the media, particularly radio and TV, with school ranking a long way behind, closely followed by parents and friends. Most felt their parents and teachers would be interested in human rights. The 14 year olds would prefer to learn about human rights by way of a module whereas the 16 year olds, by a small majority, favoured a cross-curricular approach.

Some difficulties were experienced with sections of the questionnaire by both age groups. The open-ended questions in particular were considered difficult to answer. This may have been due to an unfamiliarity with what their rights actually are, and how these rights can be protected and enhanced. No great differences emerged between the two age groups, except in the area of Civic and Social Rights and Responsibilities where 16 year olds were more aware, particularly in relation to taxation.

Areas of the Conceptual Map that were considered not adequately dealt with by the curriculum were: Law and the Administration of Justice, Identity and, in the case of 14 year olds, Civic and Social Rights and Responsibilities. Some ambivalent attitudes to violence emerged in the older age group, especially among boys. Concerns were expressed by both age groups about bullying and 14 year olds also expressed concerns about sectarianism.

Opinions were divided on the question of the adequacy of teaching materials and resources. Generally, pupils appeared unclear about what was available.

All the teachers and advisers interviewed considered human rights education important, and saw a necessity to introduce it from the start of primary schooling.

It was generally considered that human rights values are reflected by the school ethos, and that there are opportunities for development through the statutory cross-curricular theme, Education for Mutual Understanding (EMU). Relevant issues were identified across many subject areas, but it was agreed that there is no specifically human rights focus, and there is no coherence or consistency in the development of these themes. Context was seen to be as important as curriculum content, and therefore school ethos, values and structures, as well as teaching methodologies, all have important implications in relation to human rights education.

In Northern Ireland the term human rights is somewhat problematic, being regarded by many Protestants/Unionists as synonymous with civil rights and

agitation by Catholics/Nationalists. For this reason, as well as pressure on the timetable, it was not considered feasible to have a separate subject called "human rights." Instead there were preferences for incorporating human rights into EMU or Personal and Social Education (PSE), or for creating a new wider umbrella that would encompass more, such as Social and Political Education.

The majority of teachers and advisers favoured a cross-curricular approach as it was felt that human rights should permeate the curriculum. Teachers were evenly divided on the question of using a cross-curricular approach alone, or a dual cross-curricular and modular strategy. Advisers favoured the dual option as there has been much criticism of the efficacy of cross-curricular delivery. It was felt by advisers that more teacher training on whole school curriculum development was required, in order to improve the coordination and delivery of cross-curricular themes.

Opinions were divided on the question of examinations. However, all agreed that some form of assessment is required, possibly partly by exam and partly by the assessment of project work and assignments.

A key area was that of teacher education, at initial and in-service levels. Human rights do not currently feature here. It was considered that this situation should be redressed, but this may require a Ministerial directive.

The consensus was that an adequate supply of materials and resources exists, but that these need to be better coordinated and adapted to suit the classroom situation.

Commonwealth and international cooperation was generally welcomed, although its feasibility was questioned in relation to logistics and transferability of materials. The advantages offered by a wider perspective were appreciated. A variety of strategies were suggested, including involvement of curriculum bodies, the setting up of a conference of practitioners and administrators, or delegation of the task to a specialist group interested in human rights.

The development of new materials was considered to require the involvement of the Department of Education, curriculum bodies and Northern Ireland Education Boards; a small minority also saw a role for professional associations here. The need for wide consultation with and involvement of teachers was stressed.

The involvement of NGOs was welcomed, although their material might need to be adapted and coordinated. One adviser pointed out that, if human rights or any new subject is to be successfully integrated into the curriculum, it must be underpinned by a clear rationale and appropriate curricular space.

Zimbabwe

The bulk of the Zimbabwe students stated in their follow-up interviews that they had found no difficulty with the questionnaire. All 20 (10 at around 14, 10 at around 16) thought human rights important. Among the dimensions in the Conceptual Map they expressed greatest concern over the lack of coverage of Law and the Administration of Justice, and Equality of Opportunity. The younger group said they did not have textbooks about human rights; the older group said that resource materials were inadequate, but that there were general academic textbooks available in three out of the five schools.

A majority of the pupils in three out of the five schools thought that the teachers and authorities were taking human rights seriously, and all pupils thought their parents were interested (though some said that fathers were less interested in gender issues). There was a difference in attitude between the younger group, who wanted human rights covered in a single subject, and the older, who wanted a single subject approach backed up by cross-curricular support.

Interviews with the heads and subject heads in the sample schools revealed strong agreement. A key priority was the training and support of teachers, since human rights are not currently covered in initial training. The heads and their colleagues urged the inclusion of human rights in the curriculum of education colleges, in-service workshops and the provision of more material. Most wanted a start on introducing human rights issues as early as the pre-school level, and certainly at the primary level, using simplified language.

The administrators suggested that the Commonwealth could help fund community-based programmes on human rights, and the production of materials; it could also disseminate comparative information on how people live and work together in other Commonwealth countries. They also thought teachers' professional associations had a role to play in running seminars, and encouraging exemplary professional behaviour.

The heads and administrators did not want human rights examined, did see a role for NGOs (though some were perceived as too extreme), rejected an infusion or permeation approach and wanted to see a single subject approach. In this regard they thought the key task was to revive Education for Living and make it compulsory, since they thought it should be the greatest carrier of human rights concepts.

6 Issues, problems and observations

The study throws up a series of issues, some of which will continue to be problematic, others where solutions may more readily be obtained. The first concerns the place of human rights in the curriculum:

*Are human rights more likely to be understood where they form part of one or two subjects, or where they follow cross-curricular, permeation or infusion models?
*Are they more likely to be appreciated where they are examined, or not examined?
*If they are not examined, how is educational success to be measured?

Opinions varied within and between countries as to how best to locate human rights in the curriculum, and whether a cross-curricular or one or two subject approach was more effective at the secondary level. But it was clear that without a widespread understanding as to where precisely human rights are supposed to be taught and learned in each country there is little chance of reinforcement for the teachers and students. In Zimbabwe, for example, the country report pointed out that one subject area of great significance for human rights -- Education for Living -- is suffering from low prestige at present in secondary schools. Yet it was defined as a key carrier for human rights. In India, however, there was greater confidence that the policy was right, although implementation and impact might be improved.

Where the cross-curricular approach was preferred, other problems became apparent. In particular, in Northern Ireland for example, students were unaware of any combined effort of teachers across subject boundaries to impart Education for Mutual Understanding; and 71.% did not think their teachers were addressing human rights issues, whether they were called that or not. It was clear that, to be successful, the cross-curricular approach requires that human rights should form part of the core preparation in initial teacher education. It also requires subsequent support through in-service and in-school work by teachers. Yet it is rare for cross-curricular commitments to human rights to be underpinned in this way.

The issue of the desirability or otherwise of examinations, though interesting and possibly impossible to resolve, is of secondary importance. Broadly speaking, the Commonwealth Values analysis of the understanding of basic concepts between the ages of 14 and 16 showed a growth in awareness, even though the students were generally not being examined on them. This growth in understanding was especially marked in India, suggesting that the curriculum was getting through to students. In particular, it was significant that many students realised that political independence from a colonial power did not guarantee the observance of rights. The Zimbabwe report commented that the older students were more "wise", if not precisely more cynical and less idealistic, than younger ones in their appreciation of reality.

It may be thought therefore that the educational experience as a whole, maturation and exposure to the mass media were together achieving some progress without the spur of exams. Although some interviewees thought exams essential to fix human rights in the curriculum -- as the Botswana report recommended -- others felt that it would give an artificial and "academic" quality to topics which everyone should make their own, and which especially should be reflected in the working of a school.

A second major issue arising from the study concerns the dependence, for their knowledge and ideas, that secondary pupils currently place on the media. It is possible that, even with more structured teaching in the schools, the media would still have a preeminent position, if only because of the obvious human and political interest engendered by topical news stories with a human rights dimension.

This suggests that, in considering materials, modules and teacher education, curriculum planners should look on the media as a continuing source. Taking account of the media input it becomes more important to teach key principles of human rights, referring where necessary to texts, the constitution, court decisions, and campaigns for human rights in history. This fundamental material is likely to be touched on only tangentially by the media, if at all.

Also, it becomes more necessary to regard the media output critically, with an educational eye, watching out for unbalanced reporting or bias. The historical approach can often be helpful by illustrating media bias in the past -- for example in coverage of independence struggles, or for women's equality. At the same time the value of freedom of expression, in making possible the achievement of other rights, can be brought out.

The absolute importance of teacher education, although necessarily more obvious to the heads and administrators in the study than to the students, bears repeating. Without some understanding and knowledge of the concepts involved it is unfair to expect teachers to be effective for human rights education. This means that they need instruction in the relevant curriculum area in their initial preparation, and they need materials for their own learning purposes as well as the pupils'. They also need in-service support, especially where the area which includes human rights in the school curriculum suffers from low prestige. Specific human rights modules, which can be used by teachers specialising in different subjects, could be helpful.

The study shows that NGOs -- not only conventional human rights groups but women's and other groups -- are generally welcome to teachers, so long as they are not seen as proselytising for an extreme position. In Botswana, for instance, the YWCA is working with the Ministry of Education and schools on a project for peer counselling which focuses not only on rights but on the mutual responsibility of young adults. Given the shortage of materials and low status from which human rights work suffers, the expertise and enthusiasm of human rights NGOs are seen as helpful to schools and should be encouraged. Teacher associations may also have a role to play, which was

underlined in India and Zimbabwe but not in Zimbabwe's neighbour, Botswana.

Although, because of its history, the Commonwealth Values inquiry was focused on secondary students and their curriculum it is worth mentioning that many participants felt that human rights teaching needed to start at a much younger age, in the primary school or before. This view had also been shared by Commonwealth Ministers of Education at their Islamabad meeting in 1994. Obviously the language might need to be simplified, but primary pupils have their own concepts of fairness, their experience of bullies and so on, which could be built on. The very strong majorities in the secondary sample against bullying, and for intervention in cases of domestic violence, are interesting here, for they probably reflect attitudes developed over a whole career in school.

If there was more formal human rights education at an earlier age its content in secondary schools could be considerably more sophisticated and challenging. In particular, the widespread ignorance of the UN Convention on Children's Rights, one of the most surprising findings of the study, might be lessened. Critics might say that, if youngsters have no knowledge of the rights assigned to them by such a widely ratified UN convention, it is little wonder that they have too little knowledge of rights and duties as a whole.

Throughout the study there were calls for improved materials -- books, posters, videos and so on. Because of the varied nature of the curricula in use it will not be simple to respond. Some material will always need to be specific to one country and its curriculum. However Commonwealth cooperation could also make a considerable contribution, in the field of essential texts for teachers and students, in the collation of material packs, and by use of the Internet.

The Commonwealth of Learning, based in Vancouver, has been discussing with the National Council for Teacher Education of India, based in New Delhi, the adaptation of its self-learning module, Human Rights and National Values for widespread Commonwealth use. Country collaborators in the Commonwealth Values project had an opportunity to see these in 1996 and agreed that, with suitable modification, they could be valuable for the initial and in-service education of teachers.

Further, to take another example, UNICEF UK has prepared a version of the UN Convention on the Rights of the Child in discussion with children, which prints side by side the actual wording with how it becomes meaningful to children of around 11. A publication of this sort could be a valuable classroom aid in many countries.

Use of the Internet may seem premature in schools in many countries of the Commonwealth, but some of the pilot schools in the Commonwealth Values study were equipped with computers -- in a few cases (eg in a Botswana private school) quite lavishly. A web site devoted to human rights education

materials to which teachers and teacher educators around the Commonwealth could contribute, and where one agency was designated as having a special responsibility for maintenance, could be of increasing value. There is evidence from around the world that rapidly developing countries have used and are using information technology to vault forward in their socioeconomic development.

However, to take forward a materials service with such purposes will require an identified, adequately funded and staffed agency, which is working with the support of Ministries and other partners throughout the Commonwealth.

Does the study have any guidance as to best practice? Although there were communal differences in Northern Ireland, and there was evidence that the rural schools in Botswana had more difficulty with the student questionnaire, the study as a whole suggests that between-country differences were more significant than within-country variations. But it did appear that, where heads and core groups of teachers had a real interest in human rights, citizen responsibilities and related issues, the topics were taught with more vitality and the students responded more favourably.

The contextual interviews with teachers and administrators point to a best practice which involves: defining within school where basic human rights are being taught in the currriculum; providing relevant support to teachers (including in-service training, materials, the judicious use of NGO input); providing an environment in school which reflects general human rights principles (eg natural justice in disciplinary matters, the UN Convention on the Rights of the Child, the promotion of mutual responsibility); and devising and reviewing ways of measuring the growth of human rights understanding as students grow older, whether or not relevant subject areas are examined.

Finally, there is a significant support role for the Commonwealth, given the commitment of countries to the various UN covenants and conventions and, especially, to the Harare Commonwealth Declaration of 1991. This includes opportunities for Commonwealth Ministers of Education, the Commonwealth Secretariat, the Commonwealth of Learning, Commonwealth associations of professional teachers, and other agencies.

In reviewing the outcome of the Commonwealth Values programme at their Botswana meeting in July 1997 it would be helpful if Commonwealth Ministers of Education could: draw attention to the need to translate human rights undertakings into the classroom; urge member states to define more exactly where in their national curriculum this area now fits and to designate at least one national curriculum officer in the Ministry of Education with specific responsibility for developing this work; request the Commonwealth of Learning to provide support for teachers and students; and consider the possibility of a new pan-Commonwealth agency with a mandate for human rights education.

Obviously the Commonwealth Secretariat (Human Rights Unit and Education Programme) will have a continuing interest in nurturing this area. There is also the possibility that professional associations of teachers may be able to contribute on a Commonwealth-wide basis. This follows the Stoke Rochford conference in England in May 1996, jointly organised by the National Union of Teachers in England and Wales, the All-India Federation of Teachers Organisations and the South African Democratic Teachers Union. This conference in England was attended by representatives of teacher bodies from over half the member countries and resulted in a joint declaration.

MINISTRY OF EDUCATION: BOTSWANA

COMMONWEALTH VALUES IN EDUCATION

YOUNG PEOPLE'S UNDERSTANDING OF HUMAN RIGHTS

A Four Country Study.

By

NALEDI THETHE RATSOMA

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Appendices

1. INTRODUCTION

1.1 Background

After a series of declarations and resolutions specifically; the Harare Commonwealth Declaration, 1991, which stressed commitment to the fundamental political values of the Commonwealth, including human rights; Commonwealth Education Ministers summit in Islamabad, Pakistan in November 1994, more concrete steps were taken to consolidate the human rights projects.

In 1993 the Commonwealth Secretariat commissioned a survey of curricular in Commonwealth countries which was carried out by Richard Bourne, Human Rights Unit, and published in 1994 as Commonwealth Values in Education. Subsequently, Mr Bourne and Dr Gundara both from the centre for Multicultural Education in the Institute of Education, University of London made a proposal to Commonwealth Ministers of Education to solicit their support and co-operation in operating a small research and development project involving a few secondary schools in their countries. Upon securing this support they selected four countries namely, Botswana, India, Northern Ireland and Zimbabwe to carry out the study which was to have its active phase in 1996 and 1997. The project is being supported by the Commonwealth Secretariat (Human Rights Unit and Education Programme), by Britain's Overseas Development Administration, and by Ministries of Education and /or curriculum agencies in the participating countries.

1.2 Limitations of the Study

1. Language barrier, most students answered that they found the questionnaire difficult

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in some places. Some of the misinterpretations only came to light during the verbal interviews of which subsequent groups were advised.

2. Travelling long distances was a necessary condition but it took up a lot of time.

3. Statistical analysis was done in Northern Ireland for which favour we are very grateful but the great distance naturally precluded any form of regular person to person communication.

4. The study was mainly done by one person with sporadic help here and there. This was mainly because at the time, Botswana was just introducing the new policy on education as well as localising the Cambridge Overseas School Certificate.

5. There were no funds allocated to the study not even to pay for the technical work such as statistical analysis and interpretation.

6. The researcher was not accorded time to work on the survey as a separate project but had to do it alongside her usual work. this was not working very well so the researcher filled out her own leave time and went to seek voluntary help outside the office.

1.3 OBJECTIVES OF THE STUDY

Findings from Mr Bourne's study had indicated that "all countries participating in the study are committed to teaching human rights and respect for all sections of society in the secondary curriculum although in India and Northern Ireland they are approached in a more cross-curricular way, and in Botswana and Zimbabwe through a small range of subjects only." Thus it was decided that the purpose of the study was to:

i. find out how much is learned by 14 and 16 years olds about human rights in Botswana schools.

ii. find out how much of the subject is catered for by the ministry of education in regard to policy, instructional materials and teacher education techniques.

iii. inform researchers on further decisions that can be taken in order to facilitate future commonwealth co-operation especially concerning development of instructional materials.

(OBJECTIVE i. catered for through students' questionnaires.
OBJECTIVES ii and iii - answered through teachers' interviews, students' questionnaires, review of current Community Junior Secondary School instructional materials and policy documents.)

1.4 Structure Of School Education

Botswana's education structure is composed of pre-primary, primary, secondary and tertiary levels. The pre-primary level is mainly catered for by private individuals, religious organisations and other non-governmental organisations. The suggested age of entry for this level is two and half to six years. Government's involvement at this level is mainly limited to providing an enabling environment through policy guidelines (including establishing standards), efficient supervision, trained teachers and a small percentage of these schools actually belong to the government under the Ministry of Local Government Lands and Housing. The universalisation of pre-primary education by the government is among long term plans, however, it is anticipated that it will finally be formally linked to primary education. This gap is presently partly being addressed at

teacher training institutions where teachers are trained in relevant pre-primary school methodologies to ensure that when they complete training they will be in a better position to handle the beginners who have had no school experience.

The primary education level is seven years long with the entry age suggested at six years minimum, for public schools and five years minimum for private schools. The maximum age of entry into primary schools is flexible to allow for any late comers and thus reduce the number of the so called "missing children" (17%). These are children who for various reasons do not go to school and are anxiously sought by authorities because they form the missing link that is standing in the way of equity and the achievement of universal basic education in Botswana.

Secondary education is divided into three years junior and two years senior levels. Entry from primary into junior secondary level is automatic as this level forms the last part of the basic education. For senior secondary level however entry is highly selective with only about 40% of the junior secondary leavers getting admission.

At tertiary level the diploma and degree teaching institutions include: vocational and technical training institutions, colleges of education and the university. Colleges of education offer three year teaching diplomas for primary and junior secondary school teachers, mainly, while the university offers diplomas and degrees for senior secondary schools, mainly.

When this study was started in 1996, the former education structure of nine years of basic education consisting of seven years at primary level and two years at junior secondary level was being phased out. The new structure that is described above was just starting. Because of this transitional period, the form ones involved in the study were following the new structure while the form twos were finishing off the old one. This should in no

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way affect the results of the study because, not only was the implementation of the new policy just beginning but, envisaged changes are not directly related to what this particular study is looking at.

The Revised National Policy on Education philosophy statement reads:

> The goals of the revised national education policy are to prepare Batswana for the transition from a traditional agro-based economy to the industrial economy that the country aspires to. The education and training strategy ... will aim at ensuring that the people of Botswana, as a major national resource, will have invested in them an education necessary for national development. Besides the demands of the economy, Government considers access to basic education a fundamental human right. The education system must develop moral and social values, cultural identity and self esteem, good citizenship and desirable work ethics.

(Republic of Botswana: Government Paper No 2 of 1994; The Revised National Policy on education, April 1994: 5)

1.5 School Curriculum

For purposes of this report, school curriculum described here will be for the current Ten Year Basic Education (TYBE) only. The philosophy of the TYBE embraces concepts of human rights as stated in the *Curriculum Blueprint: Ten Year Basic Education Programme*: " It (TYBE) promotes the all-round growth of the individual; fosters intellectual growth and creativity; enables every citizen to develop her/his full potential; develops moral, ethical and social values, cultural identity, self esteem, and good

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citizenship; prepares citizens to participate actively to further develop our democracy and prepares them for life in the 21st century."

The Curriculum Development Division follows an infusion policy that allows for accommodation of emerging issues. Newly emerged issues that now form part of the curriculum include: environmental education, population/family life education, pre-vocational skills and computer awareness.

There are seven core courses (English, Setswana, social studies, religious education, science, mathematics and agriculture) for the first seven years of primary with additional courses that are taught where and when possible (art, home economics, physical education and music). For the three year junior secondary there are altogether seventeen subjects made up of eight core subjects; (English, Setswana, mathematics, integrated science, social studies, agriculture, moral education, design and technology); practical studies options include: commerce, office skills, book keeping/principles of accounts and home economics and finally the general studies options consist of art, music, physical education, and third language. Guidance and counselling is also timetabled and taught as an independent subject.

The core subjects form the backbone of the courses and are compulsory to all students, (except for Setswana which is confined to citizens of Botswana only). For the outgoing Nine Year Basic Education (NYBE), the carrier subject for human rights was social studies only. It was found out during the material analysis however that congruence of content of social studies materials with the conceptual map was very minimal. Only one topic, "Our Government" was included. With the new syllabus however more topics that are related to human rights principles and practices are included. Also more subjects, such as moral education and guidance and counselling have made a conscious effort to include a chunk of the conceptual map content ; guidance and counselling though

belonging to a different division is a timetabled subject. The Guidance and Counselling Division is already working with YWCA on human rights issues in a project called Peer Approach To Counselling By Teens (PACT) which is being introduced to schools nationally. In some schools especially private schools where commerce was offered, they did touch upon aspects of consumer rights.

Teaching strategies that are recommended for the TYBE are the child centred active learning methodologies that promote students enquiry and problem solving skills.

1.6 Status Of Human Rights In Botswana

Human rights in Botswana are formalised such that the government is bound by constitution to see to it that, all people of Botswana receive the same treatment. These rights are generally respected by the government (Human Rights in Developing Countries; Year Book, 1995 Baehr, P et al). Critics of this approach argue that it is limiting in terms of national development in that the people are merely entitled to the rights but are not particularly actively involved in all the relevant aspects of development be they political, social, cultural or economic processes. This is attributed by the critics to the fact that Botswana history and culture show a marked lack of a " resounding human rights society". (Baehr, Hey, Smith and Swinehart , 1995 :134)

The Botswana government launched the Botswana Centre For Human Rights (BCHR) in 1993 with the ultimate goal of teaching the people of Botswana about human rights and affording them a more active and meaningful participation in the development of their country. The BCHR is also the focus of private human rights organisations in the country which are funded by local and foreign investors. The human rights

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organisations in Botswana include: the University of Botswana; Women and Law in Southern Africa Research Project (WLSA);Young Women's Christian Association (YWCA) of Botswana; Emang Basadi; Women in Law and Development (WLD); Botswana Christian Council (BCC); the Botswana Human Rights Association (HURABO) or Ditshwanelo. The establishment of a national organisation that is geared towards teaching and orchestrating human rights activities in the country augers well for promotion of the teaching of human rights.

In 1995 the government ratified the Convention of the Rights of the child. Several authors have noted that even as Botswana's record for upholding human rights can not be questioned, she always seems to drag her feet when it comes to ratifying international human rights instruments. That this reticence is especially noticeable where instruments for social and economic instruments are concerned. Holm, 1994 quoted in, Baehr et al 1995 had this to say about the situation, "In the transition to democracy it is important that some form of elections and political freedoms exists, but at the same time calls for social and economic justice need to be limited."

The status of human rights in Botswana is further described by Baehr, P.; Hey, H.; Smith, J.; and Swinehart,T. in the *Human Rights in Developing Countries, Year Book of 1995* as follows:

- political freedoms include; the right to access of information, the freedom of expression, association, movement and religion.

  Civil Rights include; the right to life, abolition of unlawful arrest and torture of suspects, the right to personal liberty.

- administration of justice includes; equal protection before the law, the right to a fair trial and the right to appeal. These rights are somewhat undermined by the fact that legal representation is only accorded those charged with capital offences. The others have to engage and pay for their own legal assistance.

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Concerning social and economic rights; the UNDP Human Development Index, quoted in the Human Rights In Developing Countries, Year Book, 1995, states that Botswana had developed medium development ranking. Income has been fruitfully invested in improving social services such as universalisation of basic education, health, housing, water and food security.

It would appear that in Botswana, most of the human rights topics that have been identified by the steering committee (the conceptual map) for this study are respected in practice. Critics however agree that, even so more could be done by way of strengthening the status of human rights in Botswana; catering for the marginalised groups such as women and Remote Area Dwellers (RAD). That the government could provide a more enabling environment for the peoples of Botswana to participate meaningfully in the national development so that they could enjoy their rights more, (Unity Dow and Alice Mogwe, 1992 : 30; (Baehr, Hey, Smith and Swinehart , 1995 :134); Country Reports on Human Rights, US Department of State 1996: 12). Currently, general policy seems to be that the laws are there to protect the peoples of Botswana and as far as it is possible the government will provide the basic needs and preserve social justice. There are promising signs of change for the better however judging by activities of the young generation that demonstrate ability to stand up and be heard. (See appendix 4)

2. METHODOLOGY

2.1 Conceptual Framework

The conceptual framework comprises seven dimensions generated by the steering committee in an attempt to avoid an abstract presentation of human rights to young children of varying and often low abilities. It was thus assumed that respondents would

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have several limitations in answering the questions and that a more practical approach was desirable. The dimensions include: law and the administration of justice; equality of opportunity; history; civic and social rights and responsibilities; consumer rights; violence and identity.

a. Law and the administration of justice

Component topics included: citizens may only be arrested according to the law; police and security agencies should behave according to the law and be publicly accountable; innocence is presumed until guilt is proven; there are proper guarantees for the defence in court; trials are public; the judiciary is independent; that prisoners are not mistreated.

b. Equality of opportunity

component topics included: people should have equal opportunities in their rates of pay, in their ability to use public services (including education and health), in their access to justice, according to different parameters -- gender, age, ethnic, religious, linguistic, etc.; that rights are inevitably denied when there is discrimination which cannot be defended in terms of the interests of those who appear to be discriminated against.

c. History

component topics covered include: an understanding that rights have been denied in history, and that much conflict has originated from a denial of rights -- e.g. the Indian freedom movement from the denial of political rights in India during the British Empire, the civil war in Zimbabwe from the denial of majority rights by the white minority regime, the recent troubles in Northern Ireland as a result of discrimination against the Catholic/Republican community; an awareness that history has often been written by the

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winners, who have overlooked or denied the rights of the defeated; an awareness of how human rights have been enlarged in the course of history (e.g. the US Civil War and the campaigns of Wilberforce in the abolition of human slavery); an appreciation that the arrival of political democracy or national independence does not mean that a struggle for rights has ended (e.g. the Harare Commonwealth Declaration, military dictatorships in Nigeria since independence, the struggle for women's rights in democracies).

d.   Civic and Social rights and responsibilities

component topics covered include: the right to vote, to be informed about what the Government and public authorities do; freedoms of expression, association and religion; the right to education; responsibility to obey just laws, to pay taxes, to support the rights of fellow-citizens; trying to combine economic, social, cultural and development rights democratic civil and political rights; being aware of the constitution; having opportunities to practice rights and responsibilities.

e.   Consumer rights

component topics covered include: the right to know what a product is or contains (for instance the content of a tin of food); the right to redress if a product or service does not do what it claims; rights to information in a form that can be readily understood (i.e. not incomprehensible 'small print', or guarantees which are difficult to realise); a right to public services which are not corrupt or biased by bribery.

f.   Violence

component topics covered are: violence inevitably threatens the rights of those against whom it is deployed; there is a distinction between legitimate violence used by the state

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(when a policeman grabs robber to disarm him.); and illegitimate state violence (when a policeman hits a citizen for no reason); illegitimate private violence (when a man beats his wife); negotiation or mediation strategies may provide non-violent strategies for settling a quarrel which respect rights; bullying threatens the rights of children; children have rights; people have a right to feel safe.

g.   Identity

component topics covered include: a person's right to a name; a child's right to be respected and valued; the rights of parents to bring up children as they wish; a right to hold and develop one's own language, culture and religion; a right to arbitrate or to have a voice in the arbitration when differing rights appear to be in conflict (i.e. the right to an autonomous moral and political judgement).

Emanating from the above conceptual map, existing national curricula was evaluated; supports for teachers investigated; research issues clarified such that it was possible to weigh the role of school, family, community and media in the passing on of messages about human rights to students.

2.2 SAMPLE SCHOOLS

Five schools of differing characteristics were selected through purposive sampling and from each one of them, 20 form 1 students and 20 form 2 students were picked to answer the questionnaire. The original agreement by the steering committee had been that 14 and 16 year old students should be used in the study. It was resolved that age may not be a good variable to use for Botswana because even though there are set school entry ages, policy allows the school system to be very flexible with age. This is to ensure that there

are as few barriers as possible when it comes to admission to school. The questionnaires were delivered to classes of 40 - 43 students to fill out. Randomisation of questionnaires was done at the office where every other questionnaire was picked for both boys and girls until there were twenty each per form.

Selected schools included:

Bokamoso Community Junior Secondary School in Gaborone as a representative of the government urban schools. Government schools share similar characteristics such as: the teachers who teach in them have had the same training (except for the expatriates); the instructional materials are all centrally developed, purchased and distributed; they all write the national examination at the end of the tenth year. The national examination results are used for selection of students into senior secondary; even the buildings follow a standard pattern and plan.

Legae Academy still in Gaborone, was selected to represent the private exclusive schools. These schools charge for tuition and are often quite expensive. They are generally better equipped in terms of better qualified teachers; superior and sophisticated facilities that are also adequate. They are required to follow the national curriculum. This does not mean that they may not expand their school programmes as they see fit. They often promote their junior secondary completers automatically to senior secondary without having sat the national examinations. In some of them the choice to sit the examination is left to students and their parents.

Capital Continuation Classes is another type of a private school that is not so privileged. It is a night school that charges moderate fees. It caters for all age groups (17 - 37 in this study) from primary school dropouts to working adults who want to pick up their education. It is also situated in Gaborone. Schools like this one often experience shortages of trained teachers, instructional materials and

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even classroom space. Like the English Medium schools they are entirely independent, private, enterprises that do not benefit from government subsistence schemes.

Mosetlha Community Junior Secondary School is a government School in Bobonong, a rural village in the central district of Botswana (more than 400 kilometres from the capital and about 90 kilometres from the nearest town). In the rural areas there is very little influence from the media, except for the radio and government newspaper. Life is generally slower and more gentle, leaving the children unspoilt but not as "clever" as their urban peers who get to see and know many modern things. The setting is cultural and it has already been stated in the 1994 Report of National Commission on Education that cultural factors have in some cases contributed to the situation of the "missing children". Human rights are all about catering for every one's needs including and especially marginalised groups.

Shakawe Community Junior Secondary School is a government school in a remote area in the north west of Botswana (2000+ kilometres from the capital). Already the Remote Area Dwellers (RADS) children are a major concern to government because they either don't attend school altogether or they drop out before they complete primary school. A study commissioned by the ministry of Education titled *The missing children: Achieving Universal Basic Education In Botswana*; published in 1989 stated disadvantages of culture and language among others as the main contributing factors to the situation of the "missing children". In addition to that, Shakawe same as other outlying areas is bound to have delivery of supplies delayed as all supplies come from the centre. Communication channels

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have greatly improved with good roads and efficient telephone systems but according to students and teachers, the radio reception is still very poor in Shakawe.

2.3 Data Collection

Interviews with curriculum officers, teachers, administrators and students.
Observations of materials subjects.
Questionnaires for two groups of students and teachers.

These methods were used for both the pilot study and the main study. The pilot study had earlier been carried out at Oodima Community Junior Secondary School from 16 April to 17 April 1996 with the intention to seek answers for the following questions:

how long it takes students to answer the questionnaire
which questions seem difficult or ambiguous to the respondents
how administrators and students respond to the oral interviews
whether the instrument actually captures the relevant information.

Feedback from the pilot study was used to adjust the questionnaire in readiness for the main study which was carried out according to the following times in the five selected schools.

School   DATE

1. Bobonong (Mosetlha Community Junior Secondary)   29 - 30 - 7- 96
2. Bokamoso Community Junior Secondary School   09 - 10 - 10 - 96
3. Capital Continuation Classes   19 - 20 - 10- 96
4. Legae Academy School   17 - 18 - 10- 96

3.0 CURRICULUM AND MATERIAL AUDIT

The curriculum in Botswana is centralised and everything that goes into the schools (including syllabuses) is developed, adapted or prescribed by the Curriculum Development Division (CDD) The curriculum officers are also members of the teacher training institutions' subject panels which assist in the development of all instructional materials for the colleges. It is thus that CDD is in a unique position of to know which materials are in use and at what levels of the education system.

It was decided that it would be best to carry out the materials review exercise, in-house. The curriculum officers were all interviewed to find out if their subjects covered any part of the conceptual map, (as outlined by the steering committee), directly or indirectly and how this was done. The results were that congruence of content of current syllabi and support materials with the suggested conceptual map was found to be minimal and mainly confined to one subject - social studies.

With the advent of the new education policy however, additional subjects introduced included moral education in conscious effort was made to include a chunk of the conceptual map content thus: the concept of human rights, violations of human rights, response to violation of human rights, gender issues and children's rights etc. Even though this will not be adequate, it is viewed as a good start.

Again, guidance and counselling which though belonging to a different division is a timetabled subject. The Guidance and Counselling Division is already working with the Young Women's Christian Association (YWCA) on human rights issues in a project called Peer Approach To Counselling By Teens (PACT) which is being introduced to schools nationally.

4.0 RESULTS OF STUDENT SURVEY

The results were coded and sent by diskette to Northern Ireland where Dr Alan Smith, the project co-ordinator there ran them through the university computer. Even though there are computers in the department of Curriculum Development and Evaluation the relevant software for analysing data was not available. Even the coding was done onto a spreadsheet Microsoft Excel programme because of its ability to give required numbers of columns.

At the University of Ulster they used SPSS 4.1 and analysed data question by question, resulting in frequencies and cross tabulations.

4.1 Law And Administration Of Justice

TABLE 1: Views of respondents on what the police should do to a person suspected of stealing.

	YES	NO	MISSING	TOTALS
(a) beat and imprison person	40.5% 81	58.5% 117	1.0% 2	100% 200
(b) Try person in court	72.5% 145	26.0 52	1.5 % 3	100% 200
(c) Person has right to a lawyer	66.0% 132	31.5% 63	2.5% 5	100% 200
(d) Public Access to court	57.5% 115	40.5% 81	2.0% 4	100% 200
(e) Verdict based on trial	73.3% 146	21.5% 43	5.5% 11	100% 200
(f) Policemen take bribe	30.0% 60	67.5% 135	2.5% 5	100% 200

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Students showed understanding of the rights of a suspect and the powers of the police. It is evident from table 1 that they understood that citizens may only be arrested lawfully, that police should not go beyond their powers and that a suspect should not be ill-treated and should be considered innocent until proved guilty. Students stated that the suspect has the right to trial, the right to a lawyer and public hearing. It is also indicated by the table that a verdict should be reached in a court of law for one to be imprisoned. Majority of the respondents also answered no against bribes, indicating that they do not approve of police taking bribes since justice would not be served.

Open Ended Questions

70.1% of the respondents suggested that when a policemen catches a thief, he must act according to the law and follow set procedure.

On the question, "From your experience, what do you think would really happen if this incident happened near where you live," the following responses emerged.

132 (66.0) students did not respond.

30/200 (15.0) stated that the crowd will beat up the thief. 13/200 (6.5%) stated that the crowd will gather, 8/200 (4.0%) stated police would follow due process, and 5/200 (2.5%) stated that a shop owner will settle the case with the thief. 4/200 (2.00%) stated that the thief will be ostracised, will try to bribe police and that people will be afraid for their lives and property and 8/200 (4.0%) said they did not know.

Judging from the above statements, it is clear that the students were thinking along the lines of mob justice rather than law and administration of justice. It is also clear that the majority could not deal with the question since 140/200 either did not respond or said that they did not know.

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4.2 Equality Of Opportunity In Employment

TABLE 2: Perceptions / observations of respondents regarding equality of employment opportunity.

	YES	NO	MISSING	TOTALS
a) Appointment of one like people appointing?	43.0% 86	55.0% 110	2.0% 4	100% 200
b) Job appointed dependent on best at interviews?	86.0% 172	11.0% 22	3.0% 6	100% 200
c) Men Preferred?	46%92	53% 106	1.0% 2	100% 200
d) Young's or oldest preferred	42.5% 85	56.0% 112	1.5% 3	100% 200
e) Right to complain if unfairly denied the job.	63.0% 126	36/0% 72	1.0% 2	100% 200

According to table 2, majority of the respondents feel sex, tribe, race, age, religion and language are not determining factors for one's employment. Job appointments depend on merit. Results further indicate that majority, 63.0% believe in the right to complain if the worst performer at interview gets employed.

Open Ended Questions

Subjects responses to the question: "who do you think should get the job?"

67.5% feel, one who performs best in the interview should get the job.

15.0% said the best interviewee in terms of skills, qualifications and experience should get the job.

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3.5% see gender as a determining factor in getting employment

3.5% believe that someone who is well behaved and is respectful should get the job

5.5% were uncertain or did not know.

2.0% gave irrelevant statements.

1.% feel that good English should be a factor in determining who should get the job.

0.5% regard age as a factor in determining who should get the job.

1.5% did not answer.

The representative view therefore is that the one who performs best at the interview should get the job.

4.3 History And Social Studies

CHARTS

Agreement and strong agreement

Strong disagreement and disagreement

Don't Know and missing
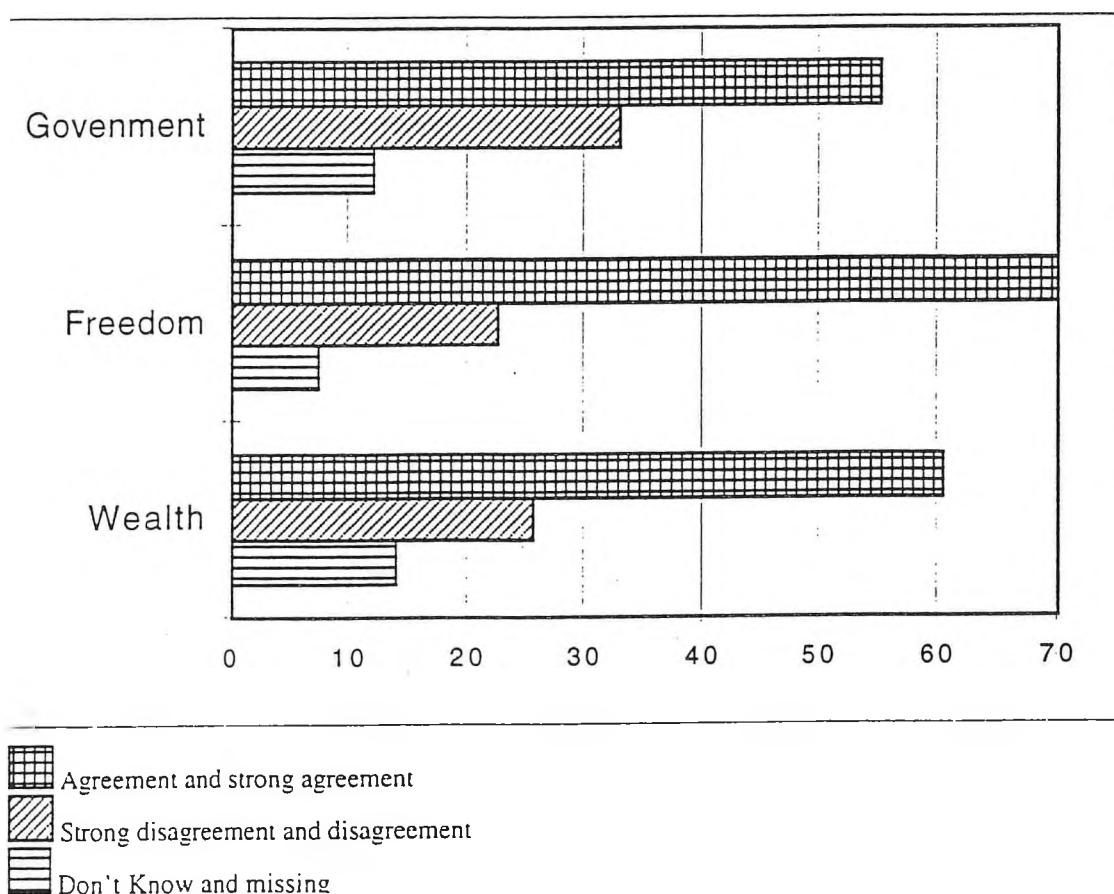
Figure 1: Respondents attitudes towards the statement that colonialism is now thought to be wrong because of stealing wealth, lack of freedom to choose own government, being ruled by and being dependent on another country.

Figure 1 results show that the majority agree with the statements that colonialism was wrong because the country that owns another takes away wealth; the colonised were not free and could not choose their own government.

Open Ended Questions

Respondents views on the question whether independence of a country guarantees that the citizens rights will be respected brought forth the following:
24.5% disagreed, 31% agreed, 19.5% strongly agreed, while 13% did not know, 10% strongly disagreed and 2.0% did not know. It would appear that most of the respondents feel that in an independent country peoples' rights can be enforced and respected but that this may not be guaranteed.

4.4 Civic And Social Rights And Responsibilities

Very important and important
Unimportant and very unimportant
Don't Know and missing
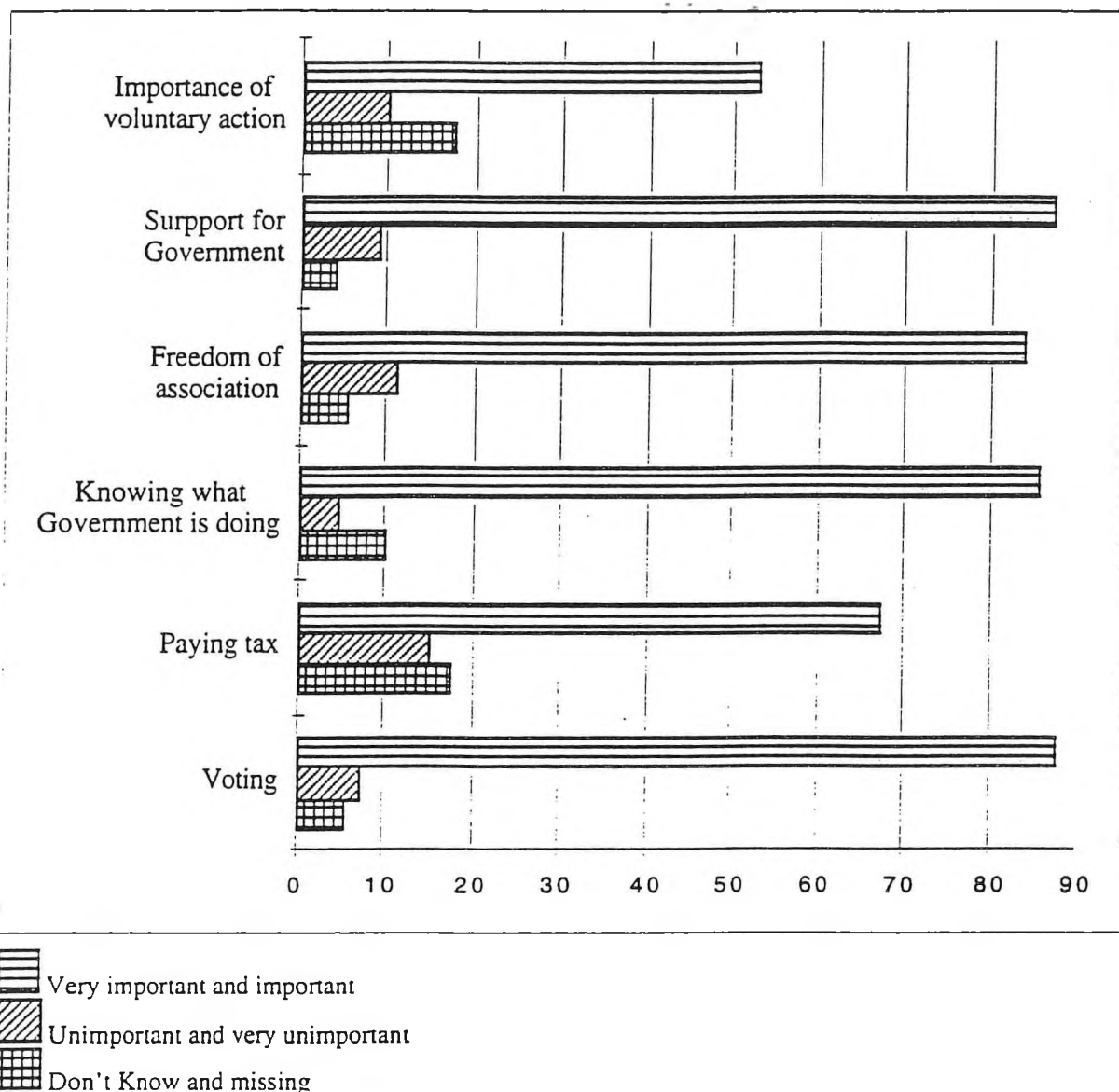
Figure 2: Respondents views on the importance of voting in elections, paying taxes, knowing what the government is doing, freedom of association support for the government and voluntary action.

Figure 2 shows that majority of respondents are aware of their civic and social rights as well as responsibilities, as indicated by the high percentages of important and very important.

Open Ended Questions

Respondents view on voting, obeying the law and taking interest in what is happening around them in order to be able to enjoy rights

40.5% agreed, 32.5% strongly agreed, 3,0% did not know 15.5 % disagreed, 4.0% strongly disagreed and 4.5% did not answer.

Therefore the majority, 73%, agreed and/ or strongly agreed that for the people to enjoy their rights, they must obey the laws, vote in elections and take interest in what is going on around them.

Subjects views on the question, "What else do people in an independent country need to do in order to enjoy their rights?"

There were varied responses revolving around democracy, principles of democracy and good governance as shown in the following representative statements:

4.5% suggested equality

13.5% said freedom

11.0% suggested knowledge about rights

1.5% suggested law and order

11.0 suggested obeying laws

0.5% said self employment

3.0% stated unity

16.5% said democracy

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10.5 said participation in national development

3.5% said peace

5.0% said respect (of the law)

13.0 stated irrelevant activities

6.5 did not answer the question.

Therefore, the general view is that respecting the law and human rights brings peace and harmony which enable an individual to enjoy her/his rights.

4.5 Consumer Rights
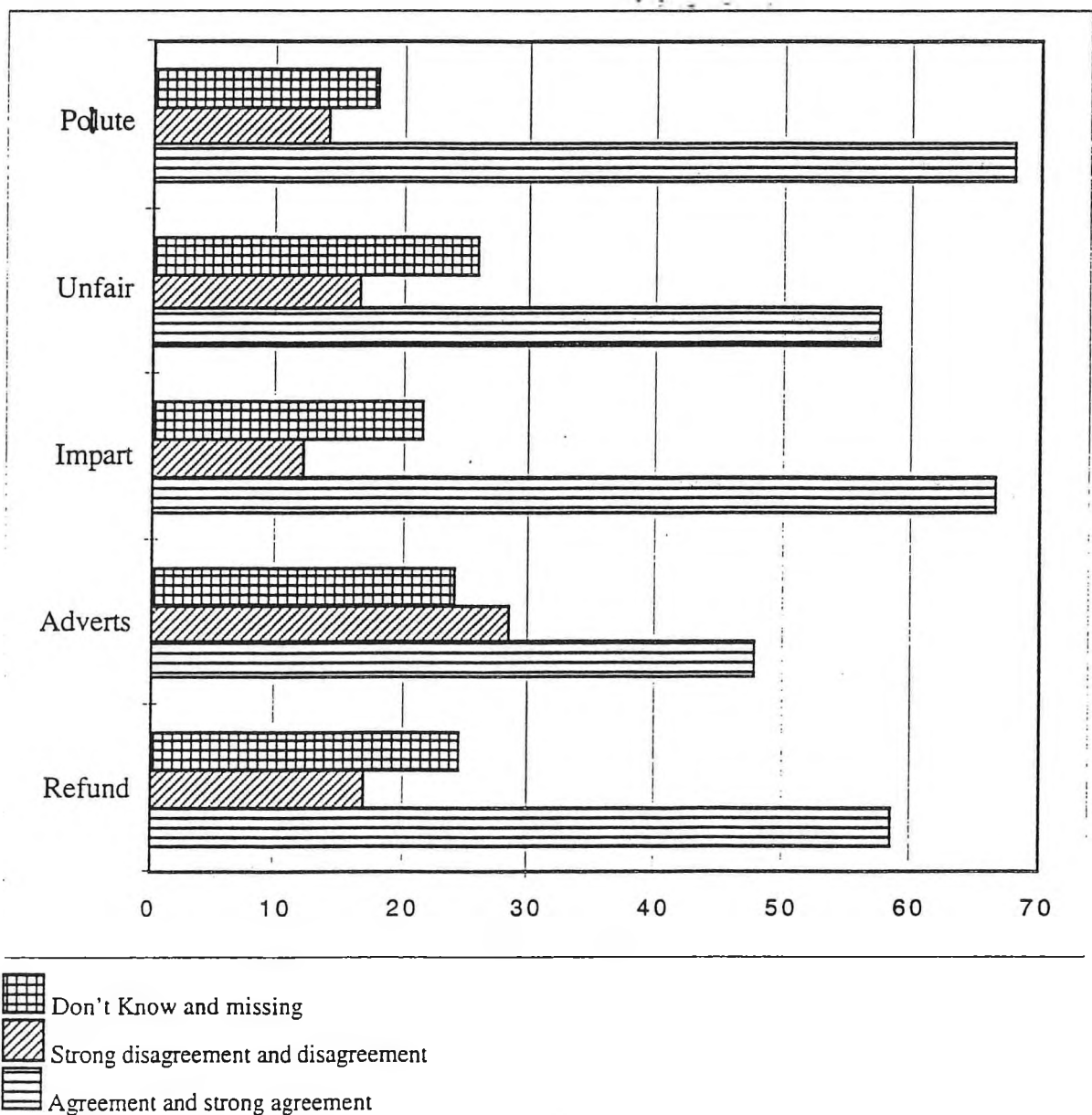
□□□ Don't Know and missing

▨ Strong disagreement and disagreement

☰ Agreement and strong agreement

FIGURE 3: SUBJECTS RESPONSES TO QUESTIONS ON: ENTITLEMENT TO A REFUND WHERE ADVERTISEMENTS EXAGGERATE QUALITY OF PRODUCT; IMPARTIALITY OF THE MEDIA; UNFAIRNESS OF OFFICIALS WHO TAKE BRIBES AND THE RIGHT TO SUE ANY COMPANY OR INDIVIDUAL WHO POLLUTES THE ENVIRONMENT.

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FIGURE 3: Subjects responses to questions on: entitlement to a refund where advertisements exaggerate quality of product; impartiality of the media; unfairness of officials who take bribes and the right to sue any company or individual who pollutes the environment.

According to figure 3, 58.5% agreed to the right to refund, while 47.5% agreed that advertisers are inclined to exaggerate qualities of their products; 66.5% believe that there

should be impartiality in media while 57% agreed that it is unfair for officers to take bribes and finally strong agreement of 68% on the right to sue a company or any individual for polluting the environment.

4.6 Violence

4.6 Violence

Don't know and missing
Strong disagreement and disagreement
Agreement and strong agreement
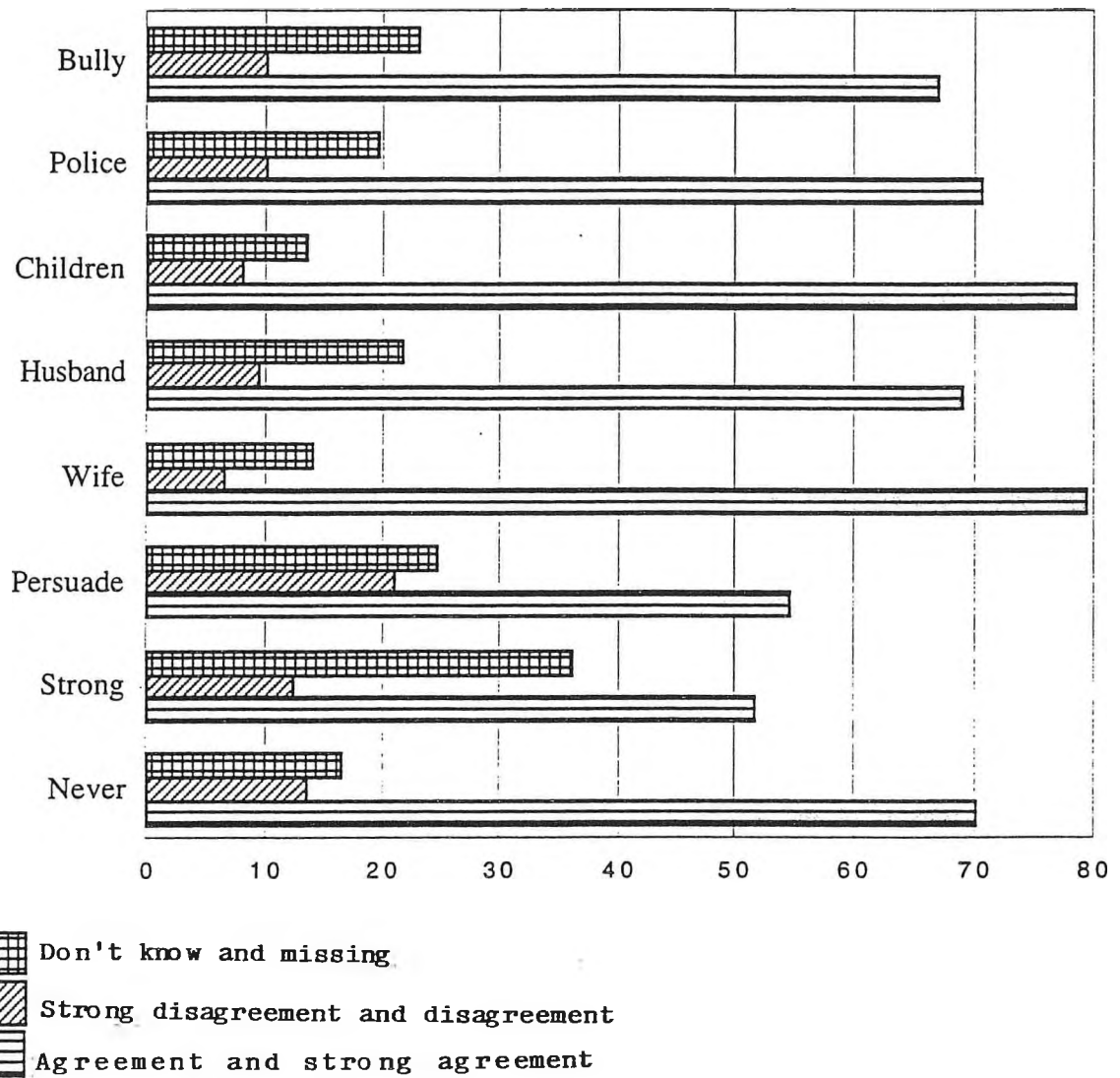
Figure 4

Subjects views on violence

Majority (70%) agreed that violence is never necessary and that it is always possible to settle an argument peacefully. 51.5% agreed that people who use weapons do so because they think that they are stronger and 54.5% agreed that such people believe that they cannot persuade their opponents without using force. Violence in the family was also condemned, 79.5% agreed that there should be intervention if there is wife beating and 69.5% agreed to intervention if there is husband beating, 78.5% agreed to intervention if there is child abuse and 67.05 agreed that children should not be bullied by any one. Majority (67.0%) agreed that police would be right to use any necessary force to stop rioting or to protect property.

TABLE 3: Respondents knowledge of Children's Charter and concern about violence

	YES	NO	MISSING	TOTAL
Knowledge of children's	43.5	49.5	7.0	100%
rights worried by violence	66.5	29	4.5	100%

Respondents did not know much about United Nations Children's rights charter. They also showed that they were worried or concerned about any kind of violence whether it was child abuse spouse beating or rioting as shown in table 3 above.

Open ended question: " What do you think should be done about violence?"

3.0% stated, nothing

8.05 suggested 24 hour police patrol

0.5% stated police intervention

4.5% said arms restriction

10.5% said peaceful negotiations

11.0% said stronger punishment for criminals

4.0% suggested community involvement in fighting crime

2.5% suggested an eye for an eye

3.0 suggested prevention of child abuse by law.

2.5% suggested regional and international co-operation to stop crime

2.0% suggested abolition of violent movies.

22.0 had "other" answers.

86.0% missing.

Majority 86% did not answer this question, only 14.0% generated the above suggestions. It would appear from this that either the respondents did not know how to deal with violence or they have neither personal nor school experience of it; and that the few who do, might have read about it or seen it on television especially those in urban areas.

4.7 IDENTITY

Table 4

Respondents ranking of rights most important to them.

RIGHTSRANKED ORDER	RANKED ORDER
Name1 Culture2 Upbringing3 Life4 Religion	1 (52.0%) 2 (46.5%) 3 (34.5%) 4 (31.5% 5 (27.0)%)

In table 4 respondents ranked the right to a name most important; followed by the right to culture; then the right to be brought up by their parents the way they wish; the right to life came fourth and religion is the least important. It is interesting to note the low percentage of participation.

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4.8 SCHOOL EXPERIENCE

Table 5:

Students responses to the question: has any of the following sources given you information on human rights?

SOURCE	YES	NO	MISSING	TOTALS
School	38.5% 77	10% 20	51.5% 103	100% 200
Family	24.0% 48	24.5% 49	51.5% 103	100% 200
Friends	32.0% 64	16.5% 33	51.5% 103	100% 200
Television	40.5% 81	7.5% 15	52.0% 104	100% 200
Magazines	43.0% 86	6.0% 12	51.0% 102	100% 200
Nowhere	8.5% 17	37.0% 74	54.5% 109	100% 200

According to table 5, majority did not answer the question but, those who answered indicate that all the named sources gave some information on human rights at varying degrees. Magazine led followed by television, school and then friends.

TABLE 6:

Students responses to questions: where most encountered human rights and which source most helpful.

	School	Family	Friends	Radio & Television	Newspaper/magazines	Missing	Totals
Where most encountered human rights?	24.5% 49	3.0% 6	5.0% 10	9.5% 19	2.5% 5	55.5% 101	100% 200
Best Source	16.0% 32	7.0% 40	6.0% 12	12.0% 24	11.5% 9	54.3% 109	100% 200

In table 6, 50% did not answer the two questions. According to those who answered, school was ranked the highest source and the best source of human rights information. Schools receive magazines from the Department of Curriculum Development and Evaluation namely Action, Moso and Face Tomorrow. This might explain why in table five above the majority of the subjects stated magazines as the best source of human rights only to have table six showing majority ranking school as the place where they mostly encountered human rights. However given the low percentage of respondents on the question, it seems knowledge on the subject is still not adequate. It is evident that schools have to do more.

Open Ended Questions

Responses to the question. is there anything more you think schools can and should do to help young people to understand the rights and duties of a citizen?

76% did not answer. 24% that answered, 23% suggested that more teaching of human

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rights should take place. 1% suggested counselling students, having meetings talks and debates, providing reading materials, involving the community in teaching human rights and that the teaching should start early. What is emerging here is that majority did not have any ideas as to what schools could do to promote more knowledge of human rights. Only a small percentage came up with suggestions.

5.0 Perceptins of Teachers, Administrators, Students

5.1 Students responses to the interview questions

TABLE 7

Students responses to the interview questions

	YES N %	NO	PARTLY	DON'T KNOW	TOTAL F %
1. Questionnaire difficult?	13 65	7.35	0	0	20 100
2. Human Rights important?	20 100	0	0	0	20 100
3. Familiarity with human rights?	15 75	5 25	0	0	20 100
4. Books available?	2 10	18 90	0	0	20 100
5. Family interested in human rights?	12 60	8 40	0	0	20 100
6. Cross-curricular good?	18 90	2 10	0	0	20 100
	F %	F %	F %	F %	F %

According to table 7, most students (65%) stated that the questionnaire was difficult.

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This is reflected in table 7 and 8. Since over 50% of the respondents did not answer several questions in school experiences section. However results show that an overwhelming majority of 100% stated that human rights are important while 90% stated that human rights should be taught across the curriculum.

A.   Responding to the question, *"how many topics from the conceptual map are taught? "(Most, few, none)*.

   1 out of 20 said most of the dimensions are taught. 18 said a few are taught and one said none are taught. On the average respondents indicated that 3 out of the seven concepts are taught.

B.   Responding to the question, *"whether some areas are left out or taught a little*: "

   9 out of 20 (45%) stated that some areas are left out, 10 out of 20 (50%) said these   are taught a little and 1 (5%) said they are all included and all fully taugh

5.2 Administrators Interviews

Table 8

	YES	NO	PARTLY	DON'T KNOW	TOTAL
1. Human rights taught pre & in-service?	F % 1 10	F % 6 60	F % 3 30	F % 0 0	F % 10 100%
2. Key human rights concepts in school?	0 0	1 0	9 90	0 0	10 100%
3. Instructional materials inadequate?	10 100	0 0	0 0	0 0	10 100%

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4. Can teacher organisations promote teaching of human rights?	2 20	8 80	0	0	0 0	10 100%	
5. Examine human rights?	9 90	1 10	0	0	0 0	10 100%	
6. Involve NGOs?	10 100	0 0	0	0	0 0	10 100%	
7. Policy needed?	9 90	0 0	1	10	0 0	10 100%	

Results in table 8 indicate that human rights are not taught in teacher education, both at pre-service and during in-service. It was also noted that only part of the presented conceptual map is covered in the curriculum and that some of the topics that bear relevance to the conceptual map do not get taught until during the final year, form 2. That even then these topics are only partly taught according to the syllabus requirements. Instructional materials to deal with human rights are inadequate. Respondents (90%) felt that human rights should be an examinable subject, 100% felt that NGOs should be involved in the teaching of human rights while 90% suggested that there should be a government policy on the teaching of human rights.

Open Ended Questions:

A.   What is the best age for introducing the teaching of human rights?

9 out of 10 administrators suggested that human rights education should start at primary level. Only one respondent said it should be introduced at secondary. 2 respondents suggested standard four, 3 standard six expressing concern about concept difficulty and appropriate level, another three suggested primary without specific level and one suggested standard one. Thus majority seem to think that it would be a good idea to start teaching human rights earlier than secondary level.

B.   *In your view what type of commonwealth co-operation might be   helpful?*

        (i)   sharing ideas and approaches to teaching human rights.

        (ii)   designing common instructional materials for the teaching of human rights.

        (iii)   engaging teacher exchange programmes

        (iv)   involving students in cultural exchange, debates, essay competition programmes.

C.   *In your experience, what needs to happen to make a cross curricular strategy succeed?*

Train teachers during pre-service in respective colleges and university. Spread discrete human rights topics meaningfully across the curriculum in a complementary manner. Infuse human rights' topics in every subject. Teach human rights as an individual subject. Infuse the topics of human rights only in subjects that naturally blend with them. Teach human rights in selected subjects only. Monitor the infused modules through action research. Cross curricular approach should provide room for cross-reference in favour of cultural beliefs. Objectives must be clarified for easier teaching of human rights.

5.3 Human Rights by Area, Type, Form

Was there relationship between area and understanding of rights?

Table 9 Human Rights By Area

Actions by School

		SCHOOL					
		1	2	3	4	5	ROW TOTAL
ACT-IONS	0	24 60.0	27 67.5	25 65.8	31 77.5	10 25.0	117 59.1
	1	16 40.0	13 32.5	13 34.2	9 22.5	30 75.O	81 40.9
	COLUMN TOTAL	40 20.2	40 20.2	38 19.2	40 20.2	40 20.2	198 100.0

There was no significant relationship between area and understanding of human rights. Responses from different areas followed the same pattern. All tables under this section did not show any relationship. For example urban schools scored higher on culture by school type than rural schools. The area or location did not make a difference.

Table 10 Human Rights By Type

Was there relationship between type of school and understanding of human rights?

		TYPE		
ACTIONS		1	2	ROW TOTAL
	0	61 50.8	56 71.8	117 59.1
	1	59 49.2	22 28.2	81 40.9
	COLUMN TOTAL	120 60.6	78 39.4	198 100

Young people's understanding of human rights did not vary much according to type of

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management of school. The overall picture from cross tabulations of human rights by type shows that both government and private schools do have concepts of human rights. But the private schools have consistently scored higher, seemingly implying more exposure or awareness. Both school types concluded that culture is important.

Table 11 Human Rights By Form

Was there relationship between form and understanding of rights?

ACTIONS		FORM 1	2	ROW TOTAL
	0	56 57.7	61 60.4	117 59.1
	1	41 42.3	40 39.6	81 40.9
	COLUMN TOTAL	97 49.0	101 51.0	198 100.0

There was a significant relationship between form and the understanding of human rights. In some questions, form one outperformed form twos. In other questions, form twos outperformed the form ones but in general, the form twos had a greater grasp with a column total of 49.0% to 51.0% in favour of the latter.

6.0 MAIN FINDINGS AND RECOMMENDATIONS

6.1 Discussion

Results indicate a fair understanding of the seven concepts of human rights under focus. Under 'Law and Administration of Justice" 140/200 respondents could not describe possible incidents of stealing in their area. Language could have posed a barrier here but,

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considering that respondents had been advised to ask for the researcher's help whenever they could not comprehend a question; and that they were to use their local language, whenever they felt more comfortable, in answering any of the questions; the researcher is inclined to conclude that respondents have had very few experiences of theft in their neighbourhood.

The students grasp of Equality of Opportunity was more articulate than that of Law and Administration of Justice. The consensus here being that fairness should prevail over any form of discrimination

On Civic and Social Rights the general emphasis was on democracy, peace, harmony and individual freedoms. It is important to note that, civic and political rights are taught in school and that these concepts are derived from 'Botswana's National Principles' which is one of the topics. On the other hand, it could be attributed to Botswana's comparatively long standing stable environment (political, social and economic) which is promoting democracy. The results in table 4 and open ended questions on violence where 89% of the respondents did not have anything to say about violence also confirm this notion of peace and harmony. Along the same vein, Baehr et al., 1995:134; describe Botswana leaders as, "accommodative and conciliatory" in style, with the result that, so far, 'strong statism' has not emerged in the country.

Results on school experience indicate that schools are not covering adequate materials on human rights and that human rights are not taught as a subject. Other sources like television, magazines, friends and family have been cited as informative as well. The latter sources however have socio-economic implications and may not be regarded as reliable sources for what according to all respondents is a very important subject.

Seeing that school increases awareness of human rights, the next logical step to take would be to address the needs expressed by both administrators and students for human rights education to be developed and broadened in scope to include all essential concepts. It would also appear from the respondents views that, starting education of human rights as early as possible in the school system is most desirable. Finally, school as a socialising institution would develop knowledge, values and attitudes applicable to the notion of a "resounding human rights society" referred to above.

6.2 Summary

In launching the Botswana Centre For Human Rights, the government has put in place, mechanism for uplifting human rights; Non-governmental Organisations have facilitated the uplifting by educating the youth and the nation at large. According to the study, despite all these efforts, students' (form 1s and 2s) knowledge of human rights is very inadequate. Students have some measure of awareness on some concepts of human rights and full knowledge on very few (those directly taught in class such as political and civic rights.) The school was identified as the most significant source of human rights but when objective 2 (i.e. finding out how much of the subject is catered for by the ministry of education in regard to policy, instructional materials and teacher education techniques.) of the study was implemented, it became evident that not enough ground was covered. In conclusion therefore, human rights education must be strengthened by making it part of the formal education system.

6.3 RECOMMENDATIONS

Policy issues

1.	A policy should be established specifically to officially introduce human rights in the curriculum.

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2. Curriculum Development Division to request for a post of a full time curriculum officer for human rights.

Curriculum Issues

3. Human rights to be taught across the curriculum, starting as early as primary level.
4. Human rights topics must be examinable.
5. Language teaching methods must be improved to raise students' proficiency standards.

Resources

6. Appropriate and adequate instructional materials must be designed for human rights modules.

Teacher Education

7. Teachers must be trained on content and appropriate methodologies for human rights both at pre-service and during in service training.

Commonwealth Co-operation

8. Commonwealth countries co-operation should be strategised to promote the teaching of human rights. Strategies to include: development of instructional materials; programme exchanges; attachments, seminars and students regional debates.

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MORAL EDUCATION SYLLABUS

MODULE 1: MORALITY		
UNIT 1.1: INTRODUCTION TO MORALITY		
TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
The Nature of Morality and Values	1.1.1　know and understand the meaning of morality and values.	1.1.1.1　define morality. 1.1.1.2　define values 1.1.1.3　identify moral values (e.g. compassion, self reliance, respect, justice etc.) 1.1.1.4　show how these values may be applied in personal, social, and global contexts in human development and other areas
	1.1.2　explore cultural values in Botswana.	1.1.2.1　explain the concept of culture 1.1.2.2　describe at least three cultural values in Botswana. (e.g. co-operation, sharing etc.)
	1.1.3　know and understand the processes involved in decision making.	1.1.3.1　explain decision making 1.1.3.2　describe the steps involved in decision making 1.1.3.3　discuss the relationships between the steps involved in decision making
Moral Dilemmas	1.1.4　explore how conflict of values pose problems to individuals.	1.1.4.1　define moral dilemma 1.1.4.2　give at least five examples of situations where values conflict
	1.1.5　understand how decision making skills can resolve moral dilemmas.	1.1.5.1　demonstrate how decision making skills can resolve moral dilemmas. 1.1.5.2　justify the decisions made in resolving moral dilemmas
	1.1.6　know and understand consequences of their actions	1.1.6.1　assess the short and long term consequences of their actions.

MODULE 2: PERSONAL MORAL ISSUES

UNIT 2.1: PERSONAL DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Self-Concept	2.1.1 develop a positive self concept.	2.1.1.1 explain self esteem 2.1.1.2 list various characteristics about oneself 2.1.1.3 identify positive attributes about oneself
	2.1.2 develop awareness and appreciation of themselves.	2.1.2.1 list negative characteristics about oneself 2.1.2.2 discuss ways of overcoming the negative characteristics 2.1.2.3 analyse differences between self and others 2.1.2.4 use positive attributes about oneself
	2.1.3 develop self-confidence and self-assertiveness in relationships.	2.1.3.1 explain self-confidence 2.1.3.2 explain self assertiveness 2.1.3.3 give examples of relationships (e.g. peers, parents, teachers) 2.1.3.4 explain peer pressure 2.1.3.5 identify factors that promote or hinder confidence in relationships 2.1.3.6 identify factors that promote or hinder self-assertiveness 2.1.3.7 discuss strategies for promoting self-confidence and self-assertiveness
	2.1.4 understand the importance of autonomy.	2.1.4.1 explain autonomy 2.1.4.2 state the importance of autonomy 2.1.4.3 give at least 3 examples of situations where one acted or not acted autonomously 2.1.4.4 discuss ways of promoting autonomy
Relationships	2.1.5 develop interpersonal skills	2.1.5.1 define interpersonal skills 2.1.5.2 explain the terms empathy, respect and dignity 2.1.5.3 demonstrate the need for empathy, respect and dignity (e.g.

for those with special needs)

2.1.5.4 analyse how lack of empathy, respect and dignity can hinder interpersonal relationships in the family and community

2.1.6.1 identify barriers to interpersonal relationships
2.1.6.2 analyse how these barriers can hinder interpersonal relationships

2.1.6 recognise barriers to interpersonal relationships

MODULE 2: PERSONAL MORAL ISSUES

UNIT 2.2: MORAL DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
family life	2.2.1 explore cultural values related to family life in Botswana.	2.2.1.1 explain the role of the family in the moral development of a child
		2.2.1.2 identify cultural norms and values of family life in Botswana.
		2.2.1.3 critically analyse the cultural norms and values of family life in Botswana
	2.2.2 be familiar with the value of marriage and family life.	2.2.2.1 evaluate the advantages and disadvantages of different types of marriage as perceived by different people
		2.2.2.2 discuss types of marriage and their moral, social and economic implications.
	2.2.3 explore skills of managing family resources and activities	2.2.3.1 describe how they could manage family resources and activities
	2.2.4 explore the agents of change in moral development.	2.2.4.1 outline the factors that influence our behaviour (e.g. experiences, beliefs, emotions, peer pressure, media images etc.)
		2.2.4.2 describe how those factors influence our behaviour
		2.2.4.3 evaluate the impact of the influence of the factors on the individual, family and community.

MODULE 2: PERSONAL MORAL ISSUES

UNIT 2.3: CHOICES OF LIFE AND DEATH

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Suicide	2.3.1 explore the nature of suicide and be aware of its impact.	2.3.1.1 explain suicide. 2.3.1.2 list at least five reasons for suicide (e.g. despair, cry for help.) 2.3.1.3 describe signs by which you can detect a tendency to suicide. 2.3.1.4 describe people's attitudes towards attempts to suicide 2.3.1.5 explain the impact of suicide on the individual, family and society. 2.3.1.6 suggest ways of avoiding suicide (e.g. counselling, openness etc.).
Euthanasia	2.3.2 develop an awareness of the nature of euthanasia.	2.3.2.1 explain euthanasia. 2.3.2.2 mention at least five past and present practices associated with euthanasia 2.3.2.3 explain the place of wills in relation to euthanasia 2.3.2.4 evaluate the concept of euthanasia
Death and Bereavement	2.3.3 know and understand what death is and its effects 2.3.4 know and understand that life can be prolonged	2.3.3.1 explain what death is 2.3.3.2 state causes of death(e.g. accidents, frustration, war, hunger etc.) 2.3.3.3 describe the community's attitude towards death 2.3.3.4 explain the effects of death on the bereaved and society. 2.3.3.5 discuss the kind of support given to the bereaved 2.3.3.6 evaluate the importance of wills 2.3.4.1 list scientific methods used to prolong life 2.3.4.2. discuss some of the moral dilemmas brought about by advanced science (e.g. organ donation)

MODULE 2: PERSONAL MORAL ISSUES

UNIT 2.4: SEXUAL MORALITY

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Sexual Relationships	2.4.1 be familiar with different types of sexual relationships and their moral implications.	2.4.1.1 differentiate between heterosexuality, bisexuality and homosexuality,
		2.4.1.2 suggest reasons advanced for or against these choices.
		2.4.1.3 assess the moral implications of these choices
	2.4.2 be aware of different sexual practices and their moral implications	2.4.2.1 explain the terms adultery, fornication, rape, incest, prostitution.
		2.4.2.2 examine moral implications for these sexual practices
	2.4.3 explore various reasons for abstinence.	2.4.3.1 define abstinence.
		2.4.3.2 provide different view points on abstinence (e.g. religious, philosophical etc.)
Abstinence		2.4.3.3 explain the reasons for celibacy and chastity.
		2.4.3.4 discuss possible advantages and disadvantages of abstinence
	2.4.4 explore the moral implications of teenage pregnancy.	2.4.4.1 explain the concept teenage pregnancy
		2.4.4.2 list causes of teenage pregnancy
		2.4.4.3 discuss the impact of teenage pregnancy on the teenager, family, society (e.g. education, economic etc.).
Teenage Pregnancy		2.4.5.1 list possible behaviours which may result in contracting HIV/AIDS and other STDs
	2.4.5 know and understand the basic elements about HIV/AIDS and STDs.	2.4.5.2 review possible symptoms of HIV/AIDS and STDs
		2.4.5.3 state the apparent normality of an HIV infected person
		2.4.5.4 discuss positive ways of living positively with HIV/AIDS
HIV/AIDS and STDs		2.4.5.5 list contacts that will not result in HIV (e.g. shaking hands, sharing swimming pool etc.)
		2.4.5.6 discuss popular myths about HIV

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	2.4.5.7 discuss the possible consequences to the individual, family, community and nation
2.4.6 develop a considerate attitude towards people with HIV/AIDS.	2.4.6.1 make use of moral values to develop a positive attitude towards people with AIDS 2.4.6.2 discuss why it is important for AIDS patients to be met with a compassionate attitude
Contraception 2.4.7 be aware of the moral implications of contraception.	2.4.7.1 list types of contraception (condoms, abstinence) 2.4.7.2 discuss the moral implications of the modern and traditional methods of contraception. 2.4.7.3 describe the various viewpoints on contraception(e.g. religious, philosophical etc.).
Abortion 2.4.8 understand abortion and its implications	2.4.8.1 define abortion 2.4.8.2 give reasons for and against abortion 2.4.8.3 describe the various viewpoints on abortion (e.g. religious, philosophical etc.) 2.4.8.4 explain what the Botswana law says about abortion 2.4.8.5 compare the law in Botswana with that of other countries 2.4.8.6 discuss the moral implications of abortion
Infertility 2.4.9 know and understand the problems associated with infertility and its solution.	2.4.9.1 explain infertility in males and females. 2.4.9.2 mention cultural practices related to infertility 2.4.9.3 explain the terms test tube babies, surrogate mothers, artificial insemination, adoption 2.4.9.4 discuss the moral implications of test tube babies, surrogate mothers adoption and artificial insemination.

MODULE 3: SOCIAL MORAL ISSUES

UNIT 3.1: RECOGNISING THE RIGHTS OF OTHERS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Recognition, Acceptance and Tolerance of Cultural Differences	3.1.1 appreciate the differences and similarities in various cultures	3.1.1.1 identify different cultures in Botswana 3.1.1.2 account for similarities and differences in rites of passage in your community (e.g. death, marriage etc) 3.1.1.3 compare and contrast their cultures with other cultures.
	3.1.2 know and understand the meaning of fairness and equality.	3.1.2.1 explain fairness. 3.1.2.2 explain equality. 3.1.2.3 give examples of fairness and equality. 3.1.2.4 give examples of unfairness and inequality (e.g. nepotism, tribalism etc.
Fairness and Equality as a Moral Principle	3.1.3 appreciate the concepts of fairness and equality as a moral principle applicable in all situations.	3.1.3.1 identify inequalities in Botswana (e.g. within the economic, social, religious, environmental structures etc.). 3.1.3.2 discuss the role of the principle of fairness in moral decision making concerning social, political, economic and environmental decisions.
Moral Issues in Society	3.1.4 be aware of the social institutions of society and how they function.	3.1.4.1 explain social institutions (e.g. mophato, family, community, church, school etc.). 3.1.4.2 discuss how the various social institutions develop 3.1.4.4 describe the role of these social institutions
	3.1.5 explore the moral implications of the social institutions in relation to those involved.	3.1.5.1 identify some moral issues arising from the influence of these social institutions (e.g. abortion, racial or ethnic prejudices, prostitution, double standards). 3.1.5.2 debate a moral dilemma related to a social institution (e.g. birth control in the Roman Catholic Church, wife burning in Hinduism etc.)

Topic	General Objectives	Specific Objectives
Citizenship	3.1.6 demonstrate awareness of duties and responsibilities of citizens in Botswana.	3.1.6.1 define citizenship 3.1.6.2 identify one's rights and responsibilities as a citizen. 3.1.6.3 list at least five civil rights as stated in the constitution of Botswana. 3.1.6.4 explain the moral duties of a citizen. 3.1.6.5 describe how duties and responsibilities affect citizens in their daily lives.
Spiritual Influences on Moral Issues	3.1.7 know and understand how various religious beliefs affect moral decisions.	3.1.7.1 explain the meaning of a religious moral code 3.1.7.2 identify some moral issues which may be influenced by spiritual beliefs (e.g. medical treatment, birth control etc.)
	3.1.8 appreciate some similarities and differences between religions on moral issues.	3.1.8.1 examine similarities and differences on some moral issues (e.g. divorce, marriage honesty, chastity, charity etc.)
Developing in Peace and Harmony	3.1.9 develop awareness of factors that promote or hinder peace and social harmony.	3.1.9.1 identify community structures (e.g. Kgotla, mophato, VDC, PTA etc) 3.1.9.2 list various factors which hinder peace and social harmony locally and elsewhere (e.g. domestic conflict, lawlessness, lack of respect etc.) 3.1.9.3 list factors that promote peace and social harmony 3.1.9.4 discuss factors that promote peace and social harmony 3.1.9.5 discuss factors that hinder peace and social harmony 3.1.9.6 evaluate the benefits of tolerance, co-operation and moral discourse

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MODULE 3: SOCIAL MORAL ISSUES

UNIT 3.2: CRIME AND PUNISHMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Traditions and the Law	3.2.1 understand how the tradition of a society influences human behaviour.	3.2.1.1 explain the term tradition 3.2.1.2 list local and national traditions (e.g. totems, taboos, respect for the flag, constitution, riddles etc). 3.2.1.3 explain the role of the above traditions both now and in the past
	3.2.2 appreciate the role played by the law in governing human behaviour.	3.2.2.1 identify the rules and laws of society (e.g. constitution) 3.2.2.2 explain how rules affect or influence one's behaviour. 3.2.2.3 analyse the role of the law in governing human behaviour. 3.2.2.4 discuss how change in moral perception can affect the law
Crime	3.2.3 explore the moral issues behind the types and causes of crime.	3.2.3.1 define crime. 3.2.3.2 list various types of crime. 3.2.3.3 discuss at least three causes of crime 3.2.3.4 describe the consequences of crime to both the criminal and the victim
Punishment	3.2.4 recognise the purpose and forms of punishment.	3.2.4.1 describe at least two types of punishment 3.2.4.2 discuss moral issues relating to punishment. 3.2.4.3 describe the past and present role of correctional institutions (e.g. prisons, kgotla etc). 3.2.4.5 evaluate the purpose of punishments.
	3.2.5 explore moral implications of capital punishment	3.2.5.1 explain capital punishment. 3.2.5.2 list types of capital punishment 3.3.5.3 discuss moral issues relating to capital punishment.
		3.2.6.1 define violence 3.2.6.2 list several types of violence (political, domestic,

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Violence	3.2.6 develop an understanding and awareness of violence	criminal, sexual etc). 3.2.6.3 explain the nature of at least two types of violence
	3.2.7 recognise causes of violence.	3.2.7.1 list some possible causes of violence (e.g. media influence, poverty, greed, stereotyping etc). 3.2.7.2 list some possible consequences of violence (e.g. emotional, physical, psychological etc) 3.2.8.1 discuss at least three possible responses to violence (e.g. violent response, pacifism, negotiation)
	3.2.8 explore attitudes towards violence.	3.2.8.2 discuss the effect of violence on family and society in general

MODULE 4: GLOBAL MORAL ISSUES

UNIT 4.1: HUMAN RIGHTS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
The Concept of Human Rights	4.1.1 develop an awareness of the concept of human rights.	4.1.1.1 explain the concept human rights.
	4.1.2 be familiar with the origins and the development of the Universal Declaration of Human Rights.	4.1.2.1 state at least five human rights as stated in the UN Charter 4.1.2.2 discuss the origins and development of the Universal Declaration of Human Rights 4.1.2.3 evaluate the Universal Declaration of Human Rights.
Violations of Human Rights	4.1.3 be aware of the moral implications of the violation of Human Rights.	4.1.3.1 list what they think are human rights violations in Botswana. 4.1.3.2 justify at least five actions that they think are human rights violations in Botswana. 4.1.3.3 mention at least five human rights violations in the world (e.g. holocaust, ethnicism, racism, slavery etc) 4.1.3.4 discuss how human rights violations affect human life

Topic		
Response to Violation of Human Rights	4.1.4 explore various responses to human rights violations.	4.1.4.1 list at least three organisations that have responded to the human rights violations (e.g Ditshwanelo, OAU, Amnesty International, Red Cross etc.) 4.1.4.2 analyse the success of at least three organisations that have responded to the violation of human rights
Gender Issues	4.1.5 develop an understanding of the rights and responsibilities of men and women.	4.1.5.1 state the responsibilities and rights of men and women in Botswana and elsewhere. 4.1.5.2 mention practices that show that women's rights should be respected (e.g. in marriage rights, divorce rights, economic rights etc.). 4.1.5.3 indicate practices that show that men's rights should be respected (e.g. punishment, sexual harassment, responsibility on children etc) 4.1.5.4 describe the status of men and women in Botswana (in marriage, education and development).
	4.1.6 know and understand that all human beings are equal regardless of sex	4.1.6.1 list countries where they think human rights are violated based on sex 4.1.6.2 identify practices they think violate human rights and are based on sex 4.1.6.3 analyse critically the status of men and women in Botswana and elsewhere
Children's Rights	4.1.7 appreciate the place of the child in society.	4.1.7.1 identify the rights, responsibilities and position of the child in the Botswana constitution. 4.1.7.2 discuss what they think are children's rights and responsibilities. 4.1.7.3 identify at least five of the children's rights as indicated in the Children's Charter. 4.1.7.4 discuss the place of the child in the family and society 4.1.7.5 Compare and contrast the Botswana Constitution with the Children's Charter.

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	4.1.8 develop an awareness about child abuse and the types of child abuse practices.	4.1.8.1 describe common child abuse practices. 4.1.8.2 discuss situations that may lead to sexual abuse (e.g. accepting gifts, walking the streets, substance abuse and excessive alcohol consumption). 4.1.8.3 discuss the impact of sexual abuse on the child
Child Abandonment	4.1.9 understand what child abandonment is and its implications	4.1.9.1 explain child abandonment (i.e. by fathers and mothers 4.1.9.2 explain what the law says with regard to child abandonment 4.1.9.3 state at least five reasons for child abandonment 4.1.9.4 suggest solutions to child abandonment

UNIT 4.2: WAR AND PEACE

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
The Concept of War	4.2.1 explore the concept of war.	4.2.1.1 define the term war 4.2.1.2 give examples of types of war (e.g. civil war, international war, regional war)
Causes of War	4.2.2 understand factors that lead to war. 4.2.3 be aware of different perspectives of war.	4.2.2.1 explain briefly factors that may lead to war (e.g. political, social, economic, religious etc). 4.2.3.1 describe various viewpoints about war (i.e why people go to war) 4.2.3.2 describe conduct during war (e.g. as provided for in the Geneva Convention.) 4.2.3.3 evaluate who the aggressor and defender are in any given case studies (e.g. Mfecane, World War II, Gulf War, Palestine-Israel, Argentina-Britain, Angolan Civil War etc)

Solutions to War	4.2.4 explore the moral aspects of war	4.2.4.1 assess the moral implications of war
	4.2.5 know and understand responses and solutions to war.	4.2.5.1 mention at least three familiar cease fires in history. 4.2.5.2 list at least three ways of responding to war (e.g. demonstrations, mediation, personal responses, fund-raising for victims). 4.2.5.3 discuss the effects of war on the people (e.g. disability, poverty,) refugee problem etc) 4.2.5.4 discuss the effects of war on the environment (e.g. wildlife, nuclear effect) 4.2.5.5 describe solutions which local and international organisations embark on when responding to war (eg UN, SADC, OAU, etc.
Maintenance of Peace	4.2.6 appreciate strategies used to maintain peace.	4.2.6.1 define the concept of peace as a universal ethical principle. 4.2.6.2 explain the moral obligation of individuals and nations in maintaining peace. 4.2.6.3 explain the moral obligation of the UN Security Council in maintaining world peace. 4.2.6.4 suggest ways in which world peace can be maintained (e.g. disarmament, nuclear deterrent, balance of power in religion, politics, economy, pacifism/non-violence etc.).

MODULE 4: GLOBAL MORAL ISSUES

UNIT 4.3: ENVIRONMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Humankind and the Environment	4.3.1 know and appreciate the importance of the physical environment to human kind.	4.3.1.1 define physical environment 4.3.1.2 describe briefly the importance of the physical environment to humankind
Environmental Sustainability	4.3.2 be aware of their responsibilities and rights towards the environment.	4.3.2.1 explain environmental sustainability 4.3.2.2 examine the moral implications of human beings' role as caretakers of the environment 4.3.2.3 explain briefly people's rights to use the environment 4.3.2.4 evaluate environmental management in Botswana and elsewhere 4.3.2.5 explain the effects of large population on environment 4.3.3.1 give examples of environmental mismanagement
Responses to Environmental mismanagement	4.3.3 appreciate the moral responses to environmental mismanagement	4.3.3.2 explain ways in which individuals can react to environmental mismanagement 4.3.3.3 identify organisations that react to environmental mismanagement(local and international - e.g. Environmental Awareness, Green peace, KCS) 4.3.3.4 describe the role of individuals and organisations in protecting the environment. 4.3.3.5 evaluate the impact of the above organisations in conserving the environment 4.3.3.6 debate the negative and positive aspects of environmental protection

MODULE 4: GLOBAL MORAL ISSUES

UNIT 4.4: ANIMAL RIGHTS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
Role of Animals	4.4.1 understand the role of animals.	4.4.1.1 describe the different uses of domestic and wild animals 4.4.1.2 discuss the concept of animal rights. 4.4.1.3 assess the concept of animal rights 4.4.1.4 explain the relationship of animals to people now and in the past in Botswana and elsewhere
Abuse of Animals	4.4.2 study the concept of cruelty to animals.	4.4.2.1 describe forms of cruelty to animals(e.g. vicious beating, bestiality, medical experiments). 4.4.2.2 list possible ways in which animals can be protected from these forms of cruelty
Response to Cruelty	4.4.3 explore different responses to cruelty to animals.	4.4.3.1 identify government and non governmental organisations that react to cruelty to animals (e.g SPCA, Wildlife Dept, BDF, KCS etc) 4.4.3.2 explain ways in which individuals can react towards cruelty to animals 4.4.3.3 evaluate the role of individuals and various organisations in protecting animal life

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EXTRACT FROM SOCIAL STUDIES

MODULE 2 : *KAGISANO IN BOTSWANA*

UNIT 2.1 - SOCIAL GROUPINGS

Topics	General Objectives	Specific Objectives
Family	2.1.1 understand the purposes, composition, types of families and changes that are occurring.	2.1.1.1 define family as being 'people related to one another by blood, marriage, adoption, or assimilation' with the two major factors being blood and marriage relationship.
		2.1.1.2 describe factors that influence family sizes in Botswana(custom, practices, values, beliefs and effect of government measures).
		2.1.1.3 classify descriptions of families as being nuclear, single parent and/or extended.
		2.1.1.4 compare and contrast the power roles and responsibilities of women and men in the home and in society.
		2.1.1.5 describe ways in which the family, as an institution, is a part of the culture of Botswana.
		2.1.1.6 describe sources of conflict at the family level and possible ways of avoiding conflict.
	2.1.2 Develop an awareness about child abuse and the types of child abuse practices.	2.1.2.1 describe how family disputes are settled and the ways in which the process is changing.
		2.1.2.2 describe the inheritance lineage (surname and wealth) of at least two Tswana speaking groups and that of at least one non Tswana speaking group in Botswana.

	2.1.2.3 compare and contrast the inheritance of relationships of uncle (maternal), aunt (fraternal) and grandparent and the accompanying roles, responsibilities and benefits in the past (up to fifty years ago) and the present.
	2.1.2.4 describe the roles and relationship between the individual and the family in terms of emotional and material support and evaluate the changes that are occurring.
	2.1.2.5 explain the changes that are occurring in the organisation and functions of forms of co-operation within the Botswana family for each of the following cases: • social • economic
	2.1.3.1 describe the issues faced by females in female headed households.
	2.1.3.2 distinguish the issues faced by females in male headed households.
	2.1.3.3 distinguish the issues faced by males in female headed households.
2.1.3 generate a gender analysis on the heading of households by women and men in Botswana.	2.1.3.4 describe the issues faced by males in male headed households.

FORM 1 TERM 2

Ward		
	2.2.2 understand the organisation of the ward and the changes that are occurring.	2.2.2.1 define the ward in Botswana in both physical (kgotla)and political (councils) terms in the past (about fifty years ago) and present.
		2.2.2.2 evaluate the present physical changes that are occurring in the ward in terms of space, pattern and familial relationships.
		2.2.2.3 describe the relationship between the individual, the family and the ward and evaluate the changes that are occurring.
		2.2.2.4 identify the ward as a cultural construct and institution in Botswana.
		2.2.2.5 describe the cultural attributes of the ward in terms of economic, social and political organisation (*maftsa, mophato, go ja poo, mogoga, tsela ya kgang, mafoko a lekgotla*).
		2.2.2.6 organise through role playing, a *lekgotla* session to resolve a conflict between families based on the principle of "mafoko a kgotla a mantle otlhe".
		2.2.2.7 explain the organisation and functions of forms of co-operation within the Botswana community for each of the following categories: *motshelo, mafisa and molaletsa.*

Topics	General Objectives	Specific Objectives
Settlement patterns	2.3.1 demonstrate understanding and tolerance of community structures and relationships within the social, economic and political systems of Botswana.	2.3.1.1 describe the various settlement patterns and types in Botswana and evaluate the changes that are occurring.
		2.3.1.2 describe the relationship between the individual, family, the ward and the wider community.
		2.3.1.3 explain the relationship between the *Bogosi* institution and those governed by it and evaluate the changes that are occurring *(kgosi ke kgosi ka morafe, mafoko a kgotla a mantle otlhe and mmualebe o bua la gagwe).*
		2.3.1.4 describe the duties, responsibilities and authority of a *kgosi, kgosana* and *banna ba lekgotla* (advisors) in the local area and evaluate the changes that are occurring.
		2.3.1.5 explain the roles and processes of the customary courts in solving community disputes and the steps taken in making decisions, and evaluate the changes that are occurring.
		2.3.1.6 explain the organisation and functions of forms of co-operation within the Botswana community for each of the following categories: * social (*Nyalo, Bogadi*, Red Cross, Burial Societies etc.) * economic (*Letsema*, VDC's, Cooperative Societies etc.). * political (*Dikgafela, Bojale, Bogwera*, Political Parties etc.).
		2.3.1.7 determine the attributions to values and virtues of cooperation in the context of; *ipelegeng, mokodue go tsosiwa and kagisano* as they relate to modernised forms of cooperation as in VDC's, PTA's etc.

MODULE 3 : PRE-HISTORY AND EARLY CIVILISATIONS		
Topics	General Objectives	Specific Objectives
My family		4.2.1.1 generate their family tree (nuclear or extended).
		4.2.1.2 identify their ethnic group by name and totem.
		4.2.1.3 deduce their family identity in terms of origins and values.
		4.2.1.4 describe their relationship with their totem and/or family name.
		4.2.1.5 generate a listing of their naming lineage beginning with oneself up to five generations down focusing on who begot who (I am so and so, begotten by, who begot so and so, the begetter of so and so etc.).
		4.2.1.6 describe their family structure, composition and population.
		4.2.1.7 describe their desired future family size, composition and structure.

UNIT 4.3 – BATSWANA ON THE VERGE OF COLONISATION		
Topics	General Objectives	Specific Objectives
Threats to Batswana lands	4.2.2 explain colonial threats to Batswana.	4.2.2.1 describe the effects of interaction between early traders/hunters and missionaries at Kudumane, Kolobeng, Shoshong.
		4.2.2.2 describe the effects of interaction between early missionaries and the Batswana around; Mochudi, Kanye, Ramotswa, Kudumane and Molepolole.
		4.2.2.3 describe Boer threats to Batswana lands until the Dimawe and Kolobeng attacks of 1852.
		4.2.2.4 describe the reasons for the scramble for Africa by European countries and its results in the partitioning of Africa.

Bechuanaland Protectorate and road to independence	4.2.3 understand Protectorate Administration and its consequences up to independence.	
		4.2.2.5 describe the role played by Batswana dikgosi and missionaries in the face of threats of assimilation and or take-over by the BSA Company and the Boer states of Goshen and Stellaland in the 1850's until 1895.
		4.2.3.1 explain the perceptions of dikgosi, missionaries, Boers, British Govt. and white settlers regarding protection from 1884 until 1966.
		4.2.3.2 describe the policy of divide and rule as espoused and practiced by the British Colonial Government with specific reference to Bechuanaland.
		4.2.3.3 explain the policy of 'divide and rule' through descriptions of conflicts involving at least four Batswana ethnic groups (Babirwa, Batswapong, Bakgatla-ba-ga-Mmanaana, Bakalanga-ba-ka-Nswazwi, Balala, Bangwato, Bakwena and Bangwaketse).
		4.2.3.4 describe the process of declaration of protectorate and responses of the 'protected' dikgosi.
		4.2.3.5 describe the institutions and structure of the Bechuanaland Protectorate (Queens Commissioner, Resident Commissioner, Colonial Relations Office later to become Commonwealth Relations Office, British Cabinet).
		4.2.3.6 describe the major changes to local government as a result of the 1934 Native Administration Proclamation and Native Tribunals Proclamation.
		4.2.3.7 describe the purposes, formation and composition of the African, European, Joint Advisory Councils and LEGCO prior to independence.
		4.2.3.8 explain and classify the agitation and methods used for self determination from at least three early nationalists (Kgosi Tshekedi Khama, Mr. L.D. Raditladi, Dr. K.T. Motsete, Mr. Philip Matante, Mr. Motsamai Mpho and

Specific Objectives
Mr. Seretse Khama).
4.2.3.9 identify at least five key players (Dikgosi Sebele I, Bathoen I, Khama III, Tshekedi Khama, Bathoen II, and, L.D Raditladi, Dr. K.T. Motsete, Motsamai Mpho, P.G. Matante, Sir. Seretse Khama, Sir Ketumile Masire, Dr K. Koma) in nation building from 1885 until 1976.
4.2.3.10 describe views on nation building of at least five key players from 1885 until 1966.

MODULE 5 : SOCIALISATION; LOCAL AND INTERNATIONAL

UNIT 5.1 – CITIZENSHIP

Topics	General Objectives	Specific Objectives
Culture, family and citizenship	5.1.1 understand the relationship between culture, family and citizenship.	5.1.1.1 describe and categorise at least six elements of culture (language, dress, technology, food, entertainment and religion).
		5.1.1.2 explain how culture helps define the 'belongingness' a person may feel towards a place or other people.
		5.1.1.3 describe the way in which they are members of a family and community and thus its citizens.
		5.1.1.4 describe the ways in which socialisation occurs through a family.
		5.1.1.5 describe ways in which the family contributes to population increase or decrease.

FORM 2 TERM 2

Topics	General Objectives	Specific Objectives
National and international citizenship	5.1.2 understand and appreciate the attributes of citizenship at the national and international levels as well as the relationship between them.	5.1.2.1 describe the hierarchical relationship between family citizen, community citizen, national citizen, continental citizen and global citizen.
		5.1.2.2 describe the attributes of the concepts of; ethnicity, nationality, afrocentricity and globality.
		5.1.2.3 identify symbols of identification at the family, clan,

	10.2.1.4 describe the relationship between economic development and population variables such as size, composition, fertility, mobility, mortality etc. 10.2.1.5 describe the relationships between education, employment and population. 10.2.1.6 describe the relationship between population and the environment. 10.2.1.7 describe strategies for reducing population growth. 10.2.1.8 describe at least two social policy interventions that affect population.

EXTRACT FROM GUIDANCE AND COUNSELLING

Form 1

Unit	Topic	General Objectives	Specific Instructional Objective
1.	1. Know-thyself	Students should: 1.1. Know their interests, abilities, values, needs, attitudes in relation to self-employment	Students will: 1.1.1. List all self-employment projects they know and identify those they like most from the list. 1.1.2. Give reasons why they like those projects in writing. 1.1.3. Tabulate advantages and disadvantages of both formal and informal or self-employment. 1.1.4. Explain the needs for self-employment. 1.1.5. Display qualities that help to sustain a given self-employment projects in a form of drama. 1.1.6. Write a composition about their feelings about self-employment.
	2. Decision-making skills	2.1. Develop good decision-making skills in relation to self-employment.	3.1.1. Compare and contrast a good and bad leader in self-employment projects. 3.1.2. State in writing what they would do if they were leaders for some projects. 3.1.3. Identify good and bad qualities of a leader they visited in relation to one they learnt in class.
2.	Social Skills	2.1. Know the causes and consequences of teenage pregnancy, STDs, AIDS and implications for early sex indulgence.	2.1.1. List the causes and consequences of teenage pregnancy. 2.1.2. Discuss ways of preventing teenage pregnancy. 2.1.3. List all STDs they know and cite their symptoms. 2.1.4. Classify STDs as curable, incurable and discuss best ways of prevention. 2.1.5. Give advantages and disadvantages of family planning methods.
	3. Management of finances	3.1. Acquire skills of managing money in a self-employment project.	3.1.1. Make a simple budget for a given amount of money. 3.1.2. Debate some good and bad ways of managing finances. 3.1.3. Prioritise resources required by a project from a given list.

4.	Drugs and substance abuse	4.1. Be aware of the dangers of using and abusing stimulants.	4.1.1. Draw posters showing effects of drug abuse. 4.1.2. Name several stimulants that result from drug or substance abuse.
3.	5. Coping skills	5.1. Know how to cope with social problems	5.1.1. List organisations which help people with personal and social problems and discuss how each works. 5.1.2. Given problems should suggest ways at solving them.
	1. Education and self-employment	1.1. Understand the link between education and self-employment.	1.1.1 Match subjects with suitable self-employment projects.
	2. Adjustment to new environment.	2.1. Adjust to secondary school environment.	2.1.1. Discuss what would happen in a school without rules. 2.1.2. list any differences and similarities between a primary and secondary school. 2.1.3. Explain the role of discipline and order in the school.
	3. Effective study	3.1. Study effectively	3.1.1. Use library in gathering information on prescribed topics and studying. 3.1.2. Summarize a text by making notes. 3.2.1. Design a time-table and show how to follow it. 3.2.2. Debate on the usefulness of doing homework.
4.	1. Self-employment and unemployment	4.1.1. Aware of the importance of self-employment and unemployment as a complimentary factor of unemployment.	1.1.1. Tabulate the differences between a self employed and unemployed person. 1.1.2. Effects of unemployment. 1.1.3. List ways of coping unemployment.
	2. Rules and regulations in a work place.	2.1. Learn the need and importance of rules and regulations in a work place.	2.1.1. Identify some of the public service statutes/rules and regulations e.g. general orders, public service Act, etc. 2.1.2. Identify what they say about an employee, their obligations, rights, and any expectations. 2.1.3. After watching a video show should identify the rules have observed and say what they think those rules are necessary in a working environment. 2.1.4. State who they think formulates rules in a work place.
	3. Order and discipline	3.1. Be aware that in any organisation/institution there are disciplinary measures to keep order.	3.1.1. Draw rules for their class to ensure there is order in their class. 3.1.2. Identify and examine the rules in their school. 3.1.3. Critique some of the disciplinary measures taken by the school to keep order and tranquillity.

Form 2

Unit	Topic	General Objectives	Specific Instructional Objective
1.	1. Self-understanding and coping with unemployment.	1.1. Build a positive self-concept in relation to unemployment.	1.1.1. Explore and identify their interests with regard to the kind of career they would like to pursue.
			1.1.2. Discuss the importance/benefits of being gainfully employed.
			1.1.3. State the need for employment as opposed to unemployment.
			1.1.4. Identify 3 careers that are in line with their abilities.
	2. Decision-making	2.1. Make good employment decisions.	2.1.1. Explore decision-making skills in relation to unemployment.
			2.1.2. Say what they would do if they did not get a job after completion.
			2.1.3. State what sources of assistance for unemployed they know of in Botswana.
	3. Leadership in the community and unemployed.	3.1. Be aware of the different types of leavers in the community.	3.1.1. Identify the different leaders they find in their community.
			3.1.2. Outline the different qualities of the leaders found in their community
			3.1.3. Tabulate and briefly discuss the roles of the different leaders.
	4. Managing a family as an employed and unemployed person.	4.1. Aware of the basic needs of a family.	4.1.1. Different the needs of the family members.
			4.1.2. Indicate what strategies could be established to meet the different needs of family members.
			4.1.3. Say how they would provide for the family if they were not employed.
2.	1. How to deal with adults.	1.1. Understand the importance of interpersonal skills.	1.1.1. Identify all acceptable ways of relating to adults in their community e.g. greeting adults.
			1.1.2. List some of the words to be used when addressing adults.
	2. Impact of media on public and life style.	2.1. Determine how the media influences the public and general lifestyle.	2.1.1. List advantages and disadvantages of the mass media.
			2.1.2. Define mass media.
			2.1.3. Debate and analyse the disadvantages and advantages of mass media.
			2.1.4. Select relevant information and "acceptable" lifestyles observed from these e.g. TV.

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3. Managing financial resources as an unemployed individual.	3.1. Develop good skills of using money.	3.1.1. Draw a personal budget prioritising needs as an unemployed person. 3.1.2. Identify possible needs as an unemployed person.
4. Planning a family	4.1. Be aware of the importance of planning a manageable family.	4.1.1. Describe a manageable family. 4.1.2. Discuss advantages and disadvantages of a small and large family. 4.1.3. Identify and analyse the best type of family. 4.1.4. Talk about family planning techniques, their effectiveness and side-effects.
5. Use and abuse of drugs and other substances by the unemployed.	5.1. Know the possible effects of drugs and other substances on the life of an employed person.	5.1.1. Discuss the effects of abusing drugs and other substances on individuals. 5.1.2. Express opinion about abuse of drugs among the employed. 5.1.3. Debate about the effects of drug abuse by employed.
3.		
1. Value of Education in life	1.1. Aware of the importance of education	1.1.1. Describe the importance of attending school.
2. Effective study techniques.	2.1. Aware of the different effective study techniques.	2.1.1. Draw study time-table and use it effectively. 2.1.2. Discuss and explain examination rules. 2.1.3. Given a work exam they should observe the exam rules discussed. 2.1.4. Outline and employ different techniques of gathering information. 2.1.5. Divide their time in a logical sequence covering all their subjects. 2.1.6. Write a brief summary of their notes while revising.
4.		
1. Self-employment and unemployment	1.1. Aware of self employment opportunities.	1.1.1. Tabulate self-employment activities they know off. 1.1.2. Discuss the demands and problems faced by a self employed person. 1.1.3. Describe the following self-employment activities - poultry rearing, fat cake selling etc.

Form 3

Unit	Topic	General Objectives	Specific Instructional Objective
1.	1. Interest at school	1.1. Establish their areas of interest in extra-mural activities, subjects and careers.	1.1.1. List all the extra-mural activities they are interested in at school.
			1.1.2. Select two and describe them.
			1.1.3. List the subjects of their interest and show how they relate to their career preferences.
			1.1.4. Select 3 career they would like to pursue and describe each one of them.
			1.1.5. State reasons for liking these careers.
			1.1.. Talk about how the career preferences are related to the subjects and extra mural activities.
	2. Needs at school and home.	2.1. know their needs at home and school.	2.1.1. List all the needs e.g. physiological needs, safety, belonginess and love, self esteem, self actualization.
			2.1.2. Separate those that would be related to school from those that would be prominent at home.
			2.1.3. Talk about ways in which these needs can be attained.
	3. Values	3.1. Appreciate whatever they value most in life.	3.1.1. Identify their own values e.g. security, high achievement, routine activity, money, working with mind, etc.
			3.1.2. Choose two values and indicate how they are related to their career preferences.
	4. Abilities	4.1. Relate their abilities to self-understanding.	4.1.1. List all the abilities e.g. Verbal/Language, numerical/computational, artistic, methodical, practical, physical ability, social competence.
			4.1.2 Relate these each ability to their interest and career preferences.

5.	Attitudes	5.1 Assess their attitudes toward school, work and others.	5.1.1. State what their attitudes are to wear school, school work, and other members of class. 5.1.2. State some of the causes of negative attitudes toward school, work and others. 5.1.3. Point out how they deal with negative attitudes of others toward them.
	6. Personality and characteristics	6.1. Acquire knowledge on how to learn. 6.2. Know what to consider when looking at personality.	6.1.1. List ways of learning, about self i.e. self i.e. observation, listening, concluding, testing and comparing. 6.1.2. Talk about ways in which they have always used to know themselves/personality. 6.2.1. Define what personality. 6.2.2. Identify things they consider when they look at personality i.e. - how you see yourself - what others say about you - your traits e.g. confidence, timid, etc.
	7. Leadership	7.1. Understand the concept of leadership.	7.1.1. Define what a leader is. 7.1.2. List and talk about the kind of leaders they know. 7.1.3. Debate about leadership in the community/at national level etc.
	8. Roles and functions of leaders at school level.	8.1. Know the roles played by positions of leadership at school.	8.1.1. Discuss the roles of monitor, prefect, captain, group leader, secretary of club or society, treasurer of a club or society.
2.	1. Social relationships	1.1. Know things that constitutes good social relationships.	1.1.1. Identify some of the things that show good social relationships e.g. friendship, loyalty and trust, consideration for others, tolerance and acceptance of others as they are, friendliness and interest, sincerity and tact. 1.1.2. Discuss each of these things and reflect upon self with regards to each one of them. 1.1.3. Define friendship, loyalty and trust. 1.1.4. Compare and contrast good and bad friendship, loyalty and disloyalty, trust and mistrusts - essay, debate. 1.1.5. Analyze case study depicting lack of consideration/consideration for others. 1.1.6. Dramatise tolerance and acceptance of others. 1.1.7. Describe qualities of a tolerant and accepting person. 1.1.8. Analyse case study showing qualities of a sincere and tactful person.

2. Communication skills	2.1. Improve their communication skills in speech, written language, gestures and actions.	2.1.1 Tell a story either in English/Setswana/or any other language they are good at.
		2.1.2. Make an oral presentation on a given topic in a language they are most conversant in.
		2.1.3. Write a report of an activity or event that took place during the holidays or course of the year.
		2.1.4. Identify and describe different gestures and actions and explain what they mean to different people in class/community.
		2.1.5. Through role plays/drama/mines show some of the things communicate to the public.
3. Channels of communication	3.1. Know channels of communication available at school, home and the community	3.1.1. Identify proper channels of communication established by their family, school and village.
		3.1.2. Draw a hierarchy of authorities in the school, home and the community.
		3.1.3. State the roles and duties of various authorities in the school/community.
4. Use of stimulants	41. Know the effects of using stimulants.	4.1.1. Define stimulants and give examples of the stimulants used by some people in the community/country.
		4.1.2. State the effects of stimulants on one's healthy, education, profession, safety, etc.
		4.1.3. Draw/make posters of effects of using stimulants e.g. tobacco, alcohol, drugs.
5. Social values, norms, customs and beliefs of your ethnic group.	5.1. Know and appreciate the norms, customs, and beliefs of various ethnic groups in Botswana.	5.1.1. Research and write a detailed report on the customs, norms and beliefs of various ethnic groups in Botswana.
		5.1.2. Compare and contrast the social values, customs, norms and beliefs of some of the ethnic groups.
6. Managing your money.	6.1. Acquire skills of managing financial resources as a student.	6.1.1. Draw their own budget based on their pocket money.
		6.1.2. List, interpret and analyze the value of savings.
7. Family Life Education	7.1. Understand the need for and importance of family life, as well as knowing the process involved in establishing a family.	7.1.1. State reason why people actually need to establish families.
		7.1.2. Identify the qualities of a good partner.
		7.1.3. Enumerate what changes starting a family may bring to on individual - lifestyle, etc.

	8. Adolescence	8.1. Understand the changes that take place during the stage of adolescence.	8.1.1. Describe the stage of adolescence. 8.1.. Describe its impact on behaviours and personality of the student - case study. 8.1.3. Discuss different physical and other changes occurring in boys and girls e.g., role play etc.
	9. Planning a family	9.1. Demonstrate ways of planning a family through dramatisation, role planning and case study.	9.1.1. Analyse a case study of a planned and implanned family.
	10. Causes and consequences of teenage pregnancy.	10.1. establish the causes and consequences of teenage pregnancy.	10.1.1. Relate in writing consequences of teenage pregnancy to their experiences. 10.1.2. State some traditional practices that condone and may lead to teenage pregnancy.
	11. Planning leisure time	11.1. Acquire skills of appreciating and planning leisure time i.e. time for rest, socialising with friend and physical development.	11.1.1. Draw a schedule showing when they rest i.e., go to sleep, read a story, watch an interesting TV programme etc. 11.1.1. Write down the time when they meet friends or attend some cultural activities. 11.1.3. Explain what exactly is meant and the need for leisure time. 11.1.4. State and allocate time for different leisure activities in their daily time table for sports and extra mural activities.
3.	1. Value of education	1.1. Assess the value of education and understand that "education if taken seriously and applied appropriately pays .	1.1.1. Research and produce a meaningful project. 1.1.2. Present their findings confidently to the rest of the class. 1.1.3. Identify activities in their school that show responsibility and explain how the prepare themselves for future responsibilities. 1.1.4. Make an account of the school activities that develop social skills i.e. clubs (helping others). 1.15. Describe how subjects they are taught prepare them for work by analysing the skills offered in those subjects. 1.1.6. List things that make education important e.g. provision of skills of writing, reading and arithmetic. - preparation for future responsibility - provision of social awareness and social skills - provision of educational and work skills.

2. Effective study	2.1. Develop effective study skills.	2.1.1. Plan and draw a study timetable and follow it.
		2.1.2. Identify and describe the best environment for study.
		2.1.3. Read and tabulate main points from a given passage .
		2.1.4. Scan and scheme in order to extract required information from a given passage.
		2.1.5. Identify all things that are important in effective study:
		  - making a time schedule
		  - place a study
		  - writing an outline
		  - developing reading skills
		  - making good notes
		  - using library

3. Using the library	3.1. find out the advantages of suing library.	3.1.1. Identify things to consider about using library - importance of extensive reading and research - how to use library.
4. Choosing subjects	4.1.	4.1.1.
5. Preparation for exams.	5.1 Adequately prepared for exams.	5.1.1. Manage time properly and effectively through their study timetables. 5.1.2. discuss the consequences of not allocating enough time for revision. 5.1.3. Describe ways of avoiding panic, anxiety, during exams time. 5.1.4. Outline good study habits i.e. getting enough sleep, time for relaxation. 5.1.5. Outline general rules or regulations governing exams e.g. punctuality, uniform etc.
6. Discipline	6.1. Reinforce the values of responsible living leading to self-discipline.	6.1.1. Define the concept discipline. 6.1.2. Correct their misconceptions about discipline with the help of the teacher. 6.1.3. Conform to acceptable behaviours in the schools. 6.1.4. Analyse the consequences of in discipline in the school.

APPENDIX 4

CHILDREN'S MEMORANDUM TO THE VICE PRESIDENT ON JUNE 16TH 1992 -DURING THE LAUNCHING OF THE DAY OF THE AFRICAN CHILD

We heard from the radio and we have been reading in news papers that Botswana has signed the declaration which we understand promises nice things for us. We will be happy to learn more about exactly what Botswana is going to do about all these things. We are very happy that you have personally come to grace this day which we understand is our day. And everybody in Botswana is thinking about nothing but our children.

In the last few days we have been listening to the radio, have been reading in news - papers how children in other parts of Africa are dying because they have no food. we hope Botswana will help other countries to give food to the children. If it is true what we hear that other children in Sudan, Somalia and Mozambique are not attending school and they live with their parents as refugees in other countries, we are very thankful that in Botswana we have a home, we can go to school and we have food. But we are afraid that with all this talk about drought we are also probably going to starve in Botswana.

CHILDREN'S PROBLEMS

Now that we have the chance to talk to you, we must tell you about our complaints. We want you to tell the Mini-bus drivers and taxi drivers to drive carefully and not to cause accidents. We want you to tell them not to pack us like sardines because when we reach school we look very dirty like we never ironed our clothes. We also think that as children we should pay only half of the fare. Another complaint against Mini - bus drivers and taxi drivers is that most of the time they don't stop at zebra - crossings, and some of them have hit children at zebra-crossings.

APPENDIX 5 QUESTIONNAIRE

COMMONWEALTH VALUES IN EDUCATION
YOUNG PEOPLE'S UNDERSTANDING OF HUMAN RIGHTS:
FOUR COUNTRY STUDY

QUESTIONNAIRE

You have been selected to take part in an important study involving selected young people in four Commonwealth countries -- Botswana, India, Northern Ireland in Britain and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future. **Please ask where you don't understand**

I. Law and the administration of justice

INTRODUCTION

You see a policeman catch someone who is running away with an article stolen from a shop. Would you expect any of the following to happen? (TICK YES or NO for i to v)

i)   The policeman to beat the person and put him or her in prison?

YES/NO

ii) The person to be tried in a court of law?

YES/NO

iii) The person to have a friend or lawyer in court who can examine witnesses and plead in his or her defence?

YES/NO

iv) Members of the public will be able to watch the trial?

YES/NO

v)   The judge or jury will be undecided as to whether the man stole the article until after they have heard the case?

YES/NO

vi) Is there anything else you think ought to happen? (ANSWER BRIEFLY)

_____
_____
_____
_____
_____
_____

vii) Is there anything else you would expect would really happen in practice if this took place near where you live? (ANSWER BRIEFLY)

_____

_____

_____

_____

_____

_____

2. Equality of opportunity

INTRODUCTION

You see four persons applying for a job who have the same qualifications and the same experience. Two are men and two are women. The persons come from different ethnic, religious and linguistic communities. What do you think will really happen in practice? (TICK YES or NO for i to v)

i) A person who will get the job is the one who is the same gender as the people who make the appointment.

YES/NO

ii) A person who will get the job is the one who comes from the same ethnic group as the people who make the appointment.

YES/NO

iii) A person who will get the job is the one who shares the same religion as the people who make the appointment.

iv) A person who will get the job is the one who shares the same linguistic backgrounds as the people who make the appointment.
?
YES/NO

v)) The person who will get the job will be the one who performs best at the interview test?

YES/NO

vi)   One of the two men will get the job?

YES/NO

vii). Either the youngest or the oldest of the four will get ythe job

YES/NO

viii)   Would the other three have a ground for complaint if the one who performed worst at the interview test was given the job?

YES/NO

ix)   What do you think ought to happen? (ANSWER BRIEFLY)

_____

_____

_____

_____

_____

3   **Social Studies (History)**

Tick the appropriate answer.

INTRODUCTION

You have been taught in social stuudies that colonialism (which means: *the owning of one country and the control of its people by another country*) is wrong.. It is wrong because:

i)   the country that owns another is taking money and riches from it.

     A. Stongly agree
     B. Agree
     C. Disagree
     D. Strongly disagree
     E. Don't know

ii)   people in every country should be free to choose their own leaders.

     A. Stongly agree
     B. Agree
     C. Disagree
     D. Strongly disagree
     E. Don't know

iii)   people in every country should be free to choose the way they live.

     A. Stongly agree
     B. Agree
     C. Disagree
     D. Strongly disagree
     E. Don't know

iv)   the soldiers and police in the colony are being given orders by the government of another country and the people of the colony have to obey?

     A. Stongly agree
     B. Agree
     C. Disagree
     D. Strongly disagree
     E. Don't know

In order for everyone to be able to enjoy their rights, when a country is independent

v)the people must choose their own government and laws.

    A. Stongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree
    E. Don't know

vi) the rights of all the people in that country should be respected?

    A. Stongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree
    E. Don't know

vii) the people will need to vote.

    A. Stongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree
    E. Don't know

viii) the people will need to obey the law.

    A. Stongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree
    E. Don't know

ix) the people will need to take an active interest in with goes on around them.

    A. Stongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree
    E. Don't know

x)   Is there anything else people in an independent country need to do to preserve their rights? (ANSWER BRIEFLY)

_____
_____
_____
_____
_____

4. **Civic and social rights and responsibilities**
   Tick the appropriate answer.

   INTRODUCTION

   Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should be involved in the following activities:-

   i) vote in elections?

       A. Very important
       B. Important
       C. Unimportant
       D. Very unimportant
       E. Don't know

   ii) pay your taxes?

       A. Very important
       B. Important
       C. Unimportant
       D. Very unimportant
       E. Don't know

   iii) know what your Government is doing?

       A. Very important
       B. Important
       C. Unimportant
       D. Very unimportant
       E. Don't know

   iv) be free to join societies, political parties, trade unions and to follow the religion of your choice?

       A. Very important
       B. Important
       C. Unimportant
       D. Very unimportant
       E. Don't know

   v) support your Government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?

       A. Very important
       B. Important
       C. Unimportant
       D. Very unimportant
       E. Don't know

   vi) is there anything else you could do to strengthen civic and social rights and responsibilities in your country? (ANSWER BRIEFLY)

   _____

   _____

   _____

6   Violence

Tick the appropriate answer.

INTRODUCTION

All countries suffer from fights and murders. Fights in the home can result in injuries. Violence is much worse where there is a war or civil war.

i)   Violence is never necessary, it is always possible to settle an   argument peacefully.

A. Stongly agree
B. Agree
C. Disagree
D. Strongly disagree
E. Don't know

ii)   People who use weapons or violence do so because they think they are stronger.
A. Stongly agree
B. Agree
C. Disagree
D. Strongly disagree
E. Don't know

iii)   People who use weapons or violence do so because theythey know they could not persuade their opponents without using force.

A. Stongly agree
B. Agree
C. Disagree
D. Strongly disagree
E. Don't know

iv)   Friends and neighbours should do something if they think a husband is beating his wife, or parents are injuring their child.

A. Stongly agree
B. Agree
C. Disagree
D. Strongly disagree
E. Don't know

v)   Police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed.

A. Stongly agree
B. Agree
C. Disagree
D. Strongly disagree
E. Don't know

iv) The right to your own language and culture?

        A. Most important
        B. Very important
        C. Important
        D. Unimportant
        E. Very unimportant

v) Your parents' right to bring you up as they wish, within the laws of your country?

        A. Most important
        B. Very important
        C. Important
        D. Unimportant
        E. Very unimportant

vi) If you had to describe yourself in five words, what would you say are the most important things about you? (ANSWER IN FIVE WORDS -- options might include boy/girl, nationality, religion, culture or language, member of a majority or minority community, etc)

_____

_____

_____

8   School experience

NB THIS SECTION IS FOR FORM 2S ONLY)

Tick the appropriate answer.

INTRODUCTION
You have been selected to take part in an important study involving selected young people in four Commonwealth countries -- Botswana, India, Northern Ireland and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future. Have you discussed or learnt about human rights, and the sort of questions you have just answered, in any of the following over the past two years:

i)   In school?
    YES/NO

ii)   In your family home?
    YES/NO

iii) In talks with friends of your own age?
    YES/NO

iv) In listening to radio or watching television?
    YES/NO

v)   In newspapers and magazines?
    YES/NO

vi) Nowhere
    YES/NO

vii) Where have you heard most about these questions?

A. School
B. Family home
C. Friends
D. radio/television
E. newspapers and magazines

viii)   Which source has been most helpful?

A. School
B. Family home
C. Friends
D. radio/television
E. newspapers and magazines

ix) At school, do you think that your teachers are working together to make sure all students understand human rights, and the responsibilities that go with them

     YES/NO

x)   Is there anything more you think schools can and should do to help young people to understand the rights and duties of a citizen? (ANSWER BRIEFLY – possibilities might include textbooks, exams, practise of rights within school etc)

_____

_____

_____

_____

B   Follow-up interviews with two Form 1s and two Form 2s in each of the secondary schools in the sample

These qualitative interviews are designed to extend and provide a context for the questionnaire results. It is suggested that the interviewer should allow up to an hour for each interview, and that each should be written up separately. In selecting the four persons from each school the aim should be to find those who have answered the questionnaire in a representative fashion, rather than a respondent whose views appear radically different. Where the school is mixed with boys and girls it would be appropriate to have two boys and two girls in the follow-up sample. The reports of these interviews should not name the pupil but just give their age, sex, school and differentiate them by initials (A, B, C,D) to preserve their anonymity. The interviewer may find it helpful to tape-record these interviews.

It is suggested that the interviewer proceeds with flexibility in these interviews, but would try to cover the following ground:

a)   Did the student have difficulty with any part of the questionnaire?

_____

_____

b)   Does the student think human rights are important, and is he/she familiar with the term

c)   How many of the dimensions set out in the Conceptual map are being covered in the secondary school curriculum, and are there any areas that are being entirely missed out or treated very cursorily?

_____

_____

_____

d)   Does the student have adequate resources (textbooks, copies of the national constitutions etc)?

_____

_____

_____

e)   Does the student feel that his/her family has any interest in education about human rights and related subjects?

_____

_____

_____

f)   Does the student feel that his/her family has any interest in education about human rights and related subjects?

_____

_____

_____

g)   Does the student think that this would be better covered in one or two subjects, or as a cross-curricular theme which covers several subjects?

_____

_____

_____

NB. It is expected that the interviewer will wish to ask some more detailed questions which may relate to the curriculum in force and the practices of each school where relevant to interpreting the response to the survey such salient points should be included in the report of each follow-up interview.

C   INTERVIEWS WITH ADMINISTRATORS, HEADS OR SCHOOL
     PRINCIPALS, TEACHERS

As above, these are designed to be qualitative and indicative interviews. They
will provide guidance for general policy, and an educational context for the
results of the student questionnaire. They can be carried out before or after the
student questionnaire has been administered, but in any event the persons
concerned should see that questionnaire. The interviewer should spend one to
two hours with each adult, and should write up each interview separately. It is
expected that these discussions will be conducted flexibly, and will seem more
like exchanges between professionals than an interview as such. As above, the
interviewer may find it helpful to tape-record these meetings. It is suggested
that the following ground could be covered.

a)   Whether and how human rights material is covered in teacher education
      (both initial and in-service) and what may need to be done?

      _____
      _____
      _____

b)   Does the current curriculum actually contain key human rights material
      (for example the dimensions of the Conceptual Map) and does it actually
      seem to be getting this across to the students?

      _____
      _____
      _____

c)   Is there a significant shortage of learning materials; if so, what are the
      main needs?

      _____
      _____
      _____

d)   This study has focused on 14 - 16 years olds, but at what age is it best to
      introduce ideas of human rights and responsibilities, and should 14 year
      olds in this country already have a grasp of them?

      _____
      _____
      _____

e)   This is a Commonwealth experimental project. In your view what types
      of international Commonwealth co-operation might be helpful (e.g
      developing materials, curriculum discussions, co-operation between
      Ministries, teacher professional associations)?

      _____
      _____
      _____

f)   Could teacher professional associations do more to help raise the status
      and quality of education about human rights?

      _____
      _____
      _____

g)   Could more be done through examinations, or ought this to be a field which is not examined?

_____

_____

h)   Should schools make more use of non-governmental bodies which have experience here (e.g. human rights and women's organisations)?

_____

_____

_____

i)   In a number of Commonwealth countries human rights matters are taught through a cross-curricular approach, involving permeation or infusion or several subjects. It is sometimes said that it is hard to make this approach work. In your experience, what needs to happen to make a cross - curricular/permeation/infusion strategy succeed?

_____

_____

_____

(j)   Given the stronger emphasis on human rights by most countries in the world, and especially by Commonwealth governments since the 1991 meeting of Heads in Harare, are there any policy or practical initiatives you would like to see you Ministry of Education taking now?

_____

_____

_____

(k)   Your parents' right to bring you up as they wish, within the laws of of your   country

_____

(l)   If you had yo describe yourself in five words what would you say are the most important things about you?

_____

_____

_____

Young People's Understanding of Human Rights

A FOUR COUNTRY STUDY

Country   Report
INDIA

ARJUN DEV

National Council of Educational Research and Training,
New Delhi

CONTENTS

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The responsibility for any lapses in conducting the study and every fault and deficiency in the final report is entirely mine.

ARJUN DEV

National Coordinator

23 April 1997

New Delhi

Part 1

School Education in India

General Background

India is located in the southern part of Asia. The mainland of India is separated from the landmass of Asia by the Himalayas and tapers off into the Indian Ocean between the Bay of Bengal and the Arabian Sea. Besides the mainland, India comprises Andaman and Nicobar Islands located in the Bay of Bengal and Lakshadweep group of islands in the Arabian Sea. It covers an area of 3,287,263 sq. km and is the seventh largest country in the world.

India is the second most populous country in the world. Her population in 1996 was estimated to be about 949.6 million. It comprises people belonging to almost every ethnic stock of humankind in varying degrees of their admixtures. Her geography and over 5000 year long history have given rise to a culture which is marked by great variety and diversity. The original homeland of Hinduism, with its numerous sects, Buddhism, Jainism, Sikhism and various other religious beliefs and practices, every major world religion, notably Islam and Christianity, has its followers in India.

Hundreds of mother tongues are spoken in India. Of the major languages, eighteen are specified in the Constitution. These are: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu. India is a Union of States and its territories comprise 25 States and 7 Union Territories. Hindi is the official language of the Union with English as the associate official language. Each State and Union Territory has one or more language (s) as its official language(s). There are 18 major languages, including English, which are used as medium languages in one or more State and Union Territory at all stages of education. Besides these, there are 33 other languages which are used as medium languages at one or more stages of school education. Besides the medium languages, 16 other languages - classical, foreign and modern Indian - are taught as subjects at various levels.

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General Framework of National Goals

The establishment of a democratic and secular political system and reconstruction and modernization of society based on the principles of egalitarianism and recognition of and respect for India's cultural diversity and variety were central to the vision of independent India which evolved during the struggle for independence. The Indian National Congress which represented the mainstream of independence movement adopted a resolution on Fundamental Rights and Economic Programme in 1931. The leaders of India's freedom struggle viewed the Indian struggle as a part of the world-wide movement against imperialism and colonialism, and for democracy and social progress, and expressed their solidarity with anti-colonial struggles and with victims of fascist aggression. The ideals of the freedom struggle were reflected in the Constitution which came into force in 1950 when India became a Republic.

The Preamble to the Constitution proclaims the resolve of the people of India to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens social, economic and political justice, liberty of thought, expression, belief, faith and worship, equality of status and opportunity, and to promote among them all fraternity assuring the dignity of the individual and the unity and integrity of the nation. Parts III, IV and IV A of the Constitution deal with Fundamental Rights, Directive Principles of State Policy and Fundamental Duties respectively. The Fundamental Rights include the Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies. The provisions contained in the Directive Principles of State Policy, though not enforceable by courts, lay down principles which are fundamental to the governance of the country and make it the duty of the State to apply these principles in making laws. These provisions make it the duty of the State to direct its policy towards securing that the citizens, men and women equally, have the right to an adequate means of livelihood, that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment,

that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity. The promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections, raising the standard of living of the people and the promotions of international peace and security are also among the Directive Principles laid down the Constitution. The provisions on Fundamental Duties make it the duty of every citizen to abide by the Constitution and respect its ideals and institutions, to cherish and follow the noble ideals which inspired our national struggle for freedom, to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women, to value and preserve the rich heritage of India's composite culture, to protect and improve the natural environment and to have compassion for living creatures, to develop the scientific temper, humanism and the spirit of inquiry and reform, to safeguard public property and to abjure violence.

Framework of Educational Policies

The system of education which independent India inherited was largely the creation of British colonial rule. The pre-colonial systems of education in India were largely destroyed within a few decades of the British conquest and, in their place, a new system began to be built from about the fourth decade of the 19th century to serve the requirements of colonial rule. In 1835, it was decided that 'all the funds at the disposal of the government would henceforth be spent in imparting to the Indians a knowledge of English literature and science'. In 1854, a document which is generally called the Magna Carta of English Education in India, enunciated the aim of education as the diffusion of the Arts, Science, Philosophy and Literature of Europe. The nationalist critique of this system focused on three features of this system: it kept the mass of the people ignorant and illiterate, it provided some education to small groups of people so that they could serve in the lower rungs of bureaucracy (the cost of importing personnel from home country being too heavy), and it sought to promote in the educated an attitude of neglect and contempt for their country and people. In the words of Lord Macaulay, whose Minute on Education in 1835 was the decisive influence on British educational policy at the time, a single shelf of a good European's library was worth the whole native literature of India and Arabia. Indians were

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portrayed as a degraded people in need of moral reform, sometimes attributing this degradation to racial, climatic and other such incurable factors. The Indian nationalists tried to build an alternative to the British system of education and during some of the mass struggles exhorted the people to boycott educational institutions which were under the control of the British government. Some of them evolved alternative philosophies of education which they implemented, though on a limited scale. However, it was only after independence, that comprehensive efforts began to be made for expansion and restructuring of education in every sector as well as the reorientation of its goals and objectives, and its content.

The goals and objectives of education have been articulated, within the framework of national goals and the principles laid down in the Constitution, in the reports of various Commissions which were set up from time to time since soon after independence and policies and programmes for their realization formulated and implemented. The Report of the Education Commission (1964-66) entitled <u>Education and National Development</u> which dealt with all stages and aspects of education provided a comprehensive articulation of goals and objectives of education; it still remains the basic document of educational reform and reorientation in India. In 1968, the Government of India issued a Resolution on the National Policy on Education for 'a radical reconstruction of education on the broad lines recommended by the Education Commission'. The most significant feature of the implementation of this Resolution was the creation of a new uniform educational structure in all parts of the country. This structure, known as the 10+2+3 pattern, had significant implications for school education. Under this pattern, the first ten years of school education were visualized as the stage of general education with undifferentiated courses with the objective of equipping children who cease their formal schooling at the end of this stage to be responsible citizens, providing them with basic knowledge for day-to-day living. Science and mathematics, along with social sciences, three languages (with mother tongue for the first five years and two other languages - Hindi for non-Hindi States, and a Modern Indian Language for Hindi States, and English - along with the mother tongue for the subsequent five years), art education, health and physical education and work experience were made the components of an undifferentiated curriculum for general education for the first ten years of schooling. With the implementation of this Policy the entire country came to have a common

structure of school education, the first ten years of school being generally divided into three stages, viz. Primary (Classes I to V), Upper Primary (Classes VI to VIII) and Secondary (Classes IX and X). The Higher Secondary stage (the +2 stage in the new pattern) provided for diversified courses with accent on vocationalization.

During the process of the implementation of the new pattern, a number of new issues and concerns came to the fore. In 1986, Indian Parliament adopted a new National Policy on Education. It was a more elaborate statement of educational policy than the 1968 Resolution. After 1968, a National Curriculum Framework was formulated as a part of the implementation of the new structure. The 1986 Policy visualized the National Curriculum Framework with a common core, along with a common structure, as the basis for building the National System of Education. It visualized education as an instrument for the realization of national goals, and as a catalyst in the process of human resource development, and as being 'fundamental to our all round development, material and spiritual'. The goals of education as expressed in the 1986 Policy may be summed up as follows:

- Develop knowledge, skills and abilities and foster values for the realization of national goals;
- Promote the growth of the full potential of the individual and develop in him/her the ability to think out new ideas constantly and creatively;
- Promote values of egalitarianism, democracy, secularism and socialism, equality of the sexes, protection of the environment, removal of social barriers, inculcation of scientific temper, observance of the small family norm;
- Create a sense of common citizenship and commitment to human values and to social justice;
- Refine sensitivities and perceptions that contribute to national cohesion and develop independence of mind and spirit;
- Motivate the younger generation for international peace and cooperation;
- Develop sensitivity to beauty, harmony and refinement;
- Promote equality by removing prejudices and complexes transmitted through the social environment and the accident of birth;
- Bring about changes in the status of women and remove social disparities;
- Prepare the younger generation for competent participation in a changing society;

- Develop manpower for different sectors of the economy;

- Combat obscurantism, religious fanaticism, violence, superstition and fatalism;

- Promote an understanding of the diverse cultural and social systems of the people living in different parts of the country and of the country's composite culture;

- Promote physical fitness;

- Develop skills for increasing productivity and inculcate dignity of labour and work ethos; and

- Develop prerequisites and habits necessary for self-learning and for life-long learning leading to the creation of a learning society.

General Framework of School Education

The adoption of a common structure throughout the country and the acceptance of a National Curriculum Framework with a common core along with the articulation of goals and objectives of education at the national level have determined the system of school education in India in recent years. The Indian Constitution clearly defines the jurisdiction of the Union and State Governments by providing three lists of subjects - the Central List of subjects over which the Union alone has jurisdiction, the State List of subjects over which States alone have jurisdiction, and a Concurrent List over which both the Union and the States have jurisdiction but in case of a conflict between a Central law and a State law, the Central law prevails. Education during colonial rule was a Provincial subject; after independence, it became a State subject. In 1976, however, it was transferred to the Concurrent List after a Constitutional amendment. In spite of its becoming a Concurrent subject, the formulation and implementation of educational policies and programmes have been matters of Centre-State partnership. The method adopted for evolving and implementing educational policy at the national level has been through a national consensus rather than through central legislation. While the 10+2 structure has been accepted by all States and Union Territories, the National Curriculum Framework, with its in-built flexibility for adaptation to suit specific requirements and conditions at the State level, is evolved by an autonomous academic body at the national level with the involvement of educational authorities and agencies of all States and other academic institutions and organizations.

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In practice, thus, while the general framework of educational policies and programmes is evolved at the national level, their implementation for all practical purposes is the responsibility of the States and Union Territories through their Departments of Education and other bodies. The formulation of the National Curriculum Framework is the responsibility of the National Council of Educational Research and Training (NCERT), a national level autonomous organization. The NCERT also formulates syllabus guidelines and detailed syllabuses in various subjects. These are adopted by the school system which has been set up by the Union Government and other national organizations, and adopted/adapted or made use of by the educational authorities and agencies in the States/Union Territories in developing their own curricula and syllabuses. Similarly, the NCERT also prepares, produces and distributes textbooks in various subjects and a variety of other educational materials for all stages of school education. These are used by the school system set up by the Union Government and other national organizations. The State authorities are free to adopt or adapt these materials or produce their own materials. In most parts of the country, the syllabuses in various subjects at all stages of school education are prescribed by the State bodies or autonomous bodies set up by the State Governments. These bodies also prescribe or recommend textbooks to be used in schools under their jurisdiction. In most parts of the country, most of the textbooks used in the schools are prepared and produced by agencies and organizations set up by the State Governments. Every State has a Board of School Education or a Board of Secondary Education and a Board of Higher Secondary Education. These Boards prescribe courses of study, prescribe or recommend textbooks and conduct public examinations. Most schools in a State or Union Territory are affiliated to the State's Board of Education which also prescribes norms for infrastructural facilities and academic standards. The two most important public examinations conducted by the State Boards are at the end of Class X for the Secondary stage and at the end of Class XII for the Higher Secondary stage. The certification of a student's performance in these examinations is generally the sole indicator of a student's educational achievements.

Besides the State Boards, there are two all-India Boards which have schools from different parts of the country affiliated to them. The more important of these is the Central Board of Secondary Education (CBSE). It has 4587 schools spread over various parts of the country, and a few outside India, affiliated to it. These schools include all the Kendriya

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Vidyalayas (Central Schools) which have been set up by the Central Government or by public sector undertakings mainly for the children of transferable employees of the Central Government or of public sector undertakings, 386 Jawahar Navodaya Vidyalayas which have been set up by the Central Government, one in a rural area of each district mainly for the rural children from disadvantaged sections, and private schools. [It may be noted that Jawahar Navodaya Vidyalayas are residential schools.] The other Board -- the Council of Indian School Certificate Examination -- has a few hundred private schools affiliated to it. All CBSE -- affiliated schools, whatever their location, follow the same courses of study at the secondary and higher secondary stages - based on the curriculum formulated by the NCERT -- and generally the same set of educational materials, including textbooks prepared by the NCERT, and are tested through the same public examination. (The school sample chosen for this study has been drawn from these schools.)

There are four types of schools classified according to management - government schools, schools run by local bodies, private schools aided by the government, and private schools unaided by the government. According to the Sixth All India Educational Survey, (1993), the total number of schools in the country was 825,707. Of these, 66,139 were Secondary schools and 23,524 Higher Secondary schools. The total number of school students was over 154 million of which over 22.4 million were in Secondary and Higher Secondary classes. Most of the Secondary and Higher Secondary schools are either government schools, schools of local bodies or aided by the government. The number of unaided private schools was about four per cent of the total.

Part II

Methodology

The design of the study, which is a part of the Commonwealth Values in Education Project, was developed at the International Centre for Intercultural Studies located in the Institute of Education, University of London, overseen by an international steering group drawn from four participating countries.   The design of the study included a review of curriculum and materials. The Conceptual Map, the Questionnaire to be administered to students and the specific issues to be discussed during interviews with students, teachers, principals and administrators as well as basic methodology to be followed for conducting the study were also provided.

1.   Review of Curriculum and Materials

For the purposes of this study, the curriculum and materials, particularly textbooks, used in the schools affiliated to the Central Board of Secondary Education (CBSE) have been reviewed with a view to identify human rights dimensions and issues incorporated in them. [As explained later in this Part, the school sample also has been selected from the CBSE - affiliated schools.] There is a wide variety of syllabuses and textbooks used in the schools affiliated to the Boards of School Education in various States in numerous medium languages and the set of materials reviewed for the purposes of this study are one among many which are used in Indian schools. While it is important to keep in mind this limitation, it may be noted that these materials which are prepared by the NCERT are also adopted or adapted or made use of by the educational authorities in the States, in developing their own materials. Also, the National Curriculum Framework formulated by the NCERT provides the general framework within which all educational authorities are expected to develop the details of their respective courses of study and educational materials. Thus the curriculum and the materials reviewed reflect in many ways the common features of the curricula and materials used in all parts of the country. However, it does not take into account the specific departures and variations from it made in the States' curricula and materials.

2. Moderation of the Students' Questionnaire

The study team, drawn from various disciplines, including Social Sciences, Sciences, Language, Philosophy, and Educational Evaluation, scrutinized the Questionnaire and moderated/modified it from the point of view of internal consistency and comprehensibility for use in the Indian context. A part of the Questionnaire in the section on History was modified and a question seeking Reasons for response was added. The references to 'race', wherever they occurred in the Questionnaire, were deleted as the question of race has little relevance in Indian context. 'Caste' was added in some questions because of its importance in Indian social organization. It also prepared the Hindi version of the Questionnaire as it came to the conclusion that not all respondents would be comfortable with the English version and such students should have the option of responding to the Questionnaire in Hindi which is a major Indian language and is widely used as a medium of instruction. [About half the students responded to the Hindi version of the Questionnaire.]

3. Selection of the School Sample

The selection of the school sample from the vast number of secondary and higher secondary schools in the country was done keeping in view various factors. It was considered important that the schools selected should together reflect the ecological-geographical and socio-cultural diversity of the country as well as student population of both boys and girls from the various socio-economic strata. Considering the variety and diversity in the courses of study and the educational materials, particularly textbooks, it was decided that the sample should be drawn from those schools which follow broadly the same courses of study at the Upper Primary (classes VI-VIII) and Secondary (classes IX-X) stages and are subject to the same public examination at the end of the Secondary stage. It was also considered important that in the schools selected, both English and Hindi should be in use as languages for study as well as media of instruction. Because of these considerations, it was decided to select four urban schools located in four geographical regions along with four predominantly rural schools located in the same or the adjoining districts in which the urban schools were located. The student population of the latter is predominantly rural. All these schools are affiliated to the Central Board of Secondary Education. No private schools have been selected in the sample due to their very small number as well as due to the fact that the student population of

these schools come almost exclusively from higher socio-economic strata. The urban schools selected, on the other hand, have a more heterogeneous composition in terms of the socio-economic background of their pupils. Similarly, no exclusively girls or exclusively boys schools have been selected because the types of schools from which the sample has been taken are all co-educational institutions.

The schools selected in the sample are the following:

1. D.M. School, Mysore, Karnataka
2. Jawahar Navodaya Vidyalaya, Shivaragudda, Mandya District, Karnataka
3. D.M. School, Bhubaneswar, Orissa
4. Jawahar Navodaya Vidyalaya, Munduli, District Cuttack, Orissa
5. D.M. School, Ajmer, Rajasthan
6. Jawahar Navodaya Vidyalaya, Nandla, District Ajmer, Rajasthan
7. D.M. School, Bhopal, Madhya Pradesh
8. Jawahar Navodaya Vidyalaya, Pawarkheda, District Hoshangabad, Madhya Pradesh

The location of each of these schools is marked on the map of India. None of the four cities where the urban schools in the sample are located is a metropolitan city though two of them, Bhopal and Bhubaneswar, are State capitals.

4. Selection of the Students Sample

The students sample from each school has been drawn from two classes (or levels) - class IX and class XI. (In India, the first year in school is class I and the last year is class XII.) The age of entry in school is generally six years and, therefore, the age of students in class IX is generally expected to be 14+ and in class XI 16+. However, in practice, it can be one year more or one year less and in some cases the variation can be even more, say two years plus; there can also be repeaters, particularly in classes X and XII, the classes for which public examinations are held. In selecting the sample, the criterion followed is exclusively the class in which students are studying and not their age.

It was decided to select 20 students from class IX and 20 from class XI from each school. Further, it was decided to select 10 girl students and 10 boy students each from classes IX and XI of each school. From each of the schools, the sample was selected following the

INDIA
LOCATION OF SAMPLE SCHOOLS

KILOMETRES
100 0 100 200 300 400

DELHI

AJMER
△ NANDLA

BHOPAL
△ PAWARKHEDA

MUNDULI
△
NEW MOORE I.
(INDIA)
BHUBANESWAR

SHIVARAGUDDA
△
MYSORE

LAKSHADWEEP (INDIA)

ANDAMAN AND NICOBAR ISLANDS (INDIA)

INDIRA POINT

LEGEND
—·—·— INTERNATIONAL BOUNDARY
—·—·— STATE BOUNDARY
■ CAPITAL OF INDIA
⊘ URBAN SCHOOL
△ RURAL SCHOOL

68° 72° 76° 80° 84° 88° 92° 96°

36° 32° 28° 24° 20° 16° 12° 8°

72° E. of Greenwich   76°   80°   84°   88°   92°

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Random Numbers Table. Separate lists of girls and boys of classes IX and XI present on the day of the administration of the Questionnaire, which was pre-arranged in consultation with the school authorities, were prepared from the teachers' attendance registers and following the Random Numbers Table, the sample was selected. In three schools, however, there was a deviation from this due to insufficient number of girl students in class XI. In the rural school in Madhya Pradesh, the sample included only 9 girls but 11 boys; in the urban school in Ajmer, the sample included 8 girls and 10 boys; and in the rural school in Nandla, Rajasthan, the sample included 4 girls and 10 boys. The total sample was, therefore, 312 instead of the expected 320.

5.   Limitations of the Sample

Given the geographical, ecological, cultural-linguistic variety and diversity, diversity in the process of historical development in different regions of the country and in social formations, and the variety in the systems of educational administration and the curricula, the sample selected for the study is not fully representative of the student population of the concerned age groups/classes in the country. The findings of the study, therefore, can be no more than only indicative. Although the sample selected is larger than the one suggested, an even larger sample that would make it fully representative could not be taken due to limitations of time and resources.

6.   Composition of the Sample

The tables given below give gender-wise and urban/rural composition as well as their age-wise distribution respectively.

Composition of the samples by class in terms of Urban/Rural and Girls/Boys

		Girls/Boys	Rural	Urban	Total
Class	IX	Girls	40	40	80
		Boys	40	40	80
Class	XI	Girls	33	38	71
		Boys	41	40	81
	Total		**154**	**158**	**312**

Composition of the Sample by Age in years with reference to Class, Rural/Urban and Girls/Boys

Class	Urban/ Rural	Girls/ Boys	13+	14+	15+	16+	17+	18+	NR	Total
IX	Urban	Girls	19	19	02	0	0	0	0	40
		Boys	14	18	05	02	0	0	01	40
	Rural	Girls	15	19	04	01	0	0	01	40
		Boys	08	25	06	01	0	0	0	40
		Total	56	81	17	04	0	0	02	160
XI	Urban	Girls	0	0	13	22	02	0	01	38
		Boys	0	0	13	20	05	01	01	40
	Rural	Girls	0	0	11	21	01	0	0	33
		Boys	0	0	12	23	06	0	0	41
		Total	0	0	49	86	14	01	02	152
TOTAL			**56**	**81**	**66**	**90**	**14**	**01**	**04**	**312**

NR=No Response

Information about Parents

Number of students with both parents living	291
Number of students with only one parent living	12
Number of students with neither parent living	06
No response	03
Total	-----------
	312

Information about Siblings

Number of students with no brother or sister	09
Number of students who have one or two brothers/sisters	205
Number of students with more than two brothers/sisters	95
No response	03
Total	-----
	312

Subjects Studied

As stated in the previous chapter, the school curriculum up to the Secondary stage (classes IX-X) is undifferentiated. All class IX students study two/three languages, Science, Mathematics and Social Sciences. Differentiation of curriculum starts in class XI when students can choose three/four subjects as electives from a list of subjects, besides the compulsory and/or optional language(s). There is generally an informal grouping of subjects which are referred to, though technically incorrectly, as streams. The following table gives the number of class XI students (Girls and Boys) in the sample, with percentages in parenthesis, studying Science courses, Social Science courses, Commerce courses and Vocational courses.

Elective courses studied by Class XI students in the sample

Girls/Boys	Science	Soc.Science	Commerce	Vocational	Any Other	No Res.	Total
Girl	48 (67.7%)	15 (21.1%)	02 (2.8%)	04 (5.6%)	0 (0%)	02 (2.8%)	71 (100%)
Boys	54 (66.7%)	21 (26%)	04 (4.9%)	0 (0%)	0 (0%)	02 (2.4%)	81 (100%)
Total	102 (67.1%)	36 (23.7%)	06 (23.6%)	04 (2.6%)	0 (0%)	04 (2.6%)	152 (100%)

7.   Administration of the Questionnaire

Every aspect of the administration of the Questionnaire was discussed by members of the team and the Questionnaire was administered by members of the team by following exactly the same procedures in every case. The administration of the Questionnaire and the conduct of interviews with students, teachers and principals was done during the first fortnight of December 1996 (2 December to 14 December) in all schools. This period was chosen because it suited all the eight schools. The school authorities extended their full cooperation in every case and the administration was done without any disturbance or problem in a pre-arranged room in the school which could comfortably seat 40 students together. All the Questionnaires which were used were given an Identification Number. The respondents took between 40 minutes to one hour in responding to the Questionnaire. The difficulties faced by students in comprehending and responding to questions emerged during interviews by the members of the team with selected students. These have been mentioned in Part V of this Report.

8.   Interviews with Students, Teachers, Principals and Administrators

The guidelines for interviews with students, teachers, Principals and educational administrators were discussed by the team. Detailed guidelines for interviews with students were prepared and were followed by the members of the team while interviewing the students. Proforma for preparing the reports of the interviews in each school was prepared and made use of by members of the team in every case. The interviews with students -- four in each school, including one girl and one boy from class IX and one girl and one boy from class XI from among those who appeared to have responded to most of the items in the Questionnaire -- were conducted, individually for each student. The duration of the interview with each student varied from 45 minutes to one hour. The interviews with teachers (three in each school) and Principals were conducted on the next day after they had studied the conceptual map and the Students Questionnaire. The teachers, mostly teachers of social science subjects and a few science and language teachers, were interviewed together while each Principal was interviewed separately (except in one case where the Principal

insisted on being interviewed together with the teachers). The duration of the interviews with teachers was between two to three hours and with principals about an hour and a half to two hours. The interviews with administrators - the top level functionaries of the Central Board of Secondary Education, the Kendriya Vidyalaya Sangathan (Central Schools Organization), the Navodaya Vidyalaya Samiti, the National Council of Teacher Education, and NCERT -- focused on general issues of policy while those for students, teachers and Principals broadly focused on the issues listed in the Project Note. All interviews were conducted in a relaxed and informal atmosphere in a conversational mode and, except for those with administrators, were tape-recorded. A separate report for each set of interviews in each school was written down by members of the team in a set proforma soon after the interviews had been completed. In each case, the members of the team involved in administering the Questionnaire and conducting the interviews were well-versed in Hindi and English. The entire exercise of administering the Questionnaire and conducting the interview was done in an atmosphere of cordiality and without any tension, and each member of the team found the experience delightful and extremely fruitful -- all of them described it as exhilarating.

9. Presentation and Analysis of Data

The data from the Questionnaires was transferred on tables. The responses to open ended items, in most cases, were also transferred on tables in a few patterns of responses which emerged from the analysis. The main focus in the analysis of data was to find variations in the responses of class IX and class XI students. The variables of Urban/Rural and Girls/Boys for each class were also used in most cases while transferring the responses on tables and were analyzed wherever these variables were significant.

In Part III of this report, the courses of study and the textbooks used up to class X have been referred to along with a brief description of the human rights issues which they cover. Although nearly half of the sample belongs to class XI, the courses and textbooks used in class XI have not been examined. This has been done on the assumption that one of the major objectives of the study is to examine the variation in the responses of class IX and class XI students for which the courses up to class VIII (for class IX students) and, additionally, courses of classes IX and X (for class XI students) are important to consider.

The data collected from the Questionnaires has been presented, in most cases, in simple frequency tables along with percentages for each group. The categories of responses to both close-ended and, in most cases, open-ended questions were analysed by obtaining the percentages of frequencies of responses for identifying the major patterns. The presentation and analysis of data has been done separately for each of the eight sections followed in each case with a brief conclusion.

The reports based on interviews with students, teachers and Principals as well as with the administrators have been presented in Part V in a descriptive form. The main findings and recommendations are given in Part VI.

Part III

Curriculum and Materials

This report is based on a review of the <u>National Curriculum for Elementary and Secondary Education - A Framework</u> (generally referred to as National Curriculum Framework), Syllabus Guidelines and Syllabuses for all subjects for Upper Primary and Secondary stages, and textbooks in Environmental Studies (Social Studies) for the Primary stage, Social Sciences (Civics, History and Geography) for the Upper Primary stage and Social Sciences (History, Civics, Geography and Economics) at the Secondary stage. All these materials have been developed by the NCERT and are used in schools affiliated to the CBSE, including all those schools which were selected for administering the Students' Questionnaire and interviews with students, teachers and principals for purposes of the present study. As has been stated earlier, the first ten years of schooling in India comprising the Primary, Upper Primary and Secondary stages provide for general education with an undifferentiated curriculum. The review presented here attempts to describe certain aspects of the syllabuses and in the case of social science subjects, textbooks based on them that have a bearning on human rights education.

Some of the major components relating to human rights included in these syllabuses and textbooks are the following:

- Basic features of the Indian political system and Indian Constitution, particularly the Preamble, and Parts III, IV and IVA which have a direct bearing on human rights
- Problems and challenges of contemporary Indian life - polity, economy, society, culture-- which have a direct or indirect bearing on human rights
- Diversity and variety of Indian culture, its composite and non-monolithic character
- Indian social system and dynamics of social change
- Major events in the history of India and the world relating to the struggle for political and civil rights as well as economic and social rights, and the role played by common people and outstanding leaders in these struggles

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- Human Rights situation in the world, particularly with regard to gross violations in the form of colonialism, racialism and apartheid
- Literary works which reflect human rights concerns and quest for freedom and human rights
- Biological unity of human species
- Major historical documents such as the Declaration of Independence, Declaration of the Rights of Man and Citizen, United Nations Charter, Universal Declaration of Human Rights, etc.

Various issues and dimensions of human rights have been reflected in the syllabus guidelines, syllabuses and textbooks for various subjects keeping in view the conceptual level of pupils at each stage of school education.

Primary Stage (Classes I-V)

The main relevant subjects at this stage are Environmental Studies and Language(s). The curriculum in Environmental Studies aims at promoting knowledge and understanding of natural and physical environment as well as of social and cultural environment. Beginning with the study of those aspects of the environment which are within the immediate experience of the child, its scope is extended to include the district, the state, the country and the world. Narratives and biographies of men and women from the history of India and of the world, India's freedom struggle and certain aspects of Indian Constitution are included in this course. The human rights dimension in this course has its main focus on the following:

1. Developing knowledge and respect for the diversity and variety in the ethnic composition and culture, in language, religion, customs and ways of living in India and the world;

2. Developing knowledge about men and women from different parts of India and the world through the ages, who have struggled for justice, human brotherhood and human equality;

3. Developing an understanding of the vision of independent India as it evolved during the struggle for freedom;

4. Promoting a broad understanding of India's national goals and main features of Fundamental Rights, Directive Principles and Fundamental Duties;

5. Promoting concern about deprivation, poverty, disease, illiteracy and inequalities; and

6. Developing knowledge and concern about the environment and its degradation.

The ideational content of the language course(s) has as one of its foci the development of personal qualities of compassion, tolerance and sympathy through an appropriate selection of stories, poems and other literary forms which are used in language curriculum at this stage.

The textbooks in Environmental Studies/Social Studies for Classes III to V have lessons on, among others, the following: the variety of cultural patterns in India (in dress, food, festivals), occupations and people who help us, local self-governing bodies, in Class III; cultural variety in different natural/geographical regions of India, India's linguistic variety, art and architecture, festivals (religious, cultural and national), variety in religious beliefs and practices, founders of various religions, Indian personalities from various periods of Indian history and different areas of life, how we govern ourselves, national goals, rights and duties, etc. in Class IV; and India's struggle for freedom, United Nations and its agencies, objectives and contribution, the main human rights enshrined in the Universal Declaration, life stories of Socrates, Abraham Lincoln, Karl Marx, Mahatma Gandhi and Martin Luther King.

The textbooks for Hindi language at this stage have lessons relating to such human rights issues as those relating to health, environment, the physically handicapped, dignity of labour, etc.

Upper Primary Stage (Classes VI-VIII)

The major subject areas relevant to human rights education at this stage are social sciences, science and languages.

Social Sciences: The NCERT's syllabus guidelines which provide the general framework for the syllabi in different social science subjects (history, geography and civics) lay stress on promoting appreciation of 'diversities in ways of living and interdependence of various regions of India and the world', and on the knowledge and understanding of civic and political institutions and of contemporary social and economic issues.

The course in History at this stage deals mainly with the history of India in the general perspective of the history of world civilization. It lays stress on developing 'understanding and appreciation of India's cultural heritage and its composite nature, of its richness and variety', and 'a critical appreciation of the past so that the pupil's personality is free from irrational prejudices and bigotry, parochialism and communalism, and is imbued with a scientific and forward-looking outlook'.

The human rights dimension in this course, and the textbooks based on it, lies in (i) providing a critical understanding of Indian society through the ages, with some focus on the position of women, the inequalities created by the caste system, and various barbarous practices which arose during various periods and of attempts by reformers in various periods to bring about a more humane social order, including the role of the various reform movements since the 19th century in combating some of the barbarous practices against women and depressed classes and other sections of society; and (ii) developing knowledge and understanding of the struggle for freedom and the ideals that it embodied for reconstructing Indian society, polity and economy on the principles of democracy, secularism and egalitarianism.

The relevance of the Geography course which deals with the geography of different continents and of a few selected countries in each continent lies in bringing into a sharp focus the variety of ways of living in different parts of India and of the world, and developing an appreciation of this variety.

The course in Civics aims at promoting well-informed and intelligent citizenship for effective participation in the affairs of the community. At this stage, values of democracy, secularism, socialism and national integration are sought to be inculcated in the students. The course includes the study of the Constitution of India with an emphasis on the values of egalitarianism, democracy and secularism enshrined in it. The pupil is introduced to the study of Fundamental Rights, Directive Principles and Fundamental Duties included in the Constitution. The course also includes the study of contemporary problems and issues, including current social and economic problems facing the country, problems relating to the environment, arms race and human rights.

The Civics textbook of the NCERT for class VI deals with the representative local bodies and their functions, problems of rural poverty and indebtedness and steps taken to deal with

them, social evils, superstition and ignorance which aggravate the living conditions of the people, problems relating to women's status in society, rural development programmes, rights and responsibilities with reference to local problems of the community, etc. The class VII Civics textbook deals with various aspects of Constitution and government, India's national goals of democracy, secularism and socialism, the functioning of a democratic government, Fundamental Rights and Directive Principles and their interrelationship, Fundamental Duties, etc. The main focus of the class VIII Civics textbook is the study of problems and challenges facing India. It includes the study of the problems of building a secular state, ending inequalities, promoting national integration, combating the caste system and the inhuman practices associated with untouchability, the struggle against caste discrimination, illiteracy and poverty, problems relating to population - related questions, contemporary world issues and problems, including the study of the Universal Declaration of Human Rights, Convention on the Rights of the Child, cases of violation of human rights, racism, destruction caused by wars, use of atom bombs and the dangers resulting from stockpiling of arms, disparities between developed and developing countries, environmental pollution, etc.

Science:- The guidelines for the course in science, which is introduced as an undiversified subject at this stage, stress the objective of inculcating a rational outlook and thereby help combat 'obscurantism and prejudices based on narrow considerations of caste, sex or religion'. The guidelines also emphasize the objective of promoting understanding of 'the processes and problems of areas related to agriculture, health and nutrition, environmental protection, energy and material resources and, more importantly, develop a scientific attitude to live more effectively as a responsible citizen'.

Languages:- In the selection of the thematic and ideational content in language courses, the objective of inculcating human values and attitudes and promoting an awareness of human rights, international understanding and other issues of global significance has been stressed. The textual materials and the selections for anthologies in language courses at the Upper Primary and Secondary stages introduce the pupil to the literary heritage of the language that is being studied as well as the literary and cultural heritage of other languages and regions of the country and of the world.

Both these aspects - the thematic and ideational content and the literary heritage of languages of various cultures - constitute major inputs in education for human rights.

Secondary Stage (Classes IX-X)

Social Sciences:- The syllabus guidelines for the Secondary stage define the framework of courses in social sciences at this stage as follows: "The study of social sciences as a component of general education is of crucial importance in facilitating the child's growth into a well-informed and responsible citizen. It should aim at developing in children an understanding of their physical and social environment, both immediate and remote, in terms of time and space and an appreciation of cultural heritage, both of India and of the world as a whole....

"The study of social sciences should aim at deepening their understanding of contemporary India and its social, economic and political development as an independent nation, and its composite culture.

"The study of social sciences should aim at developing in the child a world perspective and an understanding of the problems of the contemporary world, particularly those relating to international peace and human rights and the establishment of a just world order. Above all, the study of social sciences should aim at developing in the child a spirit of enquiry, a scientific and forward-looking outlook and aversion to injustice and bigotry".

The specific objectives and content outline of History, Geography, Civics, and Economics which comprise social sciences at this stage provide for the study of various dimensions and aspects of human rights.

History:- The History course at this stage is mainly an introduction to world history with a focus on main stages in the growth of civilization, in its social, economic and political aspects and on cultural and scientific development. The course also lays stress on the contribution of different peoples to the common heritage of mankind. Thus it helps promote knowledge and appreciation of diversities. By introducing the student to changes in culture, society, economy and polity through the ages the world over, it promotes a critical view on issues which have a bearing on human rights. A major part of this course deals with colonialism and imperialism and the successful struggles for national liberation, movements

for popular sovereignty and democracy and for social equality and justice, the rise of authoritarian, fascist and racist regimes and their collapse, all of which have a bearing on understanding the concept of human rights and its dynamics. These components also help provide a broad historical perspective for the study of contemporary problems, including issues relating to the observance and violation of human rights. It also introduces the student to some of the significant declarations on human rights, from the Declaration of Independence to the Universal Declaration of Human Rights.

Some of the specific topics and historical developments covered in the history textbooks for classes IX-X are the following: aspects of European renaissance which undermined the cultural and intellectual domination of the Church, humanism as a characteristic feature of renaissance and its expression in art and literature, the beginning of modern science, rise of nation-states and the struggle against absolutism, early colonization (of Americas and parts of Asia and Africa) and slave trade, capitalism and the Industrial Revolution and their impact on society, the condition of industrial workers, the beginning of trade unions and socialist ideas and movements, revolutionary and nationalist movements including the American war of Independence, the French Revolution (along with their revolutionary declarations), growth of the socialist movement in the 19th century (along with the 1848 revolutions, the First and the Second International), struggle for democracy in England and for national independence in Latin America, movements of national unification, the study of imperialism and effects of imperialism on the subjugated countries (along with the struggle against imperialism), the Russian Revolution, rise of fascist and authoritarian regimes in the inter-war period, the Second World War and the victory over fascism, the national liberation movements and the collapse of imperialism and the rise of independent nations in Asia and Africa, the Cold War and various world developments connected with it, the apartheid system in South Africa and its collapse, collapse of Communist Parties' rule and of Soviet Union and its control over Eastern Europe, role of the Non-Aligned Movement in the struggle against colonialism and imperialism, etc. These books also have three units on India which deal with aspects of the growth of India's composite culture, the Indian awakening (including the social and religious reform movements of the 19th century) and the struggle for freedom and the vision of a secular democratic polity that it evolved.

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Geography:- The Geography course lays stress on issues related to environment and population.

Civics:- Its main focus at this stage is to prepare students for their social and political role in Indian democracy. It aims at developing an awareness and critical understanding of the social, economic and political challenges facing the country, respect for diversities in ways of life and appreciation of the role and contribution of India and of the United Nations in the promotion of international peace. The course specifies the study of the problems of the minorities and the depressed sections of Indian society and of contemporary world problems, particularly human rights, disarmament and new international economic order. The specific projects suggested to be undertaken by students include the celebration of the Human Rights Day.

The Civics textbook for classes IX-X deals with the following topics/themes having a bearing on human rights education: individual and society, types of societies, social organizations, the state and the government, democratic citizenship, various forms of government, Indian Constitution, its objectives and basic features, Fundamental Rights, Directive Principles and Fundamental Duties, Union and State Governments, Judiciary, Lok Adalats and Public Interest Litigation, democracy (its origins, forms), formal processes of representation, other institutions and mechanisms (political parties, principles of discipline, tolerance and dissent, formation of public opinion, media, citizenship in a democracy), electoral process, party system in India, role of the opposition, historical process in the formation of the Indian nation, ideals before the Indian nation (democracy, political equality, social equality, economic equality, secularism), challenges before Indian democracy (inequalities, communalism, minority rights, regional aspirations and regionalism, caste and untouchability, inequality of women, unemployment, nepotism and bribery, a critical review of the steps taken), Indian foreign policy, non-alignment, relations with other countries, the United Nations (its structure and objectives), world problems (human rights, disarmament, New International Economic Order,), etc.

Economics:- The course in Economics at this stage deals mainly with the study of the Indian economy with emphasis on the twin objectives of economic development and social

justice. Among the objectives of this course is the inculcation of 'a passion for social justice and an urge to resist exploitation in any form by men or by the State'. This course also covers the question of 'Rights of Consumers; Consumer Protection' and refers to the protection of consumers from unfair trade practices, the influence of advertising through new electronic media making the consumer vulnerable, the Consumer Protection Forums which have been set up, and the necessity for the modern consumer to develop the consumer skills, etc.

Science:- The course in science lays stress on the development of scientific temper, the cultivation of social, ethical, moral and aesthetic values, and development of 'sensitivity to possible uses and misuses of science and concern for a clean environment and preservation of the ecosystem'. It attempts to relate the concepts and principles of science with agriculture, communication, industry, energy and material resources, health, environment and social forestry.

Languages:- The courses in languages include literary pieces which promote awareness of and sensitivity to problems of contemporary life, social oppression and inequities.

It will be seen from the above that the basic framework of various courses up to the secondary stage and the textbooks based on these courses seek to promote an understanding of the various aspects and dimensions of human rights. It may be noted that up to the secondary stage, school curriculum provides for general education. The curriculum is undifferentiated and all subjects are compulsory.

School Curriculum and the Conceptual Map

It can be said that broadly all the areas listed in the conceptual map of the Commonwealth Values in Education are covered in the school curriculum up to the secondary stage in one form or another. The approach followed is cross-curricular and issues which are integral to a particular subject are sought to be covered within the framework of that subject. Thus the issues relating to Law and the administration of Justice, Equality of opportunity, Civic and social rights and responsibilities, the question of legitimacy or

otherwise of the use of violence by the State, are dealt within Civics courses at various levels. Various aspects mentioned under History along with specific historical developments are covered in the History courses and textbooks. The Consumer rights are sought to be covered in both Civics and Economics courses. Certain aspects of Violence and Identity are also covered in Civics although these are questions which directly and, perhaps more, indirectly need to be reflected in every subject curriculum. The language (and literature) courses have a very important role to play in imparting the necessary value orientation for all human rights issues. Geography curriculum is particularly important for promoting awareness of environmental concerns.

However, the coverage of a particular issue in the curriculum by itself does not necessarily mean that it, in fact, promotes the required understanding and, much more importantly, the necessary value orientation which is crucial to all human rights issues. The treatment in the curriculum itself may be inadequate or even defective and it may be divorced from real life situations and therefore not contributing to the enhancement of understanding. Besides the formal curriculum (and the textbooks), how the curriculum is transacted can be even more important. There are also issues relating to the ambience of the school, its organizational structure which have a bearing on human rights issues.

Part IV

Student Survey

This Part presents some of the data collected from the students' responses to the Questionnaire and an analysis comparing the responses of class IX students and class XI students to indicate differences, if any, in the perception and understanding of the two groups of students who differ from each other by, generally, two years in age and by two years in formal education. The differences in perception and understanding between boys and girls and between urban and rural students, wherever it is striking, is also brought out. For open-ended questions, the responses and their analyses are presented in terms of a few common patterns. At the end of each set of questions covered in a section, the understanding of the issues that the responses reflect is indicated in the form of a conclusion.

Section 1

Law and the Administration of Justice

Statement

You see a policeman catch someone who is running away with an article taken from a shop.

Six statements indicating what would happen follow and students were asked to respond with Yes or No to each. These are followed by two open-ended questions.

The following tables present students' perception of the <u>actual</u> situation through their Yes/No response (Yes means they agree, No means they disagree).

(a) The policeman beats the person and puts him or her in prison.

	Yes	No	No Response	Total
All Students	225	87	0	312
	(72.1%)	(27.9%)	(0%)	(100%)
Class IX students	115	45	0	160
	(71.9%)	(28.1%)	(0%)	(100%)
Class XI Students	110	42	0	152
	(72.4%)	(27.6%)	(0%)	(100%)
Urban Students	125	33	0	158
	(79.1%)	(20.9%)	(0%)	(100%)
Rural Students	100	54	0	154
	(64.9%)	(35.1%)	(0%)	(100%)
Girl Students	115	36	0	151
	(76.2%)	(23.8%)	(0%)	(100%)
Boy Students	110	51	0	161
	(68.3%)	(31.7%)	(0%)	(100%)

A vast majority of all students (over 72%) think that it is common for the police to resort to unlawful acts (beating up the person and putting him or her in prison). There is little difference in the perception of class IX students and class XI students. However, more urban than rural students and more girl students than boy students think that the police resorts to these unlawful acts.

(b) The person is to be tried in a court of law.

	Yes	No	No Response	Total
All Students	209	98	05	312
	(67%)	(31.4%)	(1.6%)	(100%)
Class IX Students	103	56	01	160
	(64.4%)	(35%)	(0.6%)	(100%)
Class XI Students	106	42	04	152
	(69.8%)	(27.6%)	(2.6%)	(100%)
Urban Students	107	50	01	158
	(67.8%)	(31.6%)	(0.6%)	(100%)
Rural Students	102	48	04	154
	(66.2%)	(31.2%)	(2.6%)	(100%)
Girl Students	102	47	02	151
	(67.5%)	(31.2%)	(1.3%)	(100%)
Boy Students	107	51	03	161
	(66.5%)	(31.7%)	(1.8%)	(100%)

Thus 67% of all students think that the person will be tried in a court of law. The percentage of class XI students who think so is higher (69.8%) than class IX students (64.4%). The variation in the perceptions of rural and urban students and girl students and boy students is marginal.

(c) The person is to have a lawyer in court who can examine witnesses and plead in his or her defence.

	Yes	No	No Response	Total
All Students	212 (68%)	93 (29.8%)	7 (2.2%)	312 (100%)
Class IX Students	103 (64.4%)	54 (33.8%)	03 (1.8%)	160 (100%)
Class XI Students	109 (71.8%)	39 (25.6%)	04 (2.6%)	152 (100%)
Urban Students	115 (72.8%)	41 (26%)	02 (1.2%)	158 (100%)
Rural Students	97 (63%)	52 (33.8%)	05 (3.2%)	154 (100%)
Girl Students	102 (67.4%)	45 (30%)	04 (2.6%)	151 (100%)
Boy Students	110 (68.3%)	48 (29.8%)	03 (1.9.%)	161 (100%)

The responses show that a fairly high percentage of all students think that the person would have a lawyer in court, who can examine witnesses and plead in his or her defence. The percentage of class XI students who think so is higher than that of class IX students by about 8. While the difference between the responses of girl students and boy students is marginal, about 10 per cent more urban students than rural students think that the person will have a lawyer in court, who can examine witnesses and plead in his or her defence.

(d) Members of the public are allowed to watch the case being tried in court.

	Yes	No	No Response	Total
All Students	216 (69.2%)	88 (28.2%)	08 (2.6%)	312 (100%)
Class IX students	106 (66.3%)	50 (31.2%)	04 (2.5%)	160 (100%)
Class XI Students	110 (72.4%)	38 (25%)	04 (2.6%)	152 (100%)
Urban Students	116 (73.4%)	39 (24.7%)	03 (1.9%)	158 (100%)
Rural Students	100 (64.9%)	49 (31.9%)	05 (3.2%)	154 (100%)
Girl Students	102 (67.5%)	43 (28.5%)	06 (4.%)	151 (100%)
Boy Students	114 (70.8%)	45 (28%)	02 (1.2%)	161 (100%)

The pattern of responses to this is more or less the same as in (c), that is 69.2% of all students think that the members of the public are allowed to watch the case being tried in court. There is a difference of about 6 per cent in perception between class XI and class IX students - about 6% more class XI students compared with class IX students think that the members of the public would be allowed to watch the court proceedings. About 9 per cent more urban students than rural students think that the public can watch the court proceedings, and over 3 per cent more boys than girls think so.

(e) The judge or jury will not decide as to whether the person stole the article until after they have heard the case.

	Yes	No	No Response	Total
All Students	218 (70%)	88 (28.1%)	06 (1.9%)	312 (100%)
Class IX Students	111 (69.3%)	46 (28.8%)	03 (1.9%)	160 (100%)
Class XI Students	107 (70.4%)	42 (27.6%)	03 (2%)	152 (100%)
Urban Students	114 (72.2%)	41 (25.9%)	03 (1.9%)	158 (100%)
Rural Students	104 (67.5%)	47 (30.5%)	03 (2%)	154 (100%)
Girl Students	113 (74.8%)	35 (23.2%)	03 (2%)	151 (100%)
Boy Students	105 (65.2%)	53 (32.9%)	03 (1.9%)	161 (100%)

Seventy per cent of all students think that the judge or the jury will <u>not</u> decide as to whether the person stole the article until after they have heard the case. There is little variation in the perception of class IX and class XI students in this regard, while more urban students than rural students and more girl students than boy students think that the judge or jury will arrive at a decision only after they have heard the case.

(f)   The policeman will take a bribe either from the thief or the shop owner.

	Yes	No	No Response	Total
All Students	141 (45.2%)	166 (53.2%)	5 (1.6%)	312 (100%)
Class IX Students	60 (37.5%)	96 (60%)	04 (2.5%)	160 (100%)
Class XI Students	81 (53.3%)	70 (46%)	01 (0.7%)	152 (100%)
Urban Students	70 (44.3%)	88 (55.7%)	0 (0%)	158 (100%)
Rural Students	71 (46.2%)	78 (50.6%)	05 (3.2%)	154 (100%)
Girl Students	70 (46.4%)	78 (51.6%)	03 (2%)	151 (100%)
Boy Students	71 (44%)	88 (54.8%)	02 (1.2%)	161 (100%)

About 45% of all students think that the policeman will take a bribe from the thief or the shopkeeper. The number of class XI students who think so is about 16 per cent higher than those of class IX while the difference in the perceptions of urban and rural students and girl and boy students is not very significant - about 2 per cent more rural students and girl students than urban students and boy students think that the policeman will take a bribe.

The responses to open-ended questions are presented in the form of a few broad patterns that they reflect.

(g) In the incident explained above, what do you think should happen?

The responses to this open-ended question can be grouped together broadly into three types - (i) those who would like the alleged thief to be tried and, if his/her guilt is established, to be punished strictly in terms of law, along with, in many cases, advocacy of humane treatment; (ii) those who would like, with or without the intervention of the judicial process, the thief to be dealt with compassion, to be treated by the police with leniency and, perhaps more importantly, the necessity of finding out what led the person to commit the theft, to find out the social causes of petty crime; and (iii) those who saw nothing wrong in, or even justified, the policeman beating up an alleged thief, with or without the necessity of a trial. Besides, there were a few No Responses' and irrelevant and confused responses. 'Other Responses' suggested beating of the alleged thief by public .

	Trial and punishment according to law; also humane treatment	Compassion, leniency, Social causes of crime; also judi-cial process	Support for police beating up person, to be followed in many cases by judicial process	Other* res-ponses	No response and irre-levent/ confused responses	Total
All Students	105 (33.7%)	127 (40.7%)	56 (17.9%)	3 (1%)	21 (6.7%)	312 (100%)
Class IX Students	46 (28.7%)	69 (43.1%)	31 (19.3%)	03 (1.9%)	11 (6.9%)	160 (100%)
Class XI Students	59 (38.8%)	58 (38.2%)	25 (16.4%)	0 (0%)	10 (6.6%)	152 (100%)
Urban Students	60 (38%)	61 (38.6%)	26 (16.5%)	02 (1.2%)	09 (5.7%)	158 (100%)
Rural Students	45 (29.2%)	66 (42.8%)	30 (19.5%)	01 (0.6%)	12 (7.9%)	154 (100%)
Girl Students	46 (30.5%)	72 (47.7%)	21 (13.9%)	01 (0.6%)	11 (7.3%)	151 (100%)
Boy Students	59 (36.7%)	55 (34.2)	35 (21.7%)	02 (1.2%)	10 (6.2%)	161 (100%)

*   Beating up of the alleged thief by public.

Over 33 per cent of all students think that there should be a trial and punishment according to law but at the same time the alleged thief should be treated humanely. Additionally over 40 per cent of all students lay more emphasis on showing compassion for the alleged thief and being lenient to him or her. They further suggest that we should also try to find out what led the person to do what he or she had allegedly done. Thus over 40 per cent of all students do not rule out the due process of law but they lay more emphasis on showing compassion and leniency in this case of what would be no more than a petty theft. The percentage of those who were not averse to beating by policeman is also not small. There is a notable variation in the views of girl students and boy students with regard to showing compassion and not being averse to policeman's beating - about 13 per cent more girls are in favour of showing compassion than boys, and over 8 per cent more girls are averse to beating by policeman than boys.

(h) From your experience, what do you think <u>would really happen</u> if this incident happened near where you live?

The respondents were expected to give their responses based on their own experiences in the local community of what would really happen. Three main types of responses emerged from the analysis - (1) unlawful action by the police: bribe, often with beating; (2) regular judicial process: arrest, trial, justice; and (3) community action such as admonition of the alleged thief by members of the community, settling the issue between the alleged thief and the shop owner, conciliation, etc.

	Unlawful Police action, bribe, often with beating	Arrest, Trial Justice	Community Action	No Response	Total
All Students	156 (50%)	64 (20.5%)	05 (1.6%)	87 (27.9%)	312 (100%)
Class IX Students	69 (43.1%)	42 (26.3%)	05 (3.1%)	44 (27.5%)	160 (100%)
Class XI Students	87 (57.2%)	22 (14.5%)	0 (0%)	43 (28.3%)	152 (100%)
Urban Students	90 (57%)	30 (19%)	05 (3.2%)	33 (20.8%)	158 (100%)
Rural Students	66 (42.9%)	34 (22.1%)	0 (0%)	54 (35%)	154 (100%)
Girl Students	74 (49%)	29 (19.2%)	03 (2%)	45 (29.8%)	151 (100%)
Boy Students	82 (51%)	35 (21.7%)	02 (1.2%)	42 (26.1%)	161 (100%)

About 28 per cent of students, almost equally divided between class IX and class XI, did not respond to this question. According to 50 per cent of all students, what would really happen is that police will behave unlawfully, would take bribe and/or beat the person. This would really happen more in the opinion of class XI students (57.2 per cent of them) than of class IX students (43.1 per cent of them). There is, in this regard, an almost the same variation in the opinion of urban students (57%) and rural students (42.9%). As against this, 20.5 per cent of all students have expressed the opinion that the policeman would lawfully arrest the person, the person would be tried according to law and justice would be done. More of class IX students express this view than class XI students. A small percentage (1.3) of all students also expressed the view that the incident would be sorted out peacefully by the intervention of people in the community.

Conclusion

The very high percentage (72) of students who think that the policeman will beat the person and put him or her in prison reflects their perception of the actual situation where unlawful behaviour by the police is not uncommon, particularly with regard to petty crime. Similarly the 45.2 per cent of all students who think that the policeman will take a bribe reflects their view of the actual police behaviour. However, a fairly large percentage are familiar with the judicial process and think that the initial unlawful act by the police will be followed by a trial, with a lawyer representing the alleged thief to defend him or her in an open trial, with the judgement being delivered only after the case has been heard. The response to what should happen is interesting - while a significant percentage of students think that there should be regular judicial process, along with humane treatment, a significantly higher percentage of students would like the person guilty of a petty crime to be treated with compassion, along with an emphasis on finding out what circumstances led the person to allegedly commit the petty crime. Thus about 75 per cent of all students are aware of the judicial process, though a little more than half of them give more importance to compassion than to judicial process. That about 18 per cent are not averse to policeman beating an alleged thief indicates that the understanding and respect for the due process is not as universal as one would expect, if one were to go by the emphasis on Fundamental Rights guaranteed by the Constitution and discussed at both the Upper Primary stage and the Secondary stage.

Section 2

Equality of Opportunity

Statement

Four persons apply for a job. They have the same qualifications and the same experience. Two are men and two are women. The persons come from different tribes, castes and religions and speak different languages. What do you think will really happen in practice?

The statements (a) to (e) seek to elicit information about the students' perception of the <u>actual</u> situation. The statement/question (f) seeks to find out if in the students' perception it is justified to express dissatisfaction over a decision which seems to be clearly unjust and (g) seeks to know what, in their opinion, <u>should</u> happen.

The students' responses to each of the statements (a) to (g) indicate whether they agree (Yes) with what is stated as actually happening or do not think that what is stated is actually happening (No). The response Yes to statement (f) indicates that respondents think that it is justified to express dissatisfaction over a decision which seems to be clearly unjust and response No indicates that it is not justified to express dissatisfaction with that decision.

(a) **In practice the person who is most like the people making the appointment in terms of their sex, tribe, caste, religion and language will get the job.**

	Yes	No	No Response	Total
All Students	131 (42%)	180 (57.7%)	01 (0.3%)	312 (100%)
Class IX Students	60 (37.5%)	99 (61.9%)	01 (0.6%)	160 (100%)
Class XI Students	71 (46.7%)	81 (53.3)	0 (0%)	152 (100%)
Urban Students	65 (41.1%)	93 (58.9%)	0 (0%)	158 (100%)
Rural Students	66 (42.9%)	87 (56.5%)	01 (0.6%)	154 (100%)
Girl Students	67 (44.4%)	84 (55.6%)	0 (0%)	151 (100%)
Boy Students	64 (39.8%)	96 (59.6%)	01 (0.6%)	161 (100%)

While 42 per cent of all students think that the person who will get the job will be most like the people making the appointment, over 57 per cent of all students do not think so. The percentage of class XI students who think that the appointment would be determined by considerations of sex, tribe, caste, religion and language is over 9 per cent higher than class IX students who think so. The percentage of urban students and girl students who think that the appointment would be determined by the considerations listed in the statement is higher than those of rural students and boy students.

(b) In practice the person who will get the job will be the one who performs best at the interview test.

	Yes	No	No Response	Total
All Students	213 (68.3%)	95 (30.4%)	04 (1.3%)	312 (100%)
Class IX Students	115 (71.9%)	42 (26.2%)	03 (1.9%)	160 (100%)
Class XI Students	98 (64.5%)	53 (34.9%)	01 (0.6%)	152 (100%)
Urban Students	100 (63.3%)	57 (36.1)	01 (0.6%)	158 (100%)
Rural Students	113 (73.4%)	38 (24.7%)	03 (1.9%)	154 (100%)
Girl Students	102 (67.6%)	47 (31.1%)	02 (1.3%)	151 (100%)
Boy Students	111 (68.9%)	48 (29.9%)	02 (1.2%)	161 (100%)

Over 68 per cent of all students think that the one who performs best at the interview test will get the job while a little over 30 per cent of all students do not think so. Class XI students who think that the person who performs best at the interview test will get the job is over 7 per cent lower than those of class IX who think so. The variation between the perception of urban and rural students in this regard is quite wide - a higher percentage of rural students think that the person who performs best at the interview test will get the job than that of urban students.

(c) In practice one of the two men will get the job.

	Yes	No	No Response	Total
All Students	102 (32.7%)	206 (66%)	04 (1.3%)	312 (100%)
Class IX Students	52 (32.5%)	106 (66.3%)	02 (1.2%)	160 (100%)
Class XI Students	50 (32.9%)	100 (65.8%)	02 (1.3%)	152 (100%)
Urban Students	58 (36.7%)	98 (62%)	02 (1.3%)	158 (100%)
Rural Students	44 (28.6%)	108 (70.1%)	02 (1.3%)	154 (100%)
Girl Students	51 (33.8%)	100 (66.2%)	0 (0%)	151 (100%)
Boy Students	51 (31.7%)	106 (65.8%)	04 (2.5%)	161 (100%)

Over 60 per cent of all students, and of each group, do not think that in practice one of the two men will get the job. The only important variation in perceptions is found in the responses of urban students and rural students - the percentage of urban students who think that one of the two men will get the job is higher by 8% than that of rural students who think so. Interestingly, the variation in the responses of girl and boy students is marginal.

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(d) In practice one of the two women will get the job.

	Yes	No	No Response	Total
All Students	113 (36.2)	193 (61.9)	06 (1.9%)	312 (100%)
Class IX Students	65 (40.6%)	92 (57.5%)	03 (1.9%)	160 (100%)
Class XI Students	48 (31.6%)	101 (66.4%)	03 (2%)	152 (100%)
Urban Students	62 (39.2%)	94 (59.5%)	02 (1.3%)	158 (100%)
Rural Students	51 (33.1%)	99 (64.3%)	04 (2.6%)	154 (100%)
Girl Students	64 (42.4%)	86 (57%)	01 (0.6%)	151 (100%)
Boy Students	49 (30.4%)	107 (66.5%)	05 (3.1%)	161 (100%)

Only a minority of all students, and of each group of students, think that one of the two women will get the job. The group which has the highest percentage (42.4) who think so is that of girl students. Nearly 9 per cent more class IX students than class XI students and 6 per cent more urban students than rural students think so. The lowest percentage (30.4) of students who think so is among boy students.

(e) In practice either the youngest or the oldest will get the job.

	Yes	No	No Response	Total
All Students	46 (14.8%)	259 (83%)	07 (2.2%)	312 (100%)
Class IX Students	23 (14.4%)	133 (83.1%)	04 (2.5%)	160 (100%)
Class XI Students	23 (15.1%)	126 (82.9%)	03 (2%)	152 (100%)
Urban Students	28 (17.7%)	128 (81%)	02 (1.3%)	158 (100%)
Rural Students	18 (11.7%)	131 (85.1%)	05 (3.2%)	154 (100%)
Girl Students	24 (15.9%)	125 (82.8%)	02 (1.3%)	151 (100%)
Boy Students	22 (13.7%)	134 (83.2%)	05 (3.1%)	161 (100%)

Only a small minority of all students as well as all groups of students think that either the youngest or the oldest will get the job. The highest percentage (17.7) of those who think so is among urban students and the lowest percentage (11.7) of those who think so is among rural students. The percentage of students who do not think that either the youngest or the oldest will get the job is in every case more than 80, the maximum (85.1) being among rural students.

(f) Will three of them have reasons for complaints if the one who performed worst at the interview test was given the job?

	Yes	No	No Response	Total
All Students	177 (56.7%)	133 (42.6%)	02 (0.7%)	312 (100%)
Class IX Students	85 (53.1%)	73 (45.6%)	02 (1.3%)	160 (100%)
Class XI Students	92 (60.5%)	60 (39.5%)	0 (0%)	152 (100%)
Urban Students	90 (57%)	68 (43%)	0 (0%)	158 (100%)
Rural Students	87 (56.5%)	65 (42.2%)	02 (1.3%)	154 (100%)
Girl Students	86 (57%)	64 (42.4%)	01 (0.6%)	151 (100%)
Boy Students	91 (56.5%)	69 (42.9%)	01 (0.6%)	161 (100%)

A majority of all students and of each group of students think that the three of them will have reasons for complaints if the one who performed worst at the interview test was given the job. The highest percentage (60.5) of those who think so is among class XI students and the lowest (53.1) is among class IX students. There are no notable variations in the views of other groups of students.

(g) Who do you think should get the job?

The responses fall under three broad patterns: the most qualified, the most needy (along with reservation on account of caste and gender), and both qualified and needy.

	The most qualified	The most needy	Both quali-fied and needy	No Response	Total
All Students	268 (85.9%)	18 (5.8%)	14 (4.5%)	12 (3.8%)	312 (100%)
Class IX Students	131 (81.9%)	15 (9.4%)	08 (5%)	06 (3.7%)	160 (100%)
Class XI Students	137 (90.2%)	03 (2%)	06 (3.9%)	06 (3.9%)	152 (100%)
Urban Students	139 (88%)	07 (4.4%)	06 (3.8%)	06 (3.8%)	158 (100%)
Rural Students	129 (83.8%)	11 (7.1%)	08 (5.2%)	06 (3.9%)	154 (100%)
Girl Students	131 (86.8%)	08 (5.3%)	05 (3.3%)	07 (4.6%)	151 (100%)
Boy Students	137 (85.1%)	10 (6.2%)	09 (5.6%)	05 (3.1%)	161 (100%)

An overwhelming percentage of all students (85.9), and of class IX students (81.9) and class XI students (90.2), are in favour of the most qualified getting the job. A small percentage of all students (5.8) think that the most needy should get the job and another small percentage of all students (4.5) think that a person who is both qualified and needy should get the job. A higher percentage of class XI students than class IX students think that the most qualified should get the job while a higher percentage of class IX students than class XI students think that the most needy should get the job. Among the respondents, there

is none who favours consideration of gender and caste factor exclusively for deciding who should get the job and none refers to religion, language or age as considerations in this regard.

Conclusion

Equality of opportunity in matters of public employment is guaranteed by the Indian Constitution as a Fundamental Right and discrimination in this regard against any citizen on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them is prohibited. However, as a part of the policy of affirmative action, reservation is provided for the depressed classes (Scheduled Castes, Scheduled Tribes and Other Backward Classes) and, in some situations, for women. The responses show that the right to equality of opportunity is well understood and supported. This aspect of Fundamental Rights is emphasized in the curriculum at all stages of school education. The responses of those who have favoured 'The most needy' and 'Both qualified and needy' may indicate that they also understand and favour the policy of affirmative action. The responses which reflect the students' perception of actual reality indicate that a fairly good majority of them do not think that consideration of gender, tribe, caste, religion and language would determine the judgement of the selection committee and, in their view, the one who performs best at the interview test will get the job. Among those who think that the person who performs best will not get the job (in practice), the largest percentage of all students (42.4) consider sex, tribe, caste, religion and language (together) to be a factor; the factor which has the lowest percentage of respondents in this regard is age.

Section 3

History

There are two statements, each followed by three questions, which seek to elicit information about students' perception of two major phenomena of twentieth century history - (A) Colonialism and (B) Independence.

A. *Statement*

Colonialism, which is ruling and controlling of a country and its people by another country, is now thought to be wrong.

Three statements are given to explain why colonialism was thought to be wrong. The respondents were asked to indicate their responses to these explanations in terms of 'Strongly Agree', 'Agree', 'Disagree', 'Strongly Disagree' and 'Don't Know'. The responses are expected to reflect students' perception/understanding of the degree of importance they attach to the three explanations which have been given for colonialism to be thought wrong.

(a) It is wrong because the country that rules over another country is taking money and riches from it.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response	Total
All Students	111 (35.5%)	122 (39.1%)	39 (12.5%)	22 (7.1%)	14 (4.5%)	4 (1.3%)	312 (100%)
Class IX Students	47 (29.3%)	61 (38.1%)	24 (15%)	14 (8.8%)	11 (6.9%)	03 (1.9%)	160 (100%)
Class XI Students	64 (42.1%)	61 (40.1%)	15 (9.9%)	08 (5.2%)	03 (2%)	01 (0.7%)	152 (100%)
Urban Students	55 (34.8%)	63 (39.9%)	18 (11.4%)	08 (5.1%)	12 (7.6%)	02 (1.2%)	158 (100%)
Rural Students	56 (36.4%)	59 (38.3%)	21 (13.6%)	14 (9.1%)	02 (1.3%)	02 (1.3%)	154 (100%)
Girl Students	54 (35.8%)	59 (39%)	16 (10.6%)	11 (7.3%)	09 (6%)	02 (1.3%)	151 (100%)
Boy Students	57 (35.4%)	63 (39.1%)	23 (14.3%)	11 (6.9%)	05 (3.1%)	02 (1.2%)	161 (100%)

Of all students, 35.5 per cent <u>strongly agree</u> with the statement, 39.1 per cent <u>agree</u> with the statement, 12.5 per cent <u>disagree</u> with the statement, 7.1 per cent <u>strongly disagree</u> with the statement and 5.8 per cent either don't know or have not responded. Among those who strongly agree, the main variation is between class IX students (29.3%) and class XI students (42.1%) . If the responses 'Strongly Agree' and 'Agree' are combined, then 74.6 per cent of all students strongly agree or agree as against 19.6 per cent who either disagree or strongly disagree. The variation in the combined figures for class IX and class XI is significant. Of class IX students, 67.4 per cent strongly agree or agree as against 82.2 per cent of class XI students who do so. Similarly, 23.8 per cent class IX students disagree or strongly disagree while only 15.1 per cent class XI students do so. The variations in the responses of urban students and rural students and girl students and boy students are unimportant.

(b) It is wrong because people in every country should be free to choose their own government and their own way of life.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response	Total
All Students	232 (74.3%)	47 (15.1%)	13 (4.2%)	14 (4.5%)	04 (1.3%)	02 (0.6%)	312 (100%)
Class IX Students	114 (71.3%)	29 (18.1%)	04 (2.5%)	08 (5%)	03 (1.9%)	02 (1.2%)	160 (100%)
Class XI Students	118 (77.7%)	18 (11.8%)	09 (5.9%)	06 (3.9%)	01 (0.7%)	0 (0%)	152 (100%)
Urban Students	110 (69.6%)	27 (17.2%)	07 (4.4%)	09 (5.7%)	04 (2.5%)	01 (0.6%)	158 (100%)
Rural Students	122 (79.3%)	20 (13%)	06 (3.9%)	05 (3.2%)	0 (0%)	01 (0.6%)	154 (100%)
Girl Students	111 (73.5%)	22 (14.5%)	08 (5.4%)	08 (5.4%)	01 (0.6%)	01 (0.6%)	151 (100%)
Boy Students	121 (75.2%)	25 (15.5%)	05 (3.1%)	06 (3.7%)	03 (1.9%)	01 (0.6%)	161 (100%)

Of all students, 74.3 per cent <u>strongly agree</u> and another 15.1 per cent <u>agree</u> that colonialism is wrong because people in every country should be free to choose their own government and their own way of life. Of all students, the percentage figures of those who <u>disagree</u> and <u>strongly disagree</u> with this are 4.2 and 4.5 respectively. Those who disagree or strongly disagree exceed 10 per cent only in the case of urban students. Of urban students, only 69.6 per cent strongly agree while 17.2 per cent agree. The percentage of rural students who strongly agree and agree is much higher - 79.3 and 13 respectively. There is also a variation in the responses of class IX and class XI students - fewer class IX students strongly agree (71.3%) than class XI (77.7%). However, if the percentage of strongly agree and agree responses of class IX and class XI students are combined, the variation is not significant - 89.4 per cent class IX students strongly agree or agree while 89.5 per cent class XI students strongly agree or agree. The variation in the responses of girl students and boy students is not important.

(c) **It is wrong because people in the colonised country have to obey orders from the government of another country.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response	Total
All Students	112 (35.9%)	109 (34.9%)	44 (14.1%)	28 (9%)	14 (4.5%)	5 (1.6%)	312 (100%)
Class IX Students	49 (30.6%)	52 (32.5%)	27 (16.9%)	17 (10.6%)	12 (7.5%)	03 (1.9%)	160 (100%)
Class XI Students	63 (41.5%)	57 (37.5%)	17 (11.2%)	11 (7.2%)	02 (1.3%)	02 (1.3%)	152 (100%)
Urban Students	48 (30.4%)	63 (39.9%)	22 (13.9%)	15 (9.5%)	09 (5.7%)	01 (0.6%)	158 (100%)
Rural Students	64 (41.6%)	46 (29.9%)	22 (14.3%)	13 (8.4%)	05 (3.2%)	04 (2.6%)	154 (100%)
Girl Students	51 (33.8%)	54 (35.8%)	19 (12.6%)	15 (9.9%)	08 (5.3%)	04 (2.6%)	151 (100%)
Boy Students	61 (37.9%)	55 (34.2%)	25 (15.5%)	13 (8.1%)	06 (3.7%)	01 (0.6%)	161 (100%)

Of all students, the percentage of those who strongly agree or agree with the statement is 35.9 and 34.9 per cent respectively while the percentage of those who disagree or strongly disagree is 14.1 and 9 per cent respectively. The main variation is in the perception of class IX and class XI students as well as between urban and rural students. While 30.6 per cent class IX students strongly agree with the statement, 41.5 pr cent of class XI students do so. Similarly, while 32.5 per cent of class IX students agree with the statement, 37.5 per cent of class XI students do so. Taken together, 63.1 per cent class IX students strongly agree or agree with the statement while 79 per cent of class XI students do so. Similarly while 16.9 per cent of class IX students disagree and 10.6 per cent strongly disagree, only 11.2 per cent of class XI students disagree and 7.2 per cent strongly disagree. Of all urban students, 30.4 per cent strongly agree and 39.9 per cent agree; the corresponding percentage figures for rural students are 41.6 and 29.9 respectively. Similarly of all urban students, 13.9 per cent disagree and 9.5 per cent strongly disagree, while 14.3 per cent and 8.4 per cent disagree and strongly disagree respectively. The percentage of those who disagree or strongly disagree with the statement exceeds 25 only in the case of class IX students. The lowest percentage (18.4) of those who disagree or strongly disagree with the statement is of class XI group of students.

Of the three statements (a), (b), (c) given by way of explanation, the percentage of those who strongly agree is the highest for (b) which states that colonialism is 'wrong because people in every country should be free to choose their own government and their own way of life'. If the percentage of those who agree with this statement is added to those who strongly agree, the distribution of response varies from 86.8 per cent for all urban students to 92.3 per cent for all rural students. The variation in the importance attached to other explanations stated in (a) and (c) is not significant. The percentage of students who strongly disagree with any of the three explanations exceeds 10 only in the case of class IX students in their response to (c).

B. _Statement_

A country which is not ruled and controlled by another country is an independent country. It is considered right for every country to be independent.

There are four questions in this part of Section 3 which seek to elicit information from the respondents about their perception of 'independence' with reference to 'rights'.

There are three questions in (d) and (e) which seek Yes/No response. 'Yes' response means that the respondent agrees with what is stated in the question while 'No' response means that the respondent disagrees. Each of these questions is followed by an open-ended question seeking reasons for Yes/No response. Question (f) seeks respondents' views on what people need to do to enjoy their rights. The responses to these questions have been classified in terms of broad patterns.

(d) If a country is independent, do the people <u>always</u> choose their own government?

	Yes	No	No Response	Total
All Students	196 (62.8%)	114 (36.6%)	02 (0.6%)	312 (100%)
Class IX Students	107 (66.9%)	52 (32.5%)	01 (0.6%)	160 (100%)
Class XI Students	89 (58.6%)	62 (40.8%)	01 (0.6%)	152 (100%)
Urban Students	92 (58.2%)	65 (41.1%)	01 (0.7%)	158 (100%)
Rural Students	104 (67.5%)	49 (31.8%)	01 (0.7%)	154 (100%)
Girl Students	93 (61.6%)	56 (37.1%)	02 (1.3%)	151 (100%)
Boy Students	103 (64%)	58 (36%)	0 (0%)	161 (100%)

While 62.8 per cent of all students think that if a country is independent, the people always choose their own government, 36.6 per cent do not agree with this. There is a notable variation in the responses of class IX and class XI students - 66.9 per cent class IX students agree that with independence, people can always choose their own government and 32.5 per cent disagree. In the case of class XI students, 58.6 per cent (about 8 per cent less than class IX students) agree and 40.8 per cent (about 8 per cent more than class IX students) disagree. There is also notable variation in the perception of urban and rural students - 58.2 per cent urban students agree as against 67.5 per cent of rural students, and 41.1 per cent of urban students (almost the same percentage as for all class XI students) do not agree as against 31.8 per cent rural students (almost the same percentage as for class IX students).

Reasons

The respondents were further asked to give reasons. The broad pattern which emerged from the responses was that most of those who agreed that with independence people

always choose their own government and laws think that independence necessarily meant also a democratic system and most of those who disagreed mentioned that independence could not be equated with a democratic system. The latter group referred to various types of undemocratic systems or practices in independent countries, such as military regimes, dictatorships, fraudulent elections. The responses, therefore, have been divided into two broad categories - those who equate independence with democracy and those who think that independence does not necessarily mean a democratic government.

	Independence equated with democracy	Independence does not necessarily mean democracy	Irrelevant Response	No Response	Total
All Students	176 (56.4%)	89 (28.5%)	27 (8.7%)	20 (6.4%)	312 (100%)
Class IX Students	97 (60.6%)	31 (19.4%)	18 (11.2%)	14 (8.8%)	160 (100%)
Class XI Students	79 (52%)	58 (38.1%)	09 (5.9%)	06 (4%)	152 (100%)
Urban Students	87 (55.1%)	51 (32.2%)	13 (8.2%)	07 (4.5%)	158 (100%)
Rural Students	89 (57.8%)	38 (24.7%)	14 (9.1%)	13 (8.4%)	154 (100%)
Girl Students	80 (53%)	45 (29.8%)	16 (10.6%)	10 (6.6%)	151 (100%)
Boy Students	96 (59.6%)	44 (27.3%)	11 (6.9%)	10 (6.2%)	161 (100%)

Of all students, 56.4 per cent equate independence with democracy while 28.9 per cent do not do so and 15.1 per cent have either given irrelevant responses or no response. Those who equate independence with democracy are the highest from class IX students (60.6%) while those who clearly distinguish between independence and democracy and do not think that with independence people always choose their own government and laws have their highest percentage (38.1) in class XI students. The variation in the perception of class IX and class XI students is very marked - 19.4 per cent of class IX students distinguish between independence and democracy while 38.1 per cent of class XI students do so. There is also a variation in this regard between urban and rural students - while 32.2 per cent urban students distinguish between independence and democracy, only 24.7 per cent of rural students do so. There is also a fairly large number of no responses and irrelevant responses - in the case of class IX students, it is as high as 20 per cent.

(e) **If a country is independent and the people _can_ choose their own government and law,**

(i) **Can you be really sure that the rights of all the people in the country will be respected?**

	Yes	No	No Response	Total
All Students	152 (48.7%)	159 (51%)	01 (0.3%)	312 (100%)
Class IX Students	79 (49.4%)	80 (50%)	01 (0.6%)	160 (100%)
Class XI Students	73 (48%)	79 (52%)	0 (0%)	152 (100%)
Urban Students	69 (43.7%)	89 (56.3%)	0 (0%)	158 (100%)
Rural Students	83 (53.9%)	70 (45.5%)	01 (0.6%)	154 (100%)
Girl Students	75 (49.6%)	75 (49.6)	01 (0.8%)	151 (100%)
Boy Students	77 (47.8%)	84 (52.2%)	0 (0%)	161 (100%)

Except for rural students, a majority of whom (53.9%) think that the rights of all the people in the country _will_ be respected, a majority of all students, and class IX and class XI students, urban students, and girl and boy students think otherwise.

Reasons

From the analysis of responses, broadly two patterns emerged: (1) most of those who thought rights of all _would_ be respected, based it on the belief that a democratic form of government and respecting the rights of all necessarily go together, and (2) most of those who thought that rights of all _would_ not be necessarily respected, based it on the belief that even in a democratic form of government, the rights of some sections may not be necessarily

protected. The latter category of respondents especially pointed out that rights of the disadvantaged sections were not necessarily respected.

	Equating Democratic government and Respect for Rights of All	Rights, especially of Dis-advantaged, not nece-ssarily protected	Irrelevant	No Response	Total
All Students	142 (45.5%)	138 (44.2%)	21 (6.7%)	11 (3.6%)	312 (100%)
Class IX Students	74 (46.2%)	68 (42.5%)	10 (6.3%)	8 (5%)	160 (100%)
Class XI Students	68 (44.7%)	70 (46.1%)	11 (7.2%)	03 (2%)	152 (100%)
Urban Students	64 (40.5%)	77 (48.7%)	12 (7.6%)	5 (3.2%)	158 (100%)
Rural Students	78 (50.6%)	61 (39.6%)	9 (5.8%)	6 (4%)	154 (100%)
Girl Students	64 (42.4%)	69 (45.7%)	12 (7.9%)	6 (4%)	151 (100%)
Boy Students	78 (48.4%)	69 (42.9%)	9 (5.6%)	5 (3.1%)	161 (100%)

The number of students who equate democratic government with respect for rights of all people is less than 50 per cent in every case except for rural students (50.6%). Those who think that rights of some sections, particularly the disadvantaged, are not necessarily protected, vary from 39.6 of rural students to 48.7 per cent of urban students. The percentage of responses in terms of the two broad patterns is broadly the same for all students and for each group of students with the exception of rural students.

(ii) If everyone is to be able to enjoy their rights, do people need to vote, to obey the law and to take an active interest in what goes on around them?

	Yes	No	No Response	Total
All Students	266 (85.3%)	39 (12.5%)	7 (2.2%)	312 (100%)
Class IX Students	131 (81.9%)	24 (15%)	5 (3.1%)	160 (100%)
Class XI Students	135 (88.8%)	15 (9.9%)	2 (1.3%)	152 (100%)
Urban Students	132 (83.6%)	22 (13.9%)	4 (2.5%)	158 (100%)
Rural Students	134 (87%)	17 (11%)	3 (2%)	154 (100%)
Girl Students	123 (81.5%)	24 (15.9%)	4 (2.6 %)	151 (100%)
Boy Students	143 (88.8%)	15 (9.3%)	3 (1.9%)	161 (100%)

In no group of students, the percentage of those who agree is less than 80. In the case of class XI students and boy students, it is as high as 88.8 per cent. There is an increase of about 7 per cent among those who agree from 81.9 in class IX to 88.8 in class XI. The percentage of those who disagree varies from 9.3 per cent for boy students to 15. 9 per cent for girl students.

<u>Reasons</u>

Most 'Yes' respondents have merely stated that it is important to vote, or to obey the law or take an active interest in what goes on around them (or have mentioned all three) but have not given any specific reason for their response. The specific reasons which have been mentioned by some may be summarized, without reducing them to any broad patterns, as follows:

- Otherwise people will be deceived by rulers.
- It is necessary for the formation of a proper government and its proper functioning
- To ensure government's efficiency
- To control the government
- Otherwise people's rights will be taken away
- Strong government only if people take active interest
- Law and order problems if people don't obey the law
- So that a good government comes to power
- Otherwise the government will cheat them
- Otherwise stronger people will exploit weaker people
- Otherwise the country will break up
- To enjoy rights your voice has to be heard by those in power
- To exercise restraint on the power of ruling groups, it is essential to be involved in public affairs
- Obeying laws essential to make democratic channels work smoothly

The reasons for 'No' response were mainly the following:
- All politicians are the same - corrupt - it doesn't matter
- Because votes can be bought
- It is possible that those who get the votes will violate the law

(f) What else do people in an independent country need to do to enjoy their rights?

Most of the responses belong to the following broad patterns - (1) Respecting others' rights as well as being aware of one's rights and struggling for them; (2) Electing the right kind of government which cares for the people and participating in public affairs; (3) obeying laws and performing one's duties; and (4) obeying law and performing duties, electing the right kind of government and participating in public affairs. Other responses were made by one or two students each.

	Respecting others' rights, awareness of one's rights, struggle for rights	Electing right government, participate in public affairs	Obeying laws and performing one's duties	Obeying laws, per-forming one's duties, participating in public affairs	Any * other	No Res-ponse	Total
All Students	70 (22.4%)	40 (12.8%)	107 (34.3%)	56 (18%)	14 (4.5%)	25 (8%)	312 (100%)

* 'Any other' includes the following responses: proper security forces; removal of barriers of caste, creed and religion; removal of economic inequalities; self-reliance; freedom from external interference and establishment of peace in the country; rural people to solve their own problems; and right to vote at 14 years of age.

There were no notable variations in the responses of class IX and class XI students.

Conclusion

On many questions and issues dealt with in this section, a larger percentage of class XI students show a clearer understanding than that of class IX students. An overwhelming majority of both groups of students - but more of class XI students than of class IX - think that colonialism is wrong because people in every country should be free to choose their own government and their own way of life. Similarly, a much higher percentage of students of

class XI than of class IX strongly agree or agree that colonialism is wrong because the country that rules over another country is taking away money and riches from it, that is, they are aware of economic exploitation which accompanies colonial rule. On the issues of independence and democracy and of democracy and human rights, of all, a larger percentage of class XI show a clearer understanding than that of Class IX students. On the question of the need to vote etc. (e ii), those who have responded with Yes are in an overwhelming majority even when most of them have not stated the specific reasons for that response. The main patterns of responses to the question of what else people need to do cover some basic though obvious issues but the various 'Any other' responses refer to many more specific issues relating to human rights.

The responses, and variations in the responses which reflect a clearer understanding by class XI students compared with those of class IX, may be partly due to the curriculum.

The question of colonialism before class IX is reflected in the curricula mainly in the context of India's freedom struggle; it is included in a broader world context in class X curriculum which also covers the struggle for independence in Asian and African countries.

The question of independence and democracy (and human rights) is covered, before class IX, in the context of the study of Indian Constitution, challenges and problems facing independent India and some world problems. There is a somewhat higher level of treatment of some of the issues which the questions in this section raise in classes IX and X.

The class X curriculum also deals with authoritarian and undemocratic regimes in the context of the major world developments during the inter-war period and in the period after the Second World War, including some of the more significant recent developments.

Section 4

Civic and Social Rights and Responsibilities

Statement

Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should: (a) (b) (c) ....

The statement in this section is followed by questions which deal with some aspects of civic and social rights and responsibilities. The students' responses were expected to reflect the degree of importance they attached to the specific aspects which were built into the questions. The open-ended question at the end of the section elicited students' views on what they could do to strengthen social rights and responsibilities as citizens of their country.

The responses of students to questions (a) to (f) have been presented to indicate the degree of importance they attach to the specific aspect (s) built into those questions. For question (g), which is open-ended, the responses indicated are in terms of broad patterns which emerged during the analysis of responses.

Of all students, freedom to join societies, political parties, trade unions and to follow the religion of their choice is <u>very important</u> for 36.2 per cent, <u>important</u> for 41 per cent, <u>not important</u> for 15.1 per cent and <u>very unimportant</u> for 3.2 per cent. If the responses of those for whom this is very important or important are combined, then the percentage of all students is 77.2, while the percentage of all students for whom it is <u>not important</u> or <u>very unimportant</u> is 18.3. The variation between class IX students and class XI students for whom this freedom is <u>very important</u> is not notable. However, if the percentage of class IX and class XI students who think this freedom is important to them is added to the percentage of those to whom it is very important, this freedom is considered more important by class XI students (79.6%) than by class IX students (75%). A marginally higher percentage of urban students and boy students consider it very important or important (79.1 and 78.9 respectively) than rural students and girl students (75.6 and 75.5 respectively). This freedom is <u>very unimportant</u> to 4.5 per cent rural students; this percentage for urban students is 1.9. If the percentage figures of those to whom it is <u>not important</u> and <u>very unimportant</u> are combined, it is less than 20 per cent for every group except rural students (21.4). For urban students this percentage is 15.2 and for class XI students it is 17.1 (as against 19.4 for class IX students). The number of 'Don't Know' responses and 'No Responses' (11 and 3 respectively) is higher than for the preceding three questions.

(e) Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should support your government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?

	Very Important	Impor-tant	Not Important	Very Un-important	Don't Know	NoRes-ponse	Total
All Students	251 (80.4%)	51 (16.4%)	06 (1.9%)	01 (0.3%)	01 (0.3%)	02 (0.7%)	312 (100%)
Class IX Students	127 (79.4%)	25 (15.6%)	05 (3.1%)	0 (0%)	01 (0.6%)	02 (1.3%)	160 (100%)
Class XI Students	124 (81.5%)	26 (17.1%)	01 (0.7%)	01 (0.7%)	0 (0%)	0 (0%)	152 (100%)
Urban Students	124 (78.5%)	29 (18.3%)	03 (1.9%)	0 (0%)	0 (0%)	02 (1.3%)	158 (100%)
Rural Students	127 (82.5%)	22 (14.3%)	03 (2%)	01 (0.6%)	01 (0.6%)	0 (0%)	154 (100%)
Girl Students	122 (80.8%)	25 (16.6%)	03 (2%)	0 (0%)	01 (0.6%)	0 (0%)	151 (100%)
Boy Students	129 (80.1%)	26 (16.1%)	03 (1.9%)	01 (0.6%)	0 (0%)	02 (1.3%)	161 (100%)

An overwhelming majority, almost four-fifth in every case, think it very important that they should support their government and others on the issues mentioned in the question. Those who think it is important for them to support the government etc. vary from 15.6 per cent to 18.3 per cent. Very important and important responses together constitute 95 per cent of class IX respondents (the lowest among all groups) and 98.6 per cent of class XI respondents (the highest among all groups). The total number of respondents out of 312 who think it is not important is 6 and those who think it is very unimportant is 1. Only one response was 'Don't Know' while two others did not respond.

(f) Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should act to support the efforts for the homeless, health care, education, jobs and food even if the government itself could not?

	Very Important	Impor-tant	Not Important	Very Un-important	Don't Know	NoRes-ponse	Total
All Students	162 (51.9%)	106 (34%)	21 (6.7%)	06 (1.9%)	14 (4.5%)	03 (1%)	312 (100%)
Class IX Students	79 (49.4%)	56 (35%)	12 (7.5%)	03 (1.9%)	07 (4.3%)	03 (1.9%)	160 (100%)
Class XI Students	83 (54.6%)	50 (32.9%)	09 (5.9%)	03 (2%)	07 (4.6%)	0 (0%)	152 (100%)
Urban Students	81 (51.3%)	54 (34.2%)	09 (5.7%)	01 (0.6%)	10 (6.3%)	03 (1.9%)	158 (100%)
Rural Students	81 (52.6%)	52 (33.8%)	12 (7.8%)	05 (3.2%)	04 (2.6%)	0 (0%)	154 (100%)
Girl Students	75 (49.7%)	51 (33.8%)	11 (7.3%)	05 (3.3%)	09 (5.9%)	0 (0%)	151 (100%)
Boy Students	87 (54%)	55 (34.2%)	10 (6.2%)	01 (0.6%)	05 (3.1%)	03 (1.9%)	161 (100%)

Those who think it is very important to act to support the efforts for the homeless etc., even if the Government could not, have the lowest percentage among class IX students (49.4) and highest among class XI students (54.6). The response of boy students in this regard is comparable to that of class XI students and of girl students to class IX students. If the very important and important responses are added, 84.4 per cent class IX students think it is very important or important to act while 87.5 per cent class XI students think so. The combined responses of very important and important are somewhat higher for rural students (86.4%) than for urban students (85.5%) as also for boy students (88.2%) than girl students (83.5%). The percentage of all students who think that to act is not important is 6.7 and very

unimportant is 1.9. The percentage of 'Don't Know' responses (4.5) are more or less the same for class IX and class XI students and are higher for urban students (6.3) and girl students (5.9) than for rural students (2.6) and boy students (3.1). The total number of no responses was three - all class IX urban boy students.

(g) Is there anything else you could do to strengthen social rights and responsibilities as a citizen in your country?

The responses have been grouped together into a few patterns which emerged from the analysis. The following table gives, against each response, the number of all students and their percentage, the number of class IX students and their percentage, and the number of class XI students and their percentage.

Patterns of response	Class IX Students	Class XI Students	All Students
Participate in activities to see that right kind of government which cares for the people is elected	10 (6.3%)	07 (4.6%)	17 (5.5%)
Work to help the poor and the needy	33 (20.6%)	30 (19.8%)	63 (20.2%)
Work against anti-social activities and anti-social elements	3 (1.9%)	07 (4.6%)	10 (3.2%)
Help in promoting awareness among people about their rights and duties	28 (17.5%)	35 (23%)	63 (20.2%)
Obeying laws and performing duties, respecting others' rights	26 (16.3%)	23 (15.1%)	49 (15.7%)
Work for changes in society, particularly for ending the exploitation of women and children	13 (8.1%)	16 (10.5%)	29 (9.3%)
Participate in local efforts	15 (9.3%)	15 (9.9%)	30 (9.6%)
No Response	32 (20%)	19 (12.5%)	51 (16.3%)
Total	160 (100%)	152 (100%)	312 (!00%)

There is no single pattern of responses which has been given by a very large number of students. The single highest percentage (20.2 each) of all students is of those who think they would help the poor and the needy, and of those who would help promote awareness of rights and responsibilities. A significant percentage (15.7) is of those who think that by obeying laws, performing their duties and respecting others' rights, they would be strengthening social rights and responsibilities. A little less than 10 per cent would participate in local efforts in this regard while 9.3 per cent would work for social changes for ending exploitation of women and children. Participation in the political process to see that the right kind of government is elected which cares for the people is what 5.5 per cent of all students think they would do while 3.2 per cent would work against anti-social activities and elements. A fairly high percentage (16.3) did not respond.

Conclusion

The analysis of responses in this section presents a very interesting picture in some ways. On most questions - exercising the right to vote, paying taxes, knowing about what the government is doing, supporting the government and others in promoting welfare - the response in terms of <u>very important</u> is overwhelming and together with <u>important</u> it is nearly unanimous. There is some variation in the responses of class IX and class XI students when it comes to the <u>degree</u> of importance they attach to these issues - a much higher percentage of class XI students than that of class IX think in terms of <u>very important</u> (except on knowing what the government is doing). On these questions, there are hardly any Don't Know or No Responses. On the question involving <u>acting</u> to support the efforts even if the government could not, the <u>very important</u> response is not overwhelming though combined with those who think it is <u>important,</u> it is 85 per cent. On the question of freedom to join societies, political parties, trade unions and to follow the religion of their choice, the response is very different - it is <u>very important</u> to only 36.2 per cent of all students and <u>important</u> to another 41 per cent. Also, though those who consider it <u>very unimportant</u> are few, as many as 15.1 per cent think it is <u>not</u> <u>important.</u> While considering the responses to this question, it is better to leave out 'religion' as a factor, and the responses should be seen only in terms of freedom to join associations, political parties and trade unions. [It has been stated by the investigators that the question of freedom of religion need not have been combined with the freedom to

join associations etc. and that while considering the responses to this question the factor of religious freedom should be ignored.] Further, these responses need not be taken to mean that students are not in favour of the freedom to join associations, political parties, etc, but that they are not enthusiastic about <u>exercising</u> that freedom. This reflects their <u>lack of enthusiasm for</u> political parties, trade unions, etc. as well as <u>for active participation</u>. This interpretation of the data is supported by the response to the question on <u>acting</u> to support the efforts etc. (Question f).

There is no single pattern of responses to the question of what else they could do (to strengthen social rights and responsibilities) which has the support of a very large percentage of students though the responses they have given are not unimportant, and the response of 20.2 per cent students that they would work to help the poor and the needy and of another 20.2 per cent that they would help in promoting awareness among people about their rights and responsibilities is significant. Only 5.5 per cent have stated that they would participate in activities to see that the right kind of government which cares for the people is elected. There is also a fairly large percentage (16.3) of no responses to this question.

Consumer (Buyer) Rights

In this section, students' views were sought on five issues which have a bearing on their understanding of consumer rights.

The statements on which students' views were sought were in the form of opinions and students were to indicate their degree of agreement or disagreement in terms of 'Strongly agree', 'Agree', 'Disagree' and "Strongly disagree', besides 'Don't Know'. The responses have been presented in the same terms, including no responses, for six groups of the sample - all students, class IX students, class XI students, urban students, rural students, girl students, and boy students.

Statement (a)

As a citizen of your country you use many products, read newspapers, and listen to radio or watch television. In your opinion, a consumer should get money back if a product is not what it claims, or cannot do what it says on the packing.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	144 (46.2%)	129 (41.3%)	26 (8.3%)	06 (1.9%)	04 (1.3%)	03 (1%)	312 (100%)
Class IX Students	78 (48.6%)	63 (39.4%)	11 (6.9%)	03 (1.9%)	03 (1.9%)	02 (1.3)	160 (100%)
Class XI Students	66 (43.4%)	66 (43.5%)	15 (9.9%)	03 (2%)	01 (0.6%)	01 (0.6%)	152 (100%)
Urban Students	75 (47.6%)	69 (43.7%)	06 (3.8%)	02 (1.2%)	04 (2.5%)	02 (1.2%)	158 (100%)
Rural Students	69 (44.8%)	60 (39%)	20 (13%)	04 (2.6%)	0 (0%)	01 (0.6%)	154 (100%)
Girl Students	63 (41.7%)	67 (44.4%)	16 (10.6%)	0 (0%)	04 (2.6%)	01 (0.7%)	151 (100%)
Boy Students	81 (50.3%)	62 (38.5%)	10 (6.2%)	6 (3.7%)	0 (0%)	02 (1.3%)	161 (100%)

Of all students 46.2 per cent <u>strongly agree</u> that a consumer should get money back if a product is not what it claims to be, etc., and 41.3 per cent <u>agree</u>. Of class IX students, 48.6 per cent <u>strongly agree</u> and 39.4 per cent <u>agree</u> while of class XI students the percentages of those who <u>strongly agree</u> and <u>agree</u> are 43.4 and 43.5 respectively. There is an over 5 per cent variation in the <u>strongly agree</u> responses between class IX and class XI students - 5.2 per cent less of class XI students strongly agree than class IX students. There is a marked variation between the responses of girl students and boy students; fewer girl students (41.7%) strongly <u>agree</u> than boy students (50.3%). The combined percentages of those who <u>strongly agree</u> and agree are in every case more than 85; in the case of urban students, it is 91.3. Of those who <u>disagree,</u> the percentage of class XI students (9.9) is higher than that of class IX students (6.9); in the case of rural students (13), it is much higher than for urban students; and it is also higher for girl students (10.6) than for boy students (6.2). The total number of those who <u>strongly disagree</u> is only six (1.9% of all students), all boys, three each from classes IX and XI. The total number of Don't Knows and No Responses is 7 (2.3% of all students).

Statement (b)

As a citizen of your country you use many products, read newspapers, and listen to radio or watch television. In your opinion, advertising a product often involves exaggerating or lying about what it can do.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	104 (33.3%)	134 (43%)	39 (12.5%)	13 (4.2%)	15 (4.8%)	07 (2.2%)	312 (100%)
Class IX Students	55 (34.4%)	66 (41.3%)	17 (10.6%)	06 (3.7%)	11 (6.9%)	05 (3.1%)	160 (100%)
Class XI Students	49 (32.3%)	68 (44.7%)	22 (14.5%)	07 (4.6%)	04 (2.6%)	02 (1.3%)	152 (100%)
Urban Students	53 (33.5%)	70 (44.3%)	19 (12%)	03 (2%)	08 (5%)	05 (3.2%)	158 (100%)
Rural Students	51 (33.1%)	64 (41.6%)	20 (13%)	10 (6.5%)	07 (4.5%)	02 (1.3%)	154 (100%)
Girl Students	55 (36.4%)	60 (39.7%)	15 (9.9%)	10 (6.6%)	09 (6%)	02 (1.4%)	151 (100%)
Boy Students	49 (30.4%)	74 (46%)	24 (14.9%)	03 (1.9%)	06 (3.7%)	05 (3.1%)	161 (100%)

That advertising often involves exaggerating and lying is strongly agreed to by over 30 per cent of all students and all groups of students - 33.3 per cent of all students, 34.4 per cent of class IX students, 32.3 per cent of class XI students, 33.5 per cent of all urban students, 33.1 per cent of all rural students, 36.4 per cent of all girl students and 30.4 of all boy students. Combined with those respondents who agree, the percentage rises in every case to about 75 per cent or more - 76.3 of all students, 75.7 of class IX students, 77 of class XI students, 77.8 of urban students, 74.7 of rural students, 76.1 of girl students and 76.4 of boy students. In every case, the percentage of those who agree is higher than those who strongly agree, except in the case of girl students. The total percentage of respondents who disagree is 12.5, which includes 10.6 per cent of all class IX students and a higher percentage (14.5) of class XI students. The total percentage of all respondents who strongly disagree is 4.2 which includes 3.7 of class IX students and 4.6 of class XI students. Don't Know responses were 4.8 per cent of all students, and no responses 2.2 per cent.

Statement (c)

As a citizen of your country you use many products, read newspapers, listen to radio or watch television. In your opinion, newspapers, radio and television should give all sides of an event and not only report what Ministers and officials have to say.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	202 (64.7%)	81 (26%)	16 (5.1%)	10 (3.2%)	0 (0%)	03 (1%)	312 (100%)
Class IX Students	97 (60.6%)	44 (27.5)	09 (5.6%)	07 (4.4%)	0 (0%)	03 (1.9%)	160 (100%)
Class XI Students	105 (69%)	37 (24.3%)	07 (4.7%)	03 (2%)	0 (0%)	0 (0%)	152 (100%)
Urban Students	105 (66.4)	40 (25.3)	10 (6.3%)	01 (0.7%)	0 (0%)	02 (1.3%)	158 (100%)
Rural Students	97 (63%)	41 (26.6%)	06 (3.9%)	09 (5.8%)	0 (0%)	01 (0.7%)	154 (100%)
Girl Students	95 (62.9%)	42 (27.9%)	07 (4.6%)	07 (4.6%)	0 (0%)	0 (0%)	151 (100%)
Boy Students	107 (66.5%)	39 (24.3%)	09 (5.6%)	03 (1.8%)	0 (0%)	03 (1.8%)	161 (100%)

Respondents who <u>strongly agree</u> that newspapers, radio and television should give all sides of an event exceed 60 per cent in every group. The percentage of all students who do so is 64.7. There is a notable variation in the percentage of class IX students who strongly agree (60.6) and class XI students who strongly agree (69). If those who <u>agree</u> are added to those who <u>strongly agree,</u> the percentage of all students who agree or strongly agree is 90.7. The percentage of class XI students (93.3) who <u>agree</u> or <u>strongly agree</u> is much higher than that of class IX students who think so. Those who <u>disagree</u> are 5.1 per cent of all students, which include 5.6 per cent of class IX students and 4.7 per cent of class XI students. The percentage of all students who <u>strongly disagree</u> is 3.2, which includes 4.4 per cent of class IX students

and 2 per cent of class XI students. There are no Don't Know responses and 3, all class IX students, no responses.

Statement (d)

In your opinion it is always wrong if officials take bribes.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	211 (67.6%)	51 (16.3%)	23 (7.4%)	14 (4.5%)	11 (3.5%)	02 (0.7%)	312 (100%)
Class IX Students	97 (60.6%)	26 (16.3%)	14 (8.7%)	11 (6.9%)	10 (6.3%)	02 (1.2%)	160 (100%)
Class XI Students	114 (75%)	25 (16.4%)	09 (5.9%)	03 (2%)	01 (0.7%)	0 (0%)	152 (100%)
Urban Students	112 (70.9%)	26 (16.5%)	07 (4.4%)	06 (3.8%)	05 (3.2%)	02 (1.2%)	158 (100%)
Rural Students	99 (64.3%)	25 (16.2%)	16 (10.4%)	08 (5.2%)	06 (3.9%)	0 (0%)	154 (100%)
Girl Students	105 (69.5%)	19 (12.6%)	15 (9.9%)	08 (5.4%)	04 (2.6%)	0 (0%)	151 (100%)
Boy Students	106 (65.8%)	32 (20%)	08 (5%)	06 (3.7%)	07 (4.3%)	02 (1.2%)	161 (100%)

Of all students, 67.6 per cent <u>strongly agree</u> that it is wrong if officials take bribes. Of class IX students, 60.6 per cent strongly agree but the percentage of class XI students who <u>strongly agree</u> is 75. If the figures for those who <u>agree</u> are combined to those who strongly agree, the percentage of those who strongly agree or agree for all students is 83.9, for class IX students 76.9 and for class XI students 91.4. It is surprising to find that 7.4 per cent of all students <u>disagree</u> and 4.5 per cent of all students <u>strongly disagree</u>. Those who disagree or strongly disagree include 15.6 per cent of class IX students and 7.9 per cent of all class XI students. There are also in all 11 Don't Know responses, 10 of whom are class IX students, and 2 no responses, both of class IX.

Statement (e)

In your opinion , if a company or individual pollutes or damages neighbourhood - land, property, animals, water or air - the company or individual should be prosecuted in court.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	189 (60.7%)	90 (28.8%)	19 (6.1%)	05 (1.6%)	07 (2.2%)	02 (0.6%)	312 (100%)
Class IX Students	87 (54.4%)	50 (31.3%)	11 (6.9%)	05 (3.1%)	05 (3.1%)	02 (1.2%)	160 (100%)
Class XI Students	102 (67.1%)	40 (26.3%)	08 (5.3%)	0 (0%)	02 (1.3%)	0 (0%)	152 (100%)
Urban Students	101 (63.9%)	42 (26.6%)	07 (4.4%)	01 (0.6)	05 (3.2%)	02 (1.3%)	158 (100%)
Rural Students	88 (57.1%)	48 (31.1%)	12 (7.8%)	04 (2.6%)	02 (1.4%)	0 (0%)	154 (100%)
Girl Students	87 (57.6%)	49 (32.5%)	08 (5.3%)	05 (3.3%)	02 (1.3%)	0 (0%)	151 (100%)
Boy Students	102 (63.4%)	41 (25.5%)	11 (6.8%)	0 (0%)	05 (3.1%)	02 (1.2%)	161 (100%)

The percentage of those who strongly agree that a company or individual who pollutes or damages the environment should be prosecuted is 60.7 per cent of all students. There is a significant variation in the percentage of class IX and class XI students on this - while it is 54.4 for class IX students, for class XI students it is 67.1. If those who strongly agree and those who agree are added, the percentage of all students who strongly agree or agree is 89.5. For class IX, the percentage of those who strongly agree or agree is 85.7; it is much higher (93.4) for class XI students. Those who disagree are 6.1 per cent of all students and those who strongly disagree are 1.6 per cent of all students. Those who strongly disagree are all class IX students while those who disagree are 6.9 per cent of class IX students and 5.3 per cent of class

XI students.   Don't Know responses are 7, which is 2.2 per cent of all students and no responses 2 (0.6 per cent of all students.)

Conclusion

The issues on which a very large percentage of respondents but not an overwhelming one, of students have expressed strong agreement are: media giving all sides of an event and not only Ministers' and officials' version, taking of bribes being always wrong and prosecution of those polluting or damaging the environment.   That advertising a product often involves exaggerating or lying about it is strongly agreed to by only 33 per cent of students and that a consumer should get money back if a product is not what has been claimed on its behalf is strongly agreed to by 46.2 per cent.   While the strongly agree or agree responses together indicate a fairly high degree of awareness of consumer rights - on issues of media and pollution, it is about 90 per cent - the degree of this awareness as reflected in the strongly agree responses is not very high.   On the issue of the role of advertising, the response may be considered as somewhat ambivalent - only 33 per cent strongly agree and another 43 agree that advertisement of a product often involves exaggeration and lying; there is also a fairly significant percentage of students (16.7) who disagree or strongly disagree with it.   The responses on the question of officials taking bribes is also somewhat surprising with those who strongly agree that it is wrong being only 67.6 per cent; there are about 12 per cent who even disagree or strongly disagree. (It has been suggested by the investigators that many class IX students who have responded to the English version of the Questionnaire have perhaps ticked against disagree or strongly disagree in the belief that they were expressing their disagreement or strong disagreement with those who take bribes.)

Section 6

Violence

The questions (a) to (h) in this section, which relate to violence in general as well as specific examples of violence, also suggested a specific response for each. Students were expected to express their opinion on the suggested responses in terms of the degree of their agreement or disagreement with them. At the end, there were two questions one of which elicited a Yes/No response and the other elicited a Yes/No response as well as respondents' views on what should be done.

The responses to questions (a) to (h) have been presented by indicating whether the respondents strongly agree, agree, disagree or strongly disagree, besides Don't Know responses and no responses. For questions (i) and (j), the responses have been presented by indicating the respondents' agreement (Yes) or disagreement (No). The responses to the open-ended question (J ii) have been presented in terms of broad patterns which emerged from the analysis of the responses.

Statement and Question (a)

All countries face the problem of fights and murders. Even simple fights can result in injuries. Large scale violence and war are much worse. In your opinion, violence is never necessary because it is always possible to settle an issue peacefully.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	128 (41%)	105 (33.8%)	60 (19.2%)	12 (3.8%)	05 (1.6%)	02 (0.6%)	312 (100%)
Class IX Students	71 (44.4%)	52 (32.5%)	28 (17.5%)	03 (1.9%)	04 (2.5%)	02 (1.2%)	160 (100%)
Class XI Students	57 (37.5%)	53 (34.9%)	32 (21.1%)	09 (5.9%)	01 (0.6%)	0 (0%)	152 (100%)
Urban Students	74 (46.8%)	47 (29.8%)	27 (17.1%)	04 (2.5%)	04 (2.5%)	02 (1.3%)	158 (100%)
Rural Students	54 (35.1%)	58 (37.6%)	33 (21.4%)	08 (5.2%)	01 (0.7%)	0 (0%)	154 (100%)
Girl Students	62 (41.1%)	54 (35.8%)	27 (17.9%)	04 (2.6%)	04 (2.6%)	0 (0%)	151 (100%)
Boy Students	66 (41%)	51 (31.7%)	33 (20.5%)	08 (5%)	01 (0.6%)	02 (1.2%)	161 (100%)

The percentage of respondents who strongly agree that violence is never necessary because it is always possible to settle an issue peacefully is 41 among all students, 44.4 among class IX students, 37.5 among class XI students, 46.8 among urban students, 35.1 among rural students, 41.1 among girl students and 41 among boy students. It is interesting to note that the highest percentage of those who strongly agree is among class IX students, almost 7 per cent higher than among class XI students. If the strongly agree and agree responses are combined, the percentages of all students 74.8, of class IX students 76.9, of class XI students 72.4, of urban students 76.6, of rural students 72.7, of girl students 76.9 and of boy students 72.7. The percentage of class IX students and of girl students who strongly agree or agree is the same. The percentage of those who disagree is of all students 19.2, of class IX students 17.5, of class XI students 21.1, of urban students 17.1, of rural students 21.4, of girl students 17.9, and of boy students 20.5. Of these who strongly disagree, the percentage of all students is 3.8. This includes only 1.9 per cent of class IX students but 5.9 per cent of class XI students. Of the 5 Don't Know responses, four are of class IX urban girls. The number of no responses - 2 - is important; these no responses are of class IX urban boy students.

Statement and Question (b)

In your opinion, people who use weapons or violence of any kind do so because they think they are stronger.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	82 (26.3%)	90 (28.9%)	99 (31.7%)	30 (9.6%)	07 (2.2%)	04 (1.3%)	312 (100%)
Class IX Students	46 (28.8%)	44 (27.5%)	47 (29.4%)	17 (10.5%)	03 (1.9%)	03 (1.9%)	160 (100%)
Class XI Students	36 (23.7%)	46 (30.3%)	52 (34.2%)	13 (8.6%)	04 (2.6%)	01 (0.6%)	152 (100%)
Urban Students	38 (24.1%)	50 (31.6%)	51 (32.3%)	10 (6.3%)	05 (3.2%)	04 (2.5%)	158 (100%)
Rural Students	44 (28.6%)	40 (26%)	48 (31.2%)	20 (13%)	02 (1.2%)	0 (0%)	154 (100%)
Girl Students	46 (30.5%)	43 (28.5%)	51 (33.8%)	08 (5.3%)	02 (1.3%)	01 (0.6%)	151 (100%)
Boy Students	36 (22.4%)	47 (29.2%)	48 (29.8%)	22 (13.7%)	05 (3.1%)	03 (1.8%)	161 (100%)

The percentage of respondents who _strongly agree_ that people who use weapons or violence of any kind do so because they think they are stronger is of all students 26.3, of class IX students 28.8, of class XI students 23.7, of urban students 24.1, of rural students 28.6, of girl students 30.5, and of boy students 22.4. About 5 per cent more class IX students strongly agree with the statement compared with class XI students who think so. Similarly more than 8 per cent of more girl students strongly agree than boy students. If those who _agree_ are added to those who _strongly agree_, the percentages are: of all students 55.2, of class IX students 56.3, of class XI students 54, of urban students 55.7, of rural students 54.6, of girl students 59, and of boy students 51.6. The _strongly agree_ and _agree_ responses together are in every case more than 50 per cent; for girl students it is 59 per cent. Those who _disagree_, the percentage

of all students is 31.7. The percentage of those who disagree is in most cases broadly the same as of those who agree. Those who strongly disagree are much fewer than those who strongly agree or agree but combined with those who disagree, their percentage is 39.1 or more in every case and in the case of rural students, it is as high as 44.2..

Statement and Question (c)

In your opinion, people who use weapons or violence do so because they know they could not persuade their opponents without using force.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	76 (24.4%)	136 (43.6%)	70 (22.4%)	19 (6.1%)	09 (2.9%)	02 (0.6%)	312 (100%)
Class IX Students	39 (24.3%)	64 (40%)	43 (26.9%)	07 (4.4%)	05 (3.1%)	02 (1.3%)	160 (100%)
Class XI Students	37 (24.3%)	72 (47.4%)	27 (17.8%)	12 (7.9%)	04 (2.6%)	0 (0%)	152 (100%)
Urban Students	35 (22.2%)	73 (46.2%)	37 (23.4%)	03 (1.9%)	08 (5.1%)	02 (1.2%)	158 (100%)
Rural Students	41 (26.6%)	63 (41%)	33 (21.4%)	16 (10.4%)	01 (0.6%)	0 (0%)	154 (100%)
Girl Students	39 (25.8%)	66 (43.7%)	33 (21.9%)	09 (6%)	04 (2.6%)	0 (0%)	151 (100%)
Boy Students	37 (23%)	70 (43.5%)	37 (23%)	10 (6.2%)	05 (3.1%)	02 (1.2%)	161 (100%)

The percentage of those who strongly agree is 24.3 of class IX students, 24.3 of class XI students, 22.2 of urban students, 26.6, of rural students, 25.8 of girl students and 23 of boy students. The variation, though not very important, is between urban students and rural students, and girl students and boy students. If the percentage of those who agree is combined with that of those who strongly agree, then there is some variation in the responses of class IX

and class XI students. The percentage of class XI students who <u>strongly agree</u> or <u>agree</u> (71.7) is higher than that of class IX students (64.3) who do so. The variation in the responses of those who disagree is also notable between class IX students and class XI students -- 26.9 per cent of class IX students disagree while only 17.8 per cent of class XI students do so. However, a higher percentage of class XI students (7.9) <u>strongly disagree</u> than that of class IX students (4.4).

Statement and Question (d)

In your opinion, friends and neighbours should do something if they think a husband is beating his wife.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	150 (48.1%)	108 (34.6%)	26 (8.3%)	21 (6.7%)	04 (1.3%)	03 (1%)	312 (100%)
Class IX Students	75 (46.9%)	51 (31.9%)	18 (11.3%)	12 (7.5%)	02 (1.2%)	02 (1.2%)	160 (100%)
Class XI Students	75 (49.3%)	57 (37.5%)	08 (5.3%)	09 (5.9%)	02 (1.3%)	01 (0.7%)	152 (100%)
Urban Students	85 (53.8%)	60 (38%)	04 (2.5%)	04 (2.5%)	02 (1.3%)	03 (1.9%)	158 (100%)
Rural Students	65 (42.2%)	48 (31.2%)	22 (14.3%)	17 (11%)	02 (1.3%)	0 (0%)	154 (100%)
Girl Students	72 (47.7%)	51 (33.8%)	15 (9.9%)	10 (6.6%)	02 (1.3%)	01 (0.7%)	151 (100%)
Boy Students	78 (48.4%)	57 (35.4%)	11 (6.8%)	11 (6.8%)	02 (1.3%)	02 (1.3%)	161 (100%)

The percentage of those who <u>strongly agree</u> that friends and neighbours should do something if they think a husband is beating his wife is 48.1 of all students, 46.9 of class IX students, 49.3 of class XI students, 53.8 of urban students, 42.2 of rural students, 47.7 of girl

students, and 48.4 of boy students. A higher percentage of urban students, a majority of them (53.8), strongly agree than any other group of students, while the lowest percentage of those who strongly agree is of rural students (42.2). There is very little variation in the responses of girl students and boy students in this regard. The variation in the responses of class IX and class XI students is also not very marked. The variations between different groups become more important when strongly agree responses are combined with agree responses. The percentage of all students who strongly agree or agree is 82.7. The percentage of class IX students who strongly agree or agree is 78.8 but the percentage of class XI students who strongly agree or agree is much higher (86.8). The variation is even more striking in the case of urban students and rural students - while 86.8 per cent of urban students strongly agree or agree, the percentage of rural students who do so is 73.4. The variation in the responses of girl students and boy students is less than 2 per cent. Of all students 15 per cent disagree or strongly disagree, with those who strongly disagree being less than those who disagree. Those who disagree include 11.3 per cent of class IX students and 5.3 per cent of class XI students. The variation between urban students and rural students is even more striking - while 2.5 per cent urban students disagree, 14.3 per cent rural students do so. Also, about 3 per cent more girl students disagree than boy students. Of all students, 6.7 per cent strongly disagree. These included 7.5 per cent of class IX students and 5.9 per cent of class XI students. Of the urban students, only 2.5 per cent strongly disagree while 11 per cent of the rural did so.

Statement and Question (e)

In your opinion, friends and neighbours should do something if they think a wife is beating her husband.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	108 (34.6%)	105 (33.7%)	50 (16%)	27 (8.7%)	17 (5.4%)	05 (0.6%)	312 (100%)
Class IX Students	46 (28.8%)	57 (35.6%)	33 (20.6%)	14 (8.8%)	07 (4.4%)	03 (1.8%)	160 (100%)
Class XI Students	62 (40.8%)	48 (31.6%)	17 (11.2%)	13 (8.5%)	10 (6.6%)	02 (1.3%)	152 (100%)
Urban Students	62 (39.3%)	59 (37.3%)	16 (10.1%)	06 (3.8%)	12 (7.6%)	03 (1.9%)	158 (100%)
Rural Students	46 (29.9%)	46 (29.9%)	34 (22.1%)	21 (13.6%)	05 (3.2%)	02 (1.3)	154 (100%)
Girl Students	53 (35.1%)	52 (34.4%)	25 (16.5%)	11 (7.3%)	09 (6%)	01 (0.7%)	151 (100%)
Boy Students	55 (34.2%)	53 (33%)	25 (15.5%)	16 (9.8%)	08 (5%)	04 (2.4%)	161 (100%)

Those who <u>strongly agree</u> that friends and neighbours should do something if they think a wife is beating her husband are 34.6 per cent of all students which include 28.8 per cent of class IX students, and 40.8 per cent of class XI students. There is a difference of 12 per cent between the opinions of class IX and class XI students in this regard. There is also a marked variation between urban students and rural students - while 39.3 per cent urban students strongly agree, only 29.9 per cent rural students do so. Interestingly, there is not much variation in the opinion of girl students and boy students. Those who <u>agree</u> together with those who <u>strongly agree</u> are 68. 3 per cent of all students, 64.4 per cent of all class IX students and 72.4 per cent of all class XI students. The variation in the responses of urban and rural students who <u>strongly agree</u> or <u>agree</u> is even more marked than in the case of class IX and class XI students - while 76.6 urban students <u>strongly agree</u> or <u>agree,</u> only 59.8 per cent of rural students do so. Of all students, 16 per cent <u>disagree</u>. They include 20.6 per cent of class IX students and 11.2 per cent of class XI students. The percentage of urban students who disagree is 10.1 while that of rural students it is 22.1. The variation in the responses of girl students and

boy students is not very marked.   Of all students, 8.7 per cent <u>strongly disagree</u> . They included 8.8 per cent of class IX students and 8.5 per cent of class XI students. Here also the variation in the responses of urban and rural students is notable - while 3.8 per cent of urban students <u>strongly disagree</u>, the percentage of rural students who do so is 13.6.

Statement and Question (f)

In your opinion, friends and neighbours should do something if they think parents are injuring their child.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	108 (34.6%)	106 (34%)	52 (16.7%)	32 (10.2%)	09 (2.9%)	05 (1.6%)	312 (100%)
Class IX Students	56 (35%)	49 (30.6%)	30 (18.7%)	19 (11.9%)	03 (1.9%)	03 (1.9%)	160 (100%)
Class XI Students	52 (34.2%)	57 (37.5%)	22 (14.5%)	13 (8.6%)	06 (3.9%)	02 (1.3%)	152 (100%)
Urban Students	57 (36.1%)	62 (39.2%)	21 (13.3%)	08 (5.1%)	07 (4.4%)	03 (1.9%)	158 (100%)
Rural Students	51 (33.1%)	44 (28.6%)	31 (20.1%)	24 (15.6%)	02 (1.3%)	02 (1.3%)	154 (100%)
Girl Students	53 (35%)	45 (29.8%)	30 (19.9%)	18 (11.9%)	04 (2.7%)	01 (0.7%)	151 (100%)
Boy Students	55 (34.2%)	61 (37.9%)	22 (13.7%)	14 (8.7%)	05 (3.1%)	04 (2.4%)	161 (100%)

Of all students, 34.6 per cent <u>strongly agree</u> that friends and neighbours should do something if they think parents are injuring their child. They include 35 per cent of class IX and 34.2 per cent of class XI students. The variations in the responses of other groups also in this regard is not very marked. The variations are more marked if the percentages of those who <u>strongly agree</u> and <u>agree</u> are combined - 65.6 per cent of class IX students <u>strongly agree</u> or <u>agree</u> while 71.7 per cent of class XI students do so. In the case of urban students and rural

students, the variation is even more marked - while 75.3 per cent of urban students strongly agree or agree, only 61.7 per cent of rural students do so. There is also variation in the responses of girl students and boy students. While 64.8 per cent girl students strongly agree or agree, a much higher percentage - 72.1 - of boy students do so. Of all students, those who disagree are 16.7 per cent and those who strongly disagree are 10.2 per cent. Those who strongly disagree are fewer in every case than those who disagree. The highest figure of those who strongly disagree is from rural students; it is 15.6 per cent of them. Don't Know response came from 3 class IX students and 6 class XI students. There were 5 no responses.

Statement and Question (g)

In your opinion, police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	129 (41.4%)	126 (40.4%)	33 (10.6%)	12 (3.8%)	07 (2.2%)	05 (1.6%)	312 (100%)
Class IX Students	62 (38.8%)	64 (40%)	17 (10.6%)	09 (5.6%)	05 (3.1%)	03 (1.9%)	160 (100%)
Class XI Students	67 (44.1%)	62 (40.8%)	16 (10.5%)	03 (2%)	02 (1.3%)	02 (1.3%)	152 (100%)
Urban Students	71 (44.9%)	61 (38.6%)	15 (9.5%)	03 (1.9%)	05 (3.2%)	03 (1.9%)	158 (100%)
Rural Students	58 (37.7%)	65 (42.2%)	18 (11.7%)	09 (5.8%)	02 (1.3%)	02 (1.3%)	154 (100%)
Girl Students	51 (33.8%)	64 (42.4%)	22 (14.6%)	09 (6%)	04 (2.6%)	01 (0.6%)	151 (100%)
Boy Students	78 (48.4%)	62 (38.5%)	11 (6.8%)	03 (1.9%)	03 (1.9%)	04 (2.5%)	161 (100%)

Of all students, 41.4 per cent strongly agree that police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed. These include 38.8 per cent of class IX students and 44.1 per cent of class XI students. The most marked variation

in this case is between girl students and boy students. While 33.8 per cent of girl students strongly agree, the percentage of boy students who strongly agree is 48.4. The percentage of all students who strongly agree or agree is 81.8. In the case of class IX and class XI students, the percentage of those who strongly agree or agree is 78.8 and 84.9 respectively. The variation in the responses of girl students and boy students is more marked - 76.2 per cent of girl students but 86.9 boy students strongly agree or agree. Of all students, 10.6 per cent disagree and 3.8 per cent strongly disagree. There is little variation in the percentage of class IX students and class XI students who disagree; the notable variation in this regard is between the responses of girl students (14.6 per cent) and of boy students (6.8 per cent). Those who strongly disagree include 5.6 per cent class IX students but only 2 per cent class XI students. Of the 5 no responses, 3 were of class IX students and 2 of class XI students.

Statement and Question (h)

In your opinion, children should not be bullied by other children, by their teachers or by their parents.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know	No Response	Total
All Students	138 (44.2%)	119 (38.2%)	30 (9.6%)	10 (3.2%)	08 (2.6%)	07 (2.2%)	312 (100%)
Class IX Students	75 (46.9%)	52 (32.5%)	16 (10%)	08 (5%)	05 (3.1%)	04 (2.5%)	160 (100%)
Class XI Students	63 (41.4%)	67 (44.1%)	14 (9.2%)	02 (1.3%)	03 (2%)	03 (2%)	152 (100%)
Urban Students	68 (43%)	66 (41.8%)	11 (7%)	01 (0.6%)	08 (5.1%)	04 (2.5%)	158 (100%)
Rural Students	70 (45.5%)	53 (34.4%)	19 (12.3%)	09 (5.8%)	0 (0%)	03 (2%)	154 (100%)
Girl Students	71 (47%)	54 (35.8%)	16 (10.6%)	06 (4%)	03 (2%)	01 (0.6%)	151 (100%)
Boy Students	67 (41.6%)	65 (40.4%)	14 (8.7%)	04 (2.5%)	05 (3.1%)	06 (3.7%)	161 (100%)

On the question of bullying, of all students 44.2 per cent strongly agree that children should not be bullied. These included 46.9 per cent of class IX students and a smaller percentage of 41.4 of class XI students. Combined with those who agree that children should not be bullied, the percentage figure for class IX students is 79.4 and for class XI students it is 85.2. There is also a variation in this regard in the responses of urban students and rural students. Of urban students, 84.8 per cent strongly agree or agree while of rural students only 79.9 per cent do so. Of all students, 9.6 per cent disagree and 3.2 per cent strongly disagree. Of class IX students who disagree or strongly disagree, the percentage is 15 while it is only 10.5 for class XI students. The variation of responses between urban students and rural students is more marked in this regard - while only 7.6 per cent of urban students disagree or strongly disagree, the percentage of rural students who do so is 18.1. There is also a variation in the responses of girl students and boy students though not as marked as in the case of urban students and rural students.

Question (i)

Nearly all Commonwealth countries have adopted the United Nations Convention on the Rights of the Child. Have you ever been told in school what these rights are?

	Yes	No	No Response	Total
All Students	212 (67.9%)	96 (30.8%)	04 (1.3%)	312 (100%)
Class IX Students	107 (66.9%)	52 (32.5%)	01 (0.6%)	160 (100%)
Class XI Students	105 (69%)	44 (29%)	03 (2%)	152 (100%)
Urban Students	99 (62.7%)	58 (36.7%)	01 (0.6%)	158 (100%)
Rural Students	113 (73.4%)	38 (24.7%)	03 (1.9%)	154 (100%)
Girl Students	104 (68.9%)	45 (29.8%)	02 (1.3%)	151 (100%)
Boy Students	108 (67.1%)	51 (31.7%)	02 (1.2%)	161 (100%)

About 68 per cent of all students have stated that they have been told in school about the rights which are included in the UN Convention, while about 31 per cent have stated that they have not been told. Just a little over 2 per cent more of class XI students have stated that they have been told about these rights than those of class IX students. The notable variation is in the responses of rural and urban students - while 73.4 per cent of rural students have stated that they have been told about these rights in the school, only 62.7 of urban students have stated this.

Question J.(i)

Does violence of any kind worry you now?

	Yes	No	No Response	Total
All Students	226 (72.4%)	80 (25.6%)	06 (2%)	312 (100%)
Class IX Students	110 (68.8%)	47 (29.4%)	03 (1.8%)	160 (100%)
Class XI Students	116 (76.3%)	33 (21.7%)	03 (2%)	152 (100%)
Urban Students	116 (73.4%)	39 (24.7%)	03 (1.9%)	158 (100%)
Rural Students	110 (71.4%)	41 (26.6%)	03 (2%)	154 (100%)
Girl Students	111 (73.5%)	36 (23.8%)	04 (2.7%)	151 (100%)
Boy Students	115 (71.4%)	44 (27.3%)	02 (1.3%)	161 (100%)

Of all students, 72.4 per cent have stated that violence of any kind worries them while 25.6 per cent have stated that it does not. A larger percentage of class XI students (76.3) are worried by violence than of class IX students (68.8). The variations in the responses of other groups are less marked. There was no response from 2 per cent of students.

Question J. (ii)

What do you think should be done ?   [This open-ended questions follows the question - Does violence of any kind worry you now?]

Mainly four broad patterns emerge from the responses - (i)those emphasizing non-violent behaviour on the part of elders, and school and family atmosphere based on non-violence; (ii) those emphasizing governmental and administrative action; (iii) those emphasizing the role of education and upbringing; and (iv) those stating that violence was sometimes necessary.

	Non-violent behaviour by elders; school and family atmosphere	Government/ Administrative action	Education and up-bringing	Violence sometime necessary	Any other*	Irrelevant Response or No Response	Total
All Students	115 (36.9%)	67 (21.5%)	27 (8.7%)	14 (4.5%)	06 (1.9%)	83 (26.5)	312 (100%)
Class IX Students	63 (39.4%)	29 (18.1%)	17 (10.6%)	05 (3.1%)	04 (2.5%)	42 (26.3%)	160 (100%)
Class XI Students	52 (34.2%)	38 (25%)	10 (6.6%)	09 (5.9%)	02 (1.3%)	41 (27%)	152 (100%)

*   Refers to taking help of the judiciary/using power of the judiciary

The highest percentage of all students (36.9) as well as separately of class IX and class XI students lays stress on elders' behaviour and on school and family atmosphere. The next highest percentage of all students (21.5) stresses the importance of governmental and administrative action and 8.7 per cent of all students emphasizes the importance of education and upbringing. Of all students, 4.5 per cent are of the view that violence is sometimes necessary. There is a large number (26.5%) of irrelevant and no responses.

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Conclusion

On no question in this section, a majority of students have expressed their strong agreement though when seen together with those who agree the percentage exceeds 70 on the question of violence never being necessary. It 80 on questions relating to husband beating his wife, police being right in using any necessary force and children being bullied. The significantly lower percentage of students who strongly agree on the issue of wife beating the husband may be because it is much less common than husband beating the wife - in comparison the percentage of those who think others should intervene when husband is beating the wife is much higher. This may be an indication of greater concern which students feel over violence against women. The relatively less strong support and support for intervention in the case of violence by parents against their children is surprising; it can perhaps be explained by the existence of strong family ties and the belief that any problems between children and their parents should remain within the family. Though strong agreement and agreement together for the use of force by police is fairly high, only about 41 per cent strong agreement with it shows a lack of enthusiasm for the use of force by police. Fewer than 70 per cent of all students strongly agree or agree that people who use violence do so because they know they could not persuade their opponents without using force. On the question of people who use weapons or violence of any kind doing so because they think they are stronger, the variation between the responses of those who strongly agree or agree and of those who disagree or strongly disagree is not very marked unlike in other questions in this section. There is a fairly high percentage of those who have stated that they have been told about the Convention on the Rights of the Child in school. Also the percentage of those who are worried about violence of any kind is quite high although over a quarter say they are not worried. On what should be done, the highest percentage - 36.9 - is of those who mention changes in the behaviour of elders and improvements in the family and school atmosphere while another significant percentage emphasizes action by government and administration. There is also a small percentage of those who think that violence is sometimes necessary.

Statement

Each one of us is unique/special and together we have rights under the Constitution, by custom and practice, by law and by international conventions. Put in order (1,2,3,4,5) which of these rights is most important to you. Give (I) to the most important and (5) to the least important.

Many students - 73 (23.4 per cent of all students) - did not fully understand ranking and gave the same rank to more than one right, in some cases to all the five rights listed. These responses have not been taken into account. The responses of 239 students (76.6 per cent of all students) - 119 of class IX and 120 of class XI - have been used in this presentation. This group of students also includes all those who may have ranked less than five rights.

(a) **Right to your name**		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
	Students of Class IX	18 (15.1%)	22 (18.5%)	21 (17.7%)	25 (21%)	33 (27.7%)	119 (100%)
	Students of Class XI	11 (9.2%)	20 (16.7%)	24 (20%)	27 (22.5%)	38 (31.6%)	120 (100%)
	All Students	29 (12.1%)	42 (17.6%)	45 (18.8%)	52 (21.8%)	71 (29.7%)	239 (100%)

		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
(b) **The Right to your religion**	Students of Class IX	8 (6.7%)	22 (18.5%)	27 (22.7%)	33 (27.7%)	29 (24.4%)	119 (100%)
	Students of Class XI	5 (4.1%)	9 (7.6%)	24 (20%)	42 (35%)	40 (33.3%)	120 (100%)
	All Students	13 (5.5%)	31 (13%)	51 (21.4%)	75 (31.3%)	69 (28.8%)	239 (100%)

		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
(c) **The Right to go on living -- the Right to life**	Students of Class IX	50 (42%)	19 (16%)	21 (17.6%)	15 (12.6%)	14 (11.8%)	119 (100%)
	Students of Class XI	73 (60.8%)	28 (23.3%)	9 (7.5%)	2 (1.7%)	8 (6.7%)	120 (100%)
	All Students	123 (51.5%)	47 (19.7%)	30 (12.5%)	17 (7.1%)	22 (9.2%)	239 (100%)

		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
(d) **The Right to your own language and culture**	Class IX Students	18 (15.2%)	30 (25.2%)	29 (24.4%)	21 (17.6%)	21 (17.6%)	119 (100%)
	Class XI Students	10 (8.3%)	25 (20.9%)	39 (32.5%)	32 (26.7%)	14 (11.6%)	120 (100%)
	All Students	28 (11.7%)	55 (23%)	68 (28.5%)	53 (22.2%)	35 (14.6%)	239 (100%)

		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
(e) **Your parents right to bring you up as they wish, in terms the laws of your country**	Class IX Students	26 (21.9%)	27 (22.7%)	20 (16.8%)	25 (21%)	21 (17.6%)	119 (100%)
	Class XI Students	23 (19.2%)	38 (31.7%)	23 (19.2%)	16 (13.3%)	20 (16.6%)	120 (100%)
	All Students	49 (20.5%)	65 (27.2%)	43 (17.9%)	41 (17.2%)	41 (17.2%)	239 (100%)

A majority of all students (51.5 per cent) have given first rank to the right to life - a much higher percentage (60.8) of class XI students have done so than class IX students. The second highest percentage (20.5) of all students has given the first rank to parents' right to bring them up as they wish. The right to one's own name and the right to one's own language and culture have been given first rank by almost the same percentage of all students, 12.1 and 11.7 respectively. The right to religion has been given the first rank by only 5.5 per cent of all students.

(f) If you had to describe yourself in five words, what would you say are the most important things about you?

Students have described themselves in numerous ways, not all of which are descriptions of identity. Some have described themselves simply as students studying in such and such school, some in terms of what they value most, some in terms of their aspirations. Many have described themselves in terms of two, three or more than three attributes. Given below is a list of the descriptive terms which reflect the various responses and the percentage of all students as well as of class IX and class XI students, each separately, whose responses they represent. The total number of responses is more than the total number of students.

Description	Percentage of all Students	Percentage of Class IX Students	Percentage of Class XI Students
Good Citizen	40.7	37	44.7
Student - School	18.6	21.2	15.8
Family	15.4	13.8	17.1
Human being	14.7	12.5	17.1
Language/region	13.8	16.9	10.5
Personal qualities	11.9	3.8	6.4
Name	11.2	13.1	9.2
Value equality	11.2	13.1	9.2
Religion	10.3	11.9	8 .6
No response	9	10.6	7.2
Good life	8.6	10	7.2
Gender	6.7	7.5	5.9
Future career	6.1	6.3	5.9
Culture	7.4	5	9.9
Age	2.2	1.9	2.6
Caste/tribe	1.9	1.3	2.6
Love of freedom	0.6	0.3	0.3

The highest percentage of all students and of class IX and class XI students describe themselves in terms of good citizenship; over 6 per cent more of class XI than those of class IX do so. The next highest percentage is of those who describe themselves as students of a particular school and of a particular class. Of all students, the next highest percentage is of those who describe themselves in terms of their families and a slightly less percentage in terms of being human beings. The latter includes one student who has described himself mainly in terms of becoming a good human being as well as an agnostic. If these responses are taken as an indication of ranking, religion has the ninth place (10.3 per cent of all students have mentioned it) and caste/tribe sixteenth place (1.9 per cent of all students). Those who did not respond were 9 per cent.

Conclusion

That a majority of students have given first rank to right to life is not surprising. Considering the continuing importance of the family in Indian students' life, it is also not surprising that the right which has been given the first rank by the second highest percentage of students, though far below the one for right to life, is the right of parents to bring up their children as they wish. That the right to religion has been given first rank by only 5.5 per cent students is not unsurprising. The ranking and the responses which students have given to describe themselves may be taken together as a reflection of their value orientation. A significant percentage have expressed their identity in terms of good citizenship, and in terms of being human, valuing equality, etc. and an insignificant number in terms of narrow identities such as those of tribe or caste. This may be an indication of changes in the value orientation of young people.

Section 8

School Experience

[The statement mentions that the aim of the study is to find what the students know about human rights and similar issues and that the study will be useful to schools in their future programmes.]

Question

Have you discussed or learnt about human rights, and the sort of questions you have just answered, in any of the following over the past two years? [The responses analyzed are of class XI students only.]

(a) In School

	Yes	No	No Response	Total
	135	16	01	152
	(88.8%)	(10.5%)	(0.7%)	(100%)

(b) In your family/home

	108	42	02	152
	(71%)	(27.6%)	(1.4%)	(100%)

(c) In talks with friends of your own age

	125	25	02	152
	(82.2%)	(16.4%)	(1.4%)	(100%)

(d) In listening to radio or watching television

	132	20	0	152
	(86.8%)	(13.2%)	(0%)	(100%)

(e) In newspapers and magazines

	108	42	02	152
	(71.1%)	(27.6%)	(1.3%)	(100%)

(f) <u>Anywhere else</u> **- If yes, please specify**

[Insignificant number of 'Yes' responses. A few mention National Human Rights Commission. One respondent mentioned his participation in a UNESCO - sponsored exchange programme.]

The highest percentage of 'Yes' responses is for schools.

(g) In which of (a) to (f) have you heard most about these questions?

School	Family	Friends	Radio/ TV	Newspapers/ Magazines	Any other	No Response	Total
69	12	12	39	10	03	07	152
(45.4%)	(7.9%)	(7.9%)	(25.7%)	(6.6%)	(1.9%)	(4.6%)	(100%)

(h) Which source has been most helpful to you?

School	Family	Friends	Radio/ TV	Newspapers/ Magazines	Any other	No Response	Total
48	14	23	46	14	04	03	152
(31.6%)	(9.2%)	(15.1%)	(30.3%)	(9.2%)	(2.6%)	(2%)	(100%)

(i) At school, do you think that your teachers are working together to make sure all students understand human rights, and the responsibilities that go with them?

Yes	No	No Response	Total
102	47	03	152
(67.1%)	(30.9%)	(2%)	(100%)

It is in school that the largest percentage - 45.4 of students - state they have heard most about human rights and similar issues. For 25.7 per cent students, this is listening to radio and watching television. Each of the other sources - family/home, talks with peers, newspapers - has been mentioned by 6 per cent to 8 per cent students.

The most helpful sources are stated to have been school (for 31.6 per cent students), radio and television (for 30.3 per cent students), talks with peers (for 15.1 per cent students) and family and newspapers (each for 9.2 per cent students).

A fairly good percentage (67.1) of students think that their teachers are working together to make sure all students understand human rights, and the responsibilities that go with them but about 31 per cent of them do not think so.

(j) Is there anything more you think schools can and should do to help young people to understand the rights and duties of a citizen?

Over 73.3 per cent have stated that schools can and should do more but they have made no specific suggestions. A significant percentage (20.5) have made no response. The following specific suggestions have emerged from the responses of 6 per cent students.

– The school should respect rights and perform its duties in practice.
– Learning about rights and duties should not be restricted to textbooks. Students should be involved in activities to see for themselves what is happening, and to teach others about human rights.
– There should be free interaction between the school and the students.
– Teachers should respect the rights of children.
– Groups of students should be trained to spread awareness of human rights in the community.
– There should be projects on human rights in schools.
– Teachers should be more sympathetic to students.
– Teachers should not behave as if they were rulers.
– Weaker students should receive greater attention.

A common emphasis in most of the specific responses to this question was on the responsibility of teachers and schools to observe human rights in their dealings with students.

Conclusion

The responses in this section clearly bring out the importance of school in strengthening human rights education. Compared with all others, media is considered the next most important source. Significantly, about three-quarter of all students think that schools can and should do more in promoting understanding of rights and duties of citizens though very few have made specific suggestions in this regard.

Part V

Interviews with Students, Teachers and Administrators

A. Interviews with Students

At the beginning of each interview, each student said that he/she had enjoyed responding to the Questionnaire. Many of them said that responding to the Questionnaire was a learning experience for them. The following general pattern of responses to the specific issues emerged from the interviews with 32 students from eight schools.

1. Difficulties with the Questionnaire

Most of the students stated that they had no difficulty in understanding any part of the Questionnaire. Some class IX students, however, mentioned that the language of some questions was not easy. The specific questions which were mentioned in this context related to the sections on Violence and Identity. Some students also said that they found it difficult in making up their mind while responding to questions with five options - Very Important, Not important, Unimportant, etc. and Strongly Agree, Agree, Disagree, etc -- which required a clear differentiation between the degree or level of importance/unimportance and agreement/disagreement.

2. Importance of Human Rights and Familiarity with the term

Every student stated that human rights were very important and every one of them said that they were familiar with the term. Most of them said that they had learnt about human rights first from their textbooks since when they were in class VI, while a few had known about human rights from newspapers and television. A few said that they first learned about human rights when they were in class IX.

3. Coverage of the dimensions set out in the conceptual map

Most students said that except for Violence and Identity, all the other dimensions were covered in the curriculum, particularly of Civics and History, at the Upper Primary and Secondary stages. The dimension of consumer rights was covered less than the others and

mainly to some extent in the Economics curriculum at the Secondary stage. The dimension of violence, according to most of them, was covered in the language textbooks and they gave various examples of the relevant lessons - stories which they had studied in their language textbooks. On the question of the adequacy of coverage, conflicting views were expressed. Many of them said that while various dimensions were covered, they were not always adequately explained.

4. Access to Materials

Most students stated that there was no serious problem with regard to the availability of relevant materials but they thought that more should be available. Inadequacy of reference materials was particularly mentioned in this context. Some students suggested that to enhance access to human rights related materials, it may be useful to display them separately. A few students were not happy with the functioning of their libraries. Many students also mentioned that their library did not have many important documents on human rights.

5. Importance Given by School and Teachers

Many students thought that teaching about human rights was not given any special importance and no special interest was shown in teaching this area. Some were of the view that human rights were taught like any other topic in the syllabus, through lecture method, with little debate and discussion. The school did not pay enough attention to projects and debates and other co-curricular activities relating to human rights.

6. Interest shown by family

Most students said that they often discussed human rights issues in their family, more often with father and sometimes also with mother. According to most of them, their families do take interest in education about human rights and the parents of some of them were actively involved in human rights activities. Some of them, however, said that their families were more interested in their doing well in examinations, spending more time on learning science and mathematics, and preparing for their career.

7. Question of Subjects

Except for a very few, most students were not in favour of having human rights as a separate subject. Most of them were in favour of giving human rights more importance in Civics and History textbooks by giving it a more elaborate treatment. Some of them suggested that human rights could be treated as a separate topic within the existing subjects. Many of them were of the view that more human rights related materials should be included in language textbooks. Many of them also suggested that the mode of teaching this topic should be different from the one that is followed in the teaching of other subjects. Many of them laid stress on co-curricular activities and practice of human rights within the school.

A number of other suggestions emerged during the interviews. Some students mentioned, for example, that corruption as an issue should be highlighted in the curriculum as it affected human rights. Some suggested that there should be awareness of how violations of human rights can be redressed. Some wanted that special campaigns should be launched with the participation of the school for creating awareness of human rights. A few also thought that including human rights in the examination questions would enhance its importance.

B. Interviews with Teachers and Principals

Interviews with three teachers in each school were conducted together while those with the Principals were conducted separately. The same issues were covered in both sets of interviews. The following pattern of responses emerged from these interviews.

1. Coverage in Pre-Service and In-Service Teacher Education

The nearly unanimous view was that human rights materials were not included in the pre-service teacher training programmes and received little attention even in the in-service programmes which are now frequently organized. Every teacher and Principal emphasized the necessity of revising the existing pre-service education curriculum and giving it special attention in the in-service programmes. It was also suggested that the inclusion of human rights related issues in in-service training should cut across subject areas and be available to all teachers irrespective of the subjects they teach. Another suggestion was that for both pre-service and in-service education, content relating to human rights was not enough and that application aspect and development of skills among teachers to deal with this area should receive equal emphasis.

2. Coverage in the existing curriculum

Most teachers' view was that except for violence and consumer rights, all other dimensions were covered in the existing curriculum though according to some it was not adequate. The question of identity was also not a part of the curriculum. They also mentioned that many issues covered in the curriculum which had a bearing on human rights were not specifically seen as human rights questions by teachers. Most were of the view that much of what is given in the curriculum does get comprehended by students of Class VIII or IX with the help of teachers.

3. Availability of Learning Materials

The general view was that there was no shortage of print materials and with some efforts schools can procure them. There was a general lack of audio-visual materials. Considering the poor library facilities in most schools in the country, many teachers felt that special efforts

would be needed to make available at least some essential materials to all secondary schools. The general lack of availability of international documents was pointed out by many teachers. It was also suggested that the question of availability of suitable materials for students needs to be looked into.

4. Appropriate Age for Introducing Human Rights Ideas

Most teachers thought that for introducing some elements of human rights education, class VI was the appropriate stage (age - 11 years) though they also were of the view that a fuller comprehension would come in class VIII or IX.

5. Types of International Commonwealth Cooperation

Most teachers suggested student and teacher exchange programmes as well as exchange of suitable materials. Some teachers expressed difficulties of international cooperation on such issues due to differences in the educational systems of different countries.

6. Role of Teachers' Organizations

Many teachers emphasized the important role which teachers' organizations can play in promoting human rights education. Some of them pointed out that teachers' organizations by their very nature were concerned with rights. Some teachers, however, also said that teachers' organizations were generally preoccupied with questions of welfare and took inadequate interest in academic matters. The importance of Parent Teacher Associations was emphasized by some teachers.

7. Subject of Examination

A majority of teachers were of the view that making human rights a part of examination would be useful as it would then demand greater attention by both teachers and students. Some teachers disagreed with this. They were of the view that if it was made a part of examinations, the kind of teaching/learning mode that human rights education required would be neglected and this area would lose its real importance. Some teachers suggested that it should be introduced in those school classes when students and teachers were not preoccupied with preparing for public examinations.

8. Role of NGOs

Some teachers saw the role of NGOs as very important because the interaction of students and teachers with them will be extremely useful. The NGOs could also play an important role in initiating pace setting activities. However, not every teacher and principal was enthusiastic in involving NGOs.

9. Cross-Curricular or Subject Approach

Most teachers favoured the cross-curricular approach as human rights concepts were relevant to many subjects. They, however, wanted a more elaborate treatment of the various ideas and concepts. They also emphasized the importance of language curriculum. Most teachers emphasized the importance of interactive mode in teaching-learning. A few teachers thought that human rights education in the form of a separate subject would be more effective.

10. Policy Changes

The common view was that the present policy framework provided ample opportunities for human rights education and there was no need to consider any policy changes.

C. Interviews with Educational Administrators

At present, human rights as such are not covered in the curriculum of pre-service teacher education. Steps have been taken recently to include it in the in-service training programmes. The need for revising the pre-service teacher education curriculum is recognized, but its inclusion in in-service training/orientation progrmmes is considered even more crucial.

The present school curriculum does contain the component of human rights, mainly in social science subjects (particularly History and Civics) and, to some extent, in languages, and most of the dimensions of the conceptual map are covered. Whether it does get across to students is difficult to answer in the absence of any major studies in this area. Much depends on the efforts of individual teachers, their knowledge and perceptions as well as the pedagogy used in getting it across to students. But it is reasonable to expect that like many other concept and ideas in the school curriculum, the ideas relating to human rights, when transacted properly, do get across to students. There is certainly a need to relook at the curriculum, to identify the inadequacies, and update it and strengthen it.

Availability of relevant materials on any issue can be said to be rarely adequate. More materials are needed, particularly modular materials for both teachers and students, on different aspects of human rights as well as on the pedagogy of human rights.

There are certain concepts of human rights which can be appropriately included even at the primary stage. However, for a better comprehension of the variety of human rights issues and concerns keeping in view the developmental stages, 14 years of age and above may be appropriate.

International cooperation at the Commonwealth level may include exchange of materials produced in different countries and the methods adopted by them in their teaching - learning contexts, bringing out good case studies of innovative strategies in human rights education, studies in the area of comparative education, and interactions between curriculum experts, practising teachers and teachers' organization of different countries.

Teachers' organizations can play a very important role. They can develop materials and disseminate them, promote professional interaction among their members, and influence educational planners and administrators in making human rights education effective.

The promotion of human rights education need not be linked with examinations.

Interaction with NGOs and taking their support can make an important contribution. It should be seen as an aspect of community participation and mobilization for effective implementation.

The cross-curricular approach can be considered appropriate and besides the social science courses, the component of human rights in language and science courses may need to be strengthened. Additionally, it may be possible to develop courses which can together seek to reflect various important contemporary issues and concerns along with human rights. Many human rights issues are intimately connected with various other contemporary issues such as those relating to environment, development, gender discrimination.

There are no issues in human rights education which require any policy changes in our context. The main thrust has to be in the area of effective implementation. Educational authorities have to ensure that ideas of human rights are incorporated in the school curriculum as well as teacher education curriculum. Initiatives need to be taken at the school level and by educational authorities to ensure that appropriate co-curricular activities relating to human rights and discussions and debates on issues relating to human rights become a regular part of the activities of the school. Electronic media can play a very important role in generating awareness and building a sustained climate of respect for human rights.

Part VI

Main Findings and Recommendations

The study on which this part of the Report is based had certain limitations which should be kept in mind. The limitations of the sample selected -- for the review of curriculum and materials, and of the schools for the administration of the Students' Questionnaire and interviews with students, teachers and principals -- have already been mentioned in Part II (Methodology) of the Report. Besides the conceptual map which provides the overall framework of this study has its own limitations. While it includes many basic dimensions of human rights education, it by no means covers all the major issues and concerns relevant to it. The Students' Questionnaire, based on the conceptual map, which was used in the four countries participating in the study, had a certain universality in its relevance but it did not, and could not, cover many issues that would be important in the specific context of each participating country. The interviews with students, teachers, principals and administrators, of course, provide an extremely useful supplement to the review of curriculum and materials and analysis of the responses to the Questionnaire.

These limitations, however, in no way diminish the significance of this study and its findings. Its being a part of a four country study focusing on major dimensions of human rights education and providing comparative perspectives is by itself of no small importance. It is significant also as a pioneering study with a clear focus on the state of human rights education at the school stage, the perception and understanding of school students on a few selected but major human rights issues and the perspectives of students, teachers and educational administrators for strengthening human rights education at the school level. While the sample selected limits the generalisability of its findings for the whole country, the findings, at the very least, are indicative and provide the basis for hypothesizing for the whole country for conducting further studies. That the sample of the study, though small, was selected from a school system which has its schools in all parts of the country and the schools, both rural and urban, selected in the sample are located in four different cultural-ecological regions of the country add to the significance of its findings.

Main Findings

I Curriculum

1. The school curriculum, particularly in social sciences, introduces students to various issues and dimensions of human rights in both the Indian and the world contexts at various school stages, notably from the beginning of the Upper Primary stage. However, some of these issues are dealt with less adequately than others. In the school, textbooks are the main source of knowledge about human rights. Besides teaching the textbooks, however no special effort is made to promote that knowledge and no special importance is attached to this area. There is little discussion and debate and few projects and activities, in and out of school, on human rights issues are undertaken. The pedagogy adopted for this area is the same as for other components of the curriculum.

2. The prescribed curriculum and materials at the secondary stage do seem to make a difference in students' understanding of human rights ideas and concepts. This is reflected in the differences in the responses of the students belonging to two different school classes to many questions which require a certain knowledge base. It is also reflected, perhaps, in the responses requiring a clear differentiation in terms of the degree of agreement or disagreement and of importance or lack of it.

II Perceptions of Law and Administration of Justice and Equality of Opportunity

The questions relating to these human rights concepts required of the respondents a clear understanding of the distinction between their perception of things as they are and as they should be. The responses show that this distinction is generally well understood and while their perception of things as they are casts a reflection on the existing reality, their understanding of and professed commitment to human rights as reflected in their responses to things as they should be is quite high. About 72 per cent respondents think that the policeman who catches an alleged thief will beat him and about 45 per cent think that the policeman will take a bribe. However, over two-thirds are not only aware of the due process but would also like the alleged thief, even when they advocate the due process to be followed, to be dealt with humanely or with compassion, and over 40 per cent think that one should also go into the

reasons that led or compelled the person to commit the alleged theft. These perceptions reflect a commitment to human rights values which go beyond a commitment to law and administration of justice in terms of due process. It is also notable that the percentage of those who do not think that there would be an open trial, that the person would be defended by a lawyer and that the question of the person's guilt would not be decided until after the case had been heard is not negligible. What may be of even greater concern is that about 18 per cent support the policeman beating the alleged thief. That the lack of support for due process and insensitivity to unlawful acts of the police is not negligible needs to be taken note of. it may also be necessary to go into the possible reasons for this view which may be based on a certain perception of the law and order situation.

The responses to the questions on Equality of Opportunity reflect a greater awareness of and commitment to human rights. About 68 per cent think that the person who performs best at the interview will, in be practice get the job and while about 58 per cent think that the selection will not be determined by considerations of gender, tribe, caste, religion and language, 42 per cent think that these considerations will determine the selection. However, to the question who they think should get the job, about 86 per cent have responded that the most qualified should get the job, and another over 10 per cent think that the most needy or the one both qualified and needy should get the job. No student mentioned any other consideration in deciding who should get the job.

III Perceptions of Colonialism, Independence and Democracy, and Civic and Social Rights and Responsibilities

On most questions dealing with these issues which require responses on a five point scale, the responses of an overwhelming percentage of students show a fairly high level of understanding of human rights issues involved; in some cases, it is nearly universal. About 90 per cent students strongly agree or agree with the view that colonialism is wrong because people in every country should be free to choose their own government and their own way of life. About 63 per cent think that a country which is independent is not necessarily a democratic country. Over 85 per cent support the view that for everyone to be able to enjoy their rights, the people need to vote, to obey the law and to take an active interest in what goes on around them. The reasons stated by them for this view include, among others, the

following: otherwise people will be deceived by rulers; otherwise people's rights will be taken away; otherwise stronger people will exploit weaker people; to exercise restraint on the power of ruling groups, it is essential to be innvolved in public affairs. Even those who disagreed (12.5 per cent) had their reasons such as 'All politicians are the same - corrupt - doesn't mater' or 'Because votes can be bought'.

To vote has been considered <u>very important</u> by over 82 per cent and <u>important</u> by another about 14 per cent. The percentage of students who think that it is <u>very important</u> or <u>important</u> for them and their friends to pay taxes which government can use for providing services for the people is 94 and over 95 per cent of students (in the case of class XI students, about 98 per cent) think it is <u>very important</u> or <u>important</u> for them and their friends to know what their government is doing. Support for the government and others when they try to take steps for the welfare of the poor is nearly universal.

In their responses to some of these questions, the main difference in the understanding of the two groups belonging to two school classes is reflected in the degree of agreement with, or importance they attach to, a particular right or responsibility. On the importance of voting, for example, while 74.5 per cent of class IX students consider it <u>very important</u>, 91.5 per cent of class XI students do so. Similarly, that independence does not necessarily mean a representative or democratic government is understood by a much higher percentage of class XI students than that of class IX students.

A notable finding from the responses to many of these questions is that while a very high percentage of students, on some almost 100 per cent, shows <u>awareness</u> of human rights, it is not matched by a corresponding expression of enthusiasm and commitment to <u>act</u> for promoting them. For example, while 80.4 per cent think it is <u>very important</u> to <u>support</u> the efforts of the government and others for promoting welfare of the poor, the percentage of those who think it is <u>very important</u> to <u>act to support</u> the efforts for promoting the welfare of the poor 'even if the government itself could not' is only about 52. Similarly, <u>voting</u> in elections is very important to 82.6 per cent, knowing what the government is doing is very important to 75.3 per cent, <u>paying taxes</u> is very important to 67 per cent but the view that they and their friends should be free to <u>join</u> societies, political parties and trade unions is considered very important

by only 36.2 per cent. A similar lack of enthusiasm <u>to act</u> or <u>to express</u> a legitimate grievance is also reflected in the responses to the questions on Equality of Opportunity. As has been mentioned earlier, about 86 per cent think that the most qualified should get the job and another over 10 per cent think that the most needy or the one who is both qualified and needy should get the job. However, only about 57 per cent think that if the person who performed worst at the interview was given the job, the others would have reasons for complaint and 42.6 per cent even disagree with this.

The examples mentioned above, except the last one, refer to only the <u>very important</u> responses which reflect the high degree of importance that the respondents attach to a particular issue. Combined with the important responses, the understanding and perceptions reflected are more reassuring. But the discrepancies in <u>very important</u> responses and the lack of overwhelming support even for expressing a legitimate grievance (in the question on Equality of Opportunity) can be taken to be a reflection of passivity and a reluctance to get actively involved. This phenomenon may deserve to be taken note of by those concerned with education as a whole, including promotion of human rights education.

IV <u>Perceptions of Consumer Rights and Violence</u>

Out of 13 statements relating to consumer rights and violence eliciting response on a five point scale, a majority of students <u>strongly agree</u> with only three, all of which are from the area of consumer rights and none from violence. These three statements refer to the media giving all sides of an event and not only reporting what Ministers and officials have to say (about 65 per cent), taking of bribes by officials being always wrong (about 68 per cent) and prosecuting a company or individual if they pollute or damage the environment (about 61 per cent). Combined with those who <u>agree,</u> the percentage figures are about 91, 84 and 90 respectively. It is notable that these three statements for which there is overwhelming support, including strong support, deal with issues of wider public concern or of public policy. The <u>strong agreement</u> with two other statements on consumer rights which deal with products -- a consumer should get money back if a product is not what it claims or cannot do what it says on the packing and advertizing a product often involves exaggerating or lying about what it can do -- is much less than with the other three statements mentioned earlier, though when combined with those who <u>agree,</u> the percentage in both is cases over 75. The statement that advertizing a

product often involves exaggerating or lying about it has been _disagreed_ and _strongly disagreed_ to by over 17 per cent students. The perception of the possible threat which advertizing poses to the rights of consumers is comparatively less widespread and is felt less intemsely than the perception of other threats.

The reasons for lack of strong agreement on statements relating to products may need to be looked into. Most of the products which most Indian consumers buy are not 'packaged' products as they are in some other countries. Most of the products which are marketed with a blast of advertizing are for the relatively well-off and affluent sections. Because of these reasons, the relevance of these questions in Indian conditions is perhaps not very great. Another possible reason is also the lack of enthusiasm on issues involving active participation. There is, additionally, inadequate awareness of the importance of consumer rights issues and the avenues for the redressal of consumer grievances.

There are three statements on doemstic violence -- about husband beating wife, wife beating husband and parents injuring their child. That friends and neighbours should do something in such cases has not been _strongly agreed_ to by a majority of students. The highest percentage of those who _strongly agree_ (a little over 48) is in cases involving husband beating wife. For statements referring to wife beating husband and parents injuring their child, the percentage of those who _strongly agree_ is the same - 34.6. Even when the _strongly agree_ and _agree_ responses are combined, there is much greater support for intervening in case of husband beating wife (about 83 per cent) than in case of wife beating husband and parents injuring their child (over 68 per cent in both cases). These are among the few statements in the entire Questionnaire over which there is very substantial disagreement and strong disagreement -- in the case of husband beating wife, it is 15 per cent but in the case of wife beating husband, it is about 25 per cent and parents injuring their child, about 27 per cent. There are also notable differences in the perceptions of urban and rural students on all three issues of domestic violence. While only 5 per cent urban students are against intervention in case of husband beating wife, this percentage for rural students is over 25; in case of wife beating husband, about 14 per cent urban but about 36 per cent rural students are opposed to outside intervention and there is a broadly similar variation in the urban and rural students' responses on the issue of parents injuring their child. These responses show a much greater awareness of and sense of

concern over domestic violence against women. The issue of oppression of women and violence against them has for long been a matter of public concern and it is not surprising that this concern is shared by students. The issue of wife beating husband is very probably not of much relevance in the Indian context. It is perhaps for this reason that the responses do not reflect any serious concern over this issue. (It may be interesting to mention here that there was much expression of mirth and much giggling by students when they came across the question on wife beating husband -- the prospect seems to have delighted the students, both boys and girls.) The lack of strong support for intervention in case of parents injuring their child and opposition to such intervention by a fairly large percentage of students can be a matter of serious concern. However, it may be useful to keep in mind that while parents beating their child is not uncommon, it is not a major issue of public debate and concern or public intervention. Also, that parents have certain rights over their children, including the right to discipline them, with use of some force if necessary, is perhaps a generally accepted norm in most sections of Indian society. Another possible reason for the lack of support for intervention in such cases is that, perhaps, the incidence of serious violence against children in Indian families is much less common than in families in some other societies. The responses to all issues of domestic violence also perhaps need to be seen in the context of the continuing importance of the institution of family in Indian society and of the belief that all family matters should remain within the family and that outside interference in family matters is undesirable.

On some other issues, particularly police being right in using necessary force or children not to be bullied by other children, by their teachers or by the parents, the percentage of those who strongly agree or agree is quite high (over 80 per cent). The percentage of those who think that violence of any kind worries them now is over 72. The percentage of those who have stated that violence is sometimes necessary is less than 5. There is, on the whole, a fairly high percentage of opposition to violence in general and support for the use of police force against public violence.

About 68 per cent students -- the percentage is over 73 in case of rural students -- have stated that they have been told in school what the Rights of the Child (given in the United Convention) are. This is particularly notable because schools are not credited with having made any special efforts to promote human rights education.

V   Perceptions of Identity

The students' perceptions of their identity are reflected in two sets of responses -- ranking of five specified rights in order of the importance they attach to them and their description of themselves in about five words. While analysing the responses to the question requiring ranking, a fairly large percentage (over 23) had to be ignored. Of the responses taken into account -- over 76 per cent of the sample -- the right to life was given the first rank by over 51 per cent, their parents' right to bring them up as they wish was given the first rank by over 20 per cent, right to their name and right to their own language and culture were given the first rank by about 12 per cent each and right to their religion was given the first rank by 5.5 per cent. There are some variations in the responses of class IX and class XI students -- they are quite marked with reference to the right to life and right to their own language and culture -- but these variations do not change the overall pattern that has been mentioned. The highest percentage of students have given the right to life the first rank. This is in conformity with the universally held notion which gives the greatest importance to the right to life. The second highest percentage of students have given the first rank to their parents' right to bring them up as they wish. This reflects the continuing importance of the institution of family and supports what has been stated in the previous section with reference to the question of domestic violence. The right to religion has been given the first rank by only 5.5 per cent students.

The students' own descriptions of themselves clearly bring out that a vast majority of them, in both the age groups, do not see themselves in terms of narrow identities. A vast majority of them describe themselves in terms of good citizenship, as human beings, as those who value equality, as individuals and as member of a family. These responses together may be considered as reflecting an orientation in terms of secular values. This is supported by the responses to the questions on Equality of Opportunity discussed earlier when not a single respondent mentioned considerations of caste, tribe, religion, etc. as factors that should determine the selection of a person for employment. All these responses contradict the common notion that most people in Indian see themselves mainly in terms of their religion, caste or tribal identities. The responses to this and some other parts of the Questionnaire show that this notion is not well-founded at least for this group of student population. It is possible

that many develop notions of themselves in terms of narrow identities at a later stage. Why and when this happens, if it happens, may be matters that need to be studied.

VI Perceptions about the Role of the School in Promoting Understanding of Human Rights

The responses to the Questionnaire (by class XI students only, as required by the design of the study) and the interviews with students bring out that the school is both the most important and the most helpful, though not the sole, source for promoting understanding of human rights issues. The next most important source has been stated to be the media, particularly the audio-visual media. Although over 67 per cent think that their teachers are working together to make sure all students understand human rights and the responsibilities that go with them, over 73 per cent have stated that schools can and should do more in this regard. The specific suggestions which only a small percentage of them has made in their responses to the Questionnaire but more during the interviews regarding what more the school should do reflect their dissatisfaction with school practices and teaching methods and their expectation that the school and their teachers would observe human rights in their treatment of students.

Recommendations

1. More such studies covering different dimensions of human rights should be conducted. These studies should be conducted periodically at both all India and regional/local levels covering various types of schools and student populations. There is also a need for conducting such studies for other (non-student) population groups.

2. Experimental projects/studies should be taken up to develop materials, teaching-learning methodologies and school practices for improving the effectiveness of human rights education.

3. The approach for introducing human rights in the school curriculum should remain basically cross-curricular. The deficiences in the existing curriculum, some of which are possible to identify on the basis of this study and others, should be kept in view when the national and State level organizations responsible for curriculum undertake the task of curriculum revision. Serious efforts need to be made for changing and transforming the

pedagogical practices in the teaching/learning of human rights, as of other areas, with emphasis on interaction, discussion and debate, and activities and projects, inside and outside the classroom, in the school and in the community. Schools should make use of expertise available in human rights organizations and NGOs working in this area. There is also a need to improve the ambience and the organization of schools. One of the findings of this study which has been highlighted is that while the awareness of human rights on most issues is quite high, the corresponding willingness to act or to participate with enthusiasm is lacking. This issue deserves particular attention when activities and programmes, including curriculum revision and improving classroom practices, for strengthening human rights education are considered.

4. The national and State level educational bodies and organizations should produce a variety of materials -- print, audio, video -- relating to human rights and disseminate them so that they are within easy access of all schools. These materials should cover human rights ideas and concepts as well as issues and concerns and teaching-learning strategies to facilitate their translation in teaching-learning practices.

5. While human rights education should become integral to all in -service training programmes for teachers, there is an urgent need to ensure its integration in the pre-service training curriculum. Teachers' organizations should also be involved in human rights education programmes.

6. It is necessary to evolve the necessary mechanisms of coordination between the national and State level educational authorities and institutions for the effective implementation of activities and programmes for strengthening human rights education.

7. Commonwealth can play an important role in promoting exchange of human rights education materials developed in different countries, sponsoring researches and studies in the area aof human rights education, facilitating interactions between curriculum experts of Commonwealth countries on issues relating to human rights education, and promoting student and teacher exchange programmes and interactions between teachers' organizations.

HUMAN RIGHTS EDUCATION

A Study of Young People's Understanding of
Human Rights in Northern Ireland

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CONTENTS

1.   INTRODUCTION

This research forms part of a four country study to investigate young people's understanding of Human Rights issues in Botswana, India, Northern Ireland and Zimbabwe and the place of Human Rights education within the curriculum. The study was initiated and coordinated by the Institute of Education, University of London, and supported by the Human Rights Unit of the Commonwealth Secretariat. This report represents the findings and recommendations from the Northern Ireland study which was completed during 1996. Financial support for the Northern Ireland study was also provided by the Department of Education for Northern Ireland.

The remaining sections provide a brief introduction to:

- Northern Ireland
- The structure of education in Northern Ireland
- Education strategies related to the conflict in Northern Ireland
- The Northern Ireland Curriculum.

1.1   Northern Ireland

For many centuries the whole of Ireland was subject to English and then British rule. A series of events, including an uprising during Easter 1916, eventually led to a treaty that established an Irish Free State in 1921. This new state comprised 26 of the 32 counties in Ireland and it eventually became the Republic of Ireland with its own constitution and independent parliament in Dublin. When the Irish Free State was established in 1921 a substantial Protestant population in the six counties in the north of Ireland (mostly the descendants of English and Scottish settlers from the 1600s onward) wished to retain the union with Britain and a separate Northern Ireland state was established which had its own parliament until direct rule by the United Kingdom parliament was introduced in 1972.

The population of the Republic of Ireland is approximately 3.5 million people most of whom are Catholic. The present population of Northern Ireland is 1.5 million, the majority of

whom are of Protestant denominations, but estimates based on the 1991 Census suggest that the Catholic population has risen to over 40%. Voting patterns in Northern Ireland have consistently demonstrated a pattern whereby most Catholics vote for Nationalist or Republican parties (which aspire to a single, united Ireland) and most Protestants vote for Unionist or Loyalist parties (which wish Northern Ireland to remain part of the United Kingdom).

As the Civil Rights movement in the United States unfolded during the 1960s, a civil rights campaign emerged in Northern Ireland focused largely on grievances concerning social injustices against Catholics in housing, employment and electoral issues. Protest, counter-protest and State reaction gave rise to civil disturbances and street rioting in the late 1960s. This led to the deployment of the British Army in support of the local police, the Royal Ulster Constabulary (RUC). Although the army was initially welcomed in a peace-keeping role, relationships between the security forces and the Nationalist community quickly deteriorated. This created a climate in which the Irish Republican Army (IRA) was able to organise an armed campaign around its stated aim to bring about the end of Northern Ireland state as a separate entity and have a single Irish state which includes the six counties in the north. The campaign of the IRA, and smaller paramilitary groups such as the Irish National Liberation Army (INLA), has lasted for over 20 years. It has been accompanied by violence from Loyalist (extreme Unionist) paramilitary groups such as the Ulster Freedom Fighters (UFF) and the Ulster Defence Association (UDA). Since 1969 more than 3,000 people have been killed by paramilitaries and by the actions of state security forces.

In December 1993 the governments of the United Kingdom and the Republic of Ireland signed the Downing Street Declaration which committed both governments to the pursuit of a negotiated political settlement concerning the future government of Northern Ireland. In August 1994 the IRA declared a 'cessation of violence' and this was followed in October by a similar 'ceasefire' from Loyalist paramilitary groups. This situation lasted for 18 months until a bomb at Canary Wharf in London signalled the end of the IRA ceasefire in February 1996. Current 'peace talks' are attempting to arrive at the situation where negotiations can begin involving representatives from all political parties, but these have become impeded by the refusal of Unionist politicians to sit down with representatives of

Sinn Féin because of their association with the IRA, the absence of an IRA ceasefire, and debates surrounding issues such as the decommissioning of weapons held by paramilitaries and the release of 'political prisoners'. This research was carried out following the summer of 1996 when relations between the two main traditions had deteriorated due to conflict surrounding the routes taken by Orange parades and the boycott of shops and businesses owned by people from 'the other tradition' in a number of towns and villages throughout Northern Ireland.

1.2 The Education System in Northern Ireland

The education system in Northern Ireland is segregated by *religion* in that most children attend predominantly Protestant ('controlled') schools or Catholic ('maintained') schools; by *ability* (and some would argue social background) in that a selection system operates at age 11 to decide which children attend grammar schools (approximately one-third of children in second level education attend grammar schools); and often by *gender* (particularly in second level education where a quarter of the secondary schools and almost half of all grammar schools are single sex).

The current education system in Northern Ireland is relatively small. Statutory education involves approximately 0.3 million children within 970 primary, 166 secondary and 70 grammar schools. The system is administered by a Department of Education and five local authorities (known as Education and Library Boards). There also exists a statutory Council for Catholic Maintained Schools and government funds the Northern Ireland Council for Integrated Education (NICIE) to coordinate the development of a small but growing number of integrated schools (21 primary and 11 second-level colleges in 1996) which are attended by roughly equal numbers of Catholic and Protestant children. The system also includes 8 Irish language schools, some of which receive grant-aid from government, and 10 independent Christian schools associated with the Free Presbyterian Church which do not receive government funds.

1.3 Education initiatives related to the conflict in Northern Ireland

Over the past twenty five years schools have been drawn more and more into the spotlight in terms of how their activities take account of the conflict which is taking place within the wider society. A number of initiatives have emerged. In broad terms, these represent interventions in both the process of education (through curriculum reforms and increased contact between Catholic and Protestant pupils) and the structure of education (through consideration of equity issues between existing, segregated schools; support for the creation of new integrated schools; and the transformation of existing schools to integrated institutions).

In terms of the school curriculum government has supported the introduction of an educational theme known as *Education for Mutual Understanding (EMU)*. The aims of EMU are to enable pupils 'to respect and value themselves and others; to appreciate the interdependence of people within society; to know about and understand what is shared as well as what is different about their cultural traditions; and to appreciate how conflict may be handled in non-violent ways'.

The Department of Education for Northern Ireland also operates a Cross Community Contact Scheme which provides approximately £1 million annually to encourage all schools in Northern Ireland to become involved in programmes that provide opportunities for contact between Catholic and Protestant children. Levels of participation have increased annually and recent figures (Smith and Robinson, 1996) indicate that over 40% of primary schools and almost 60% of second-level schools are now involved in the scheme.

1.4 The Northern Ireland Curriculum

In Northern Ireland, there are twelve years of compulsory education for all children between the ages of 4 and 16 years. Children normally enrol in primary school in September if they are 4 years old by the previous 1 July.

At age 11 the majority of pupils sit a series of tests as part of a Transfer Procedure to

determine whether they transfer to a grammar school or a secondary school. Grammar schools have traditionally been regarded as more academic, but this distinction is becoming less valid with the introduction of the same statutory curriculum for all schools.

Parents may express a preference for which second-level school they wish their child to attend. Schools must publish admissions criteria which are applied when the number of applicants exceeds the maximum capacity for the school. Only grammar schools are allowed to select their pupils on the basis of results from the Transfer tests.

Statutory education ends at age 16 although education is free for those pupils who decide to continue to age 18. At 16 years pupils sit GCSE examinations (usually 7-10 subjects are taken). At 18 years the GCE 'A' level examinations (usually 2-4 subjects) are taken which may lead to university admission.

The statutory Northern Ireland Curriculum is comprised of six Areas of Study:

- English (Language and Literature)
- Mathematics
- Science and Technology (Science, Biology, Chemistry, Physics, Home Economics, CDT)
- Creative and Expressive Studies (Art and Design, Music, Drama, Media Studies, P. E.)
- Environment and Society (History, Geography, and Business Studies at second-level)
- Language Studies (French, German, Spanish, Italian, Irish, Classics at second-level only).

Religious Education is also a compulsory part of the school curriculum, although parents may exercise the right for their child to be withdrawn from Religious Education classes and assemblies. Many schools operate Personal and Social Education (PSE) programmes which provide opportunities to deal with a range of social and moral issues.

Additionally, the Northern Ireland Curriculum includes six cross-curricular themes. These are not timetabled subjects in their own right, but all teachers are expected to take account

of their aims and objectives when planning programmes of study. In Northern Ireland, the six cross-curricular themes are:

- Education for Mutual Understanding (EMU)
- Cultural Heritage
- Health Education
- Information Technology
- Economic Awareness (at second-level)
- Careers Education (at second-level).

Human Rights is not an explicit component of the Northern Ireland Curriculum, but teachers may address human rights issues as an integral part of their programmes of study. Section 3 of this report provides an audit of the Northern Ireland Curriculum in terms of where opportunities exist to explore human rights issues.

2. METHODOLOGY

The research undertaken as part of this study comprised three main elements. These were an audit of the Northern Ireland Curriculum to identify where opportunities exist to explore human rights concepts; a questionnaire completed by 108 fourteen year-olds and 106 sixteen year-olds drawn from 5 schools; and a series of semi-structured interviews involving 5 school Principals,, 10 teachers, 3 education advisers and 20 pupils (four from each school).

The curriculum audit

It was beyond the scope and resources of the current project to undertake a major, systematic, human rights audit of the Northern Ireland Curriculum. However, an attempt was made to assess where opportunities for human rights education exist in two ways. Firstly, the Reseach Officer undertook an analysis of the statutory programmes of study for Key Stages 3 and 4 which have been published by the Department of Education and related guidance material published by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). Secondly, during the interviews teachers were asked to identify where particular aspects of human rights were addressed by the curriculum. Additionally teachers were asked to identify resources which they use to address certain aspects of human rights. The findings from the curriculum audit are reported in section 3 of this report.

The pupil survey

Following an initial meeting of the international planning group, a questionnaire was designed by the Institute of Education, University of London to explore young people's understanding of Human Rights in the following eight areas:

- Law and the administration of justice
- Equality of opportunity
- History and how it is taught

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- Civic and social rights and responsibilities
- Consumer rights
- Violence
- Issues concerning identity (gender, language, culture, religion, politics)
- Pupil perspectives on future provision for human rights education

In Northern Ireland, five schools were approached to participate in the study. Profiles of the schools are provided in Appendix 1. The schools were chosen to ensure that a combination of 'all-boys', 'all-girls' and 'coeducational'; 'Catholic', 'Protestant' and 'Integrated'; grammar and secondary; and rural and urban schools were included. Statistically the sample is not representative of all schools, but it is indicative of the range of second-level school types in Northern Ireland.

The Principal of each school was approached by the University Research Officer and asked to identify one class group (approximately 20 x 14 year-olds) and one class group (approximately 20 x 16 year-olds) to participate in the study. This led to a pupil sample of 214 pupils. Characteristics of the sample are provided at the beginning of section 4 of this report.

The questionnaire was administered to each class group by the University Research Officer during a visit to the school. Pupil responses were coded and analysed by computer using a statistical analysis package known as SPSSx. The frequency of responses to each item in the questionnaire were obtained. Responses were also cross-tabulated in terms of respondent's gender, age-group and school. An analysis of the responses to the questionnaire is provided in section 4 of this report.

The interviews

The Research Officer undertook semi-structured interviews of 5 school Principals, 10 teachers, 3 education advisers and 20 pupils (four from each school) concerning the following issues:

- Perceptions of human rights education

- School ethos and human rights education

- The curriculum and human rights education

- Strategies for including human rights in the curriculum

- Curriculum materials and resources for human rights education

- The involvement of NGOs in human rights education

- Initial teacher training and inservice education for human rights

- Pupil perspectives on the teaching of human rights

- Views on future developments to strengthen human rights education

Each interview was recorded and lasted approximately one hour. An analysis of the interviews is provided in section 5 of this report.

3.   A HUMAN RIGHTS AUDIT OF THE NORTHERN IRELAND CURRICULUM

The following extracts from *The Northern Ireland Curriculum - Key Stages 3 and 4 Programmes of Study and Attainment Targets* (DENI, 1996) indicate the range of opportunities across the curriculum for the introduction of human rights issues.   The following are core areas of study:

- English (Language and Literature)
- Mathematics
- Science and Technology (Science, Biology, Chemistry, Physics, Home Economics, CDT)
- Creative and Expressive Studies (Art and Design, Music, Drama, Media Studies, P. E.)
- Environment and Society (History, Geography, and Business Studies at second-level)
- Language Studies (French, German, Spanish, Italian, Irish, Classics at second-level only).

Additionally, the Northern Ireland Curriculum includes six cross-curricular themes. These are not timetabled subjects in their own right, but all teachers are expected to take account of their aims and objectives when planning programmes of study. In Northern Ireland, the six cross-curricular themes are:

- Education for Mutual Understanding (EMU)
- Cultural Heritage (CH)
- Health Education (HE)
- Information Technology (IT)
- Economic Awareness (EA) (at second-level)
- Careers Education (CE) (at second-level).

Religious Education is also a compulsory part of the school curriculum, although parents may exercise the right for their child to be withdrawn from Religious Education classes and assemblies. Many schools operate Personal and Social Education (PSE) programmes which provide opportunities to deal with a range of social and moral issues.

In addition to statutory programmes relating to subjects and cross curricular themes, educational aims relating to the ethos of the classroom are conducive to human rights teaching, for example, the statement that *education at Key Stage 3 and 4 should continue to foster the intellectual, social, emotional, physical, moral, cultural and spiritual development of pupils.*

The programmes of study for all areas refer to the fostering of communication skills problem solving and critical thinking skills and co-operative working. The importance of equality of opportunity in, and access to education for all children is also emphasised.

The following sections are extracts which highlight where concepts associated with human rights are mentioned explicitly in the statutory programmes of study.

3.1 English

- Materials for talking and listening should include work from pupils' own and other cultures.
- The use of role-plays is encouraged to explore social and economic issues.
- Co-operative work is encouraged.
- Discussion of abstract issues from within and beyond pupils' own experience, e.g. should court room trials be televised?
- Discussing the use of language in relationships and in persuasion and manipulation.
- Look at news stories from different perspectives.
- Explore the views of others.
- Reading activities should include material which attempts to fulfil a particular purpose, e.g. consumer education, Health Education.

The contribution of English to the cross curricular themes includes:

- Exploring relationships between works of literature and their social, economic and historical contexts, e.g. themes from Dickens (EMU, CH).
- Look at and draw conclusions about e.g. equal opportunities, poverty, affluence, (EA).
- Analyse advertisements, slogans and murals (EMU, CH, EA).

3.2 Mathematics

The subject aims to develop the ability of pupils to present accurate and reasoned arguments; to collect, represent, analyse and interpret data from a variety of sources e.g. on unemployment, health, education, population, environmental issues and to be aware of bias in interpreting information. The cross curricular themes apply to Maths as to all other subjects, for example:

- The contribution of mathematics to EMU is in relation to understanding, interpreting and

analysing data on e.g. race, religion, gender, disability, social patterns and relationships.

- Cultural Heritage involves looking at the contribution of various cultures to mathematical development over the centuries.

- Health Education discusses and analyses statistics related to health issues.

- Economic Awareness covers personal and family finances, including VAT and taxation as well as public spending issues.

3.3   Science

The study of Science should enable pupils to develop research skills; to present, interpret and evaluate results and to draw valid conclusions. Environmental issues are addressed through the study of the positive and negative effects of, for example, exploitation of raw materials, recycling and the interaction of ecosystems. The contribution of Science to the cross curricular themes:

- EMU and Cultural Heritage includes an appreciation of the international nature of scientific knowledge and discoveries.

- Health Education considers issues of health in relation to the individual and the community; relationships and sexuality.

- Information Technology encourages evaluation of the impact of technology on scientific investigations and on individuals and society.

- Economic Awareness includes awareness of the economic factors involved in making decisions with regard to exploitation of natural resources.

3.4   Technology and Design

- In relation to EMU and Cultural Heritage pupils should develop an appreciation of the contribution of technology in past ages and different cultures and consider the impact of technology on society, the economy and the environment. Pupils should be able to

evaluate conflicts that may arise due to different needs and aspirations of individuals and society resulting from technological development.

- Information Technology: pupils should be encouraged to evaluate the impact of IT on their work in Technology and Design, their own lives and society in general.
- Economic Awareness: pupils should be aware of the efficient use of resources.

3.5 History

- Pupils should have opportunities to develop an understanding of important aspects of the culture, economy, politics and society of Ireland in the context of Britain and Europe and, where appropriate, the wider world from the early Middle Ages to the 20th Century.

- Pupils should be given opportunities to study aspects of the past from a variety of perspectives and points of view, political, economic, social, cultural, aesthetic, religious, technological and scientific and from the perspectives of men and women.

The Study Units include:

Unit 2. Rivalry and Conflict

- Anglo-Spanish rivalry
- The impact of religious change
- Ireland 1600-1700, including the Plantation of Ulster, the Penal Laws.

Unit 3. Union to Partition 1800-1922

- Industrialised Britain; the importance of an expanding empire.
- Home Rule and Partition.
- Examination of a case study involving the use of evidence and, where appropriate, a range of perspectives and interpretations, to consider one of the following areas:

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a) Continuity and change in aspects of society over a period, e.g. technological change, the abolition of slavery, land ownership in Ireland.

b) Causes and short and long term impact of a key event, e.g. 1798 Rebellion, Act of Union, Catholic Emancipation, the extension of the franchise.

c) Experiences, motives, role and impact of a key personality or group, e.g. IRB, Sinn Fein, Churchill, Lloyd George.

Unit 4. The 20th Century World

The impact of World War - either WW1 or WW2 plus one of the following areas:

a) a significant social development e.g. the changing status of women; the U.N. Charter and the Declaration of Human Rights; the Welfare State.

b) a major event or person e.g. the Russian Revolution; the rise of dictators (either Hitler, Mussolini or Stalin); the Holocaust; the dropping of the atomic bombs; the break up of empire and the emergence of new nations; the creation of the state of Israel and Arab - Israeli relationships.

c) a significant organisation, e.g. the Commonwealth; League of Nations; United Nations; European Community; Council of Europe; civil rights movements in the USA in the 1950s and 1960s.

Unit 5 and 6. Study units of the schools own choice.

Pupils should study:

a) a place / event / personality / group of significance locally.

b) an historical theme over time, e.g. explorations, empire, medicine, religion, women, slavery.

c) a significant era or turning point in history e.g. Reformation, American Frontier, British Empire, World War 1 or 2, Cold War.

History also has a contribution to make toward the following cross curricular themes:

In terms of EMU and CH, pupils should be able to understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring:

- how their identity, way of life and culture has been shaped by influences from the local and wider world, e.g. language, music, religion, folklore.
- shared and distinct aspects of cultural heritage within Northern Ireland and beyond.
- cultures and lifestyles of people who are different from them within Northern Ireland, these islands and beyond, in order to understand and respect others, and where appropriate, to question and challenge prejudice and stereotype, e.g. neighbourhood graffiti, wall murals and one-sided interpretations of historical events.
- ways in which conflicts can arise over the use of resources and how these have been resolved, or compromises reached, e.g. in the preservation or development of historical sites.
- the historical origins of issues arising from inequalities and differences between the northern and southern hemispheres, e.g. in relation to aspects of colonialism.
- the historical origins of agencies which work towards international co-operation, e.g. the United Nations.

In relation to Health Education pupils should be given opportunities to:

- consider issues relating to global health in the past and the relationship between diet, health, trade, aid and development;
- find out about poor relief work in the past, e.g. during the Great Famine, and compare the capacity and willingness of governments and agencies to provide relief then and today in terms of period attitudes to poor relief, available information and resources, infrastructure, transport and communications;
- consider the use of natural resources through time and the long term effects of pollution

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on health at local, national and global levels.

In relation to Economic Awareness pupils should be given opportunities to develop their insights into choices and decisions involving the use of resources by examining:

- how Northern Ireland is, and has been, interdependent with other parts of these islands through time and the increasing interdependence of Europe and the wider world, e.g. in ways of life, economy, transport and trade;
- some of the economic influences on decision making and the economic consequences of such choices in historical settings e.g. Partition;
- some of the economic causes of division within Ireland in the past e.g. religion and land, patterns of integration and segregation in Northern Ireland arising from historical influences such as plantations, sectarian conflict, industrial development, employment and housing;
- imbalances between nations in trade and living standards now and in the past and the impact of historical factors on economic development and living standards in different countries e.g. colonialism.

3.6 Geography

The programme of study for Geography includes study of Physical and Human Environments.

The Human environment includes:

- population: including differences in composition in a developed and a developing country;
- settlement: comparisons between developed and developing; land use changes and the effects of this, e.g. inner-city redevelopment, impact of by-pass;
- economic activities: including renewable and non-renewable resources, environmental impact, contrasting the level of development in a developed and a developing country.

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Study of world development and the human impact on the environment includes:

- at least one environmental issue, e.g. fossil fuels, global warming, economic development, habitat, conservationists in the Amazon and other places.
- at least one issue related to an aspect of world development, e.g. the conflict between appropriate and inappropriate industrialisation in developing countries; exploitation by multi-national companies; fair trade; global equality.

The contribution of Geography to the cross curricular themes includes.

Interdependence of different cultures as part of EMU and CH may be explored by looking at:

- local and global influences e.g. T.V.; travel; advertising; food; goods and services.
- aspects of CH in the landscape and how these can be preserved, changed or destroyed.
- looking at different cultures and lifestyles in Europe or the developing world in order to respect others and, where appropriate to question and challenge prejudice and stereotypes.
- conflicts arising from interdependence of the world's ecological systems; how these might be resolved or compromises reached.
- issues arising from inequalities between the northern and southern hemispheres, e.g. economic aid, food production, world health, charity and development.
- attempts to promote global co-operation for a sustainable future.
- the work of some local and global agencies working for environmental conservation e.g. Conservation Volunteers, RSPB or agencies promoting just development, e.g. Oxfam, Trocaire, Greenpeace.

In relation to Health Education issues include:

- the relationship between diet, health ,trade, aid and development, resources, clean water.
- the focus and nature of international aid, loan repayments.
- the work of agencies such as the World Health Organisation.

In relation to Economic Awareness issues include:

- the impact of personal economic choices and behaviour, e.g. on trade and the environment.
- economic interdependence.
- imbalances between nations in trade and living standards.
- impact of organisations such as the World Bank.

3.7 Business Studies

Courses should enable students not only to understand business processes but to also to take into account the environment and contexts within which businesses operate. They should also develop an appreciation of co-operation and interdependence.

Where appropriate, pupils should have opportunities to address the objectives of the educational (cross-curricular) themes.

3.8 Economics

A course in economics should include the economic behaviour of individuals, groups, organisations and governments within local,national and international communities.

The guidelines refer to the cross curricular themes as above (Business Studies).

3.9 Political Studies

The outline programme for Political Studies at Key Stage 4 includes the following principles:

- the development of an appreciation of differing viewpoints through an exploration of key ideas that govern political processes and political behaviour.
- the development of an understanding of political institutions.
- the development of the skills necessary to explore and evaluate a range of source materials.

It is recommended that the course should include:

- the study of key political processes and structures of British government.
- contemporary political issues, including a Northern Ireland dimension.

In relation to the cross curricular themes, recommendations are made to explore and reflect on the content and issues associated with the cross curricular themes.

3.10 Home Economics

The programme of study covers the following areas:

a) Home and Family Issues which looks at issues, sources of information, analysis of viewpoints, factors influencing decisions and actions, prioritising, compromising, evaluating.

b) Family Life including relationships, roles and responsibilities; interdependence between individuals, family and society; basic family needs; a range of family situations which can lead to stress and conflict and strategies for dealing with these.

c) Diet and Health

d) Choice and Management of Resources - including consumer information e.g. procedures for making a complaint, the Sales and Supply of Goods Act 1994, the Trade Description Act 1968, advertising and sales strategies.

In relation to Economic Awareness pupils should have opportunities to:

- develop the knowledge and skills required to become discerning consumers and make effective use of resources;
- understand the factors which influence consumer choice and investigate the sources of information which are available;
- understand the legislation which exists to protect the basic rights of consumers and know the procedures for making a complaint.

3.11 Social and Environmental Studies

The outline programme for Key Stage 4 states:

Any course in Social and Environmental Studies should contribute to preparing pupils for life in a changing world by providing opportunities for them to:

- develop knowledge and understanding of the interdependence and inter-relationships of cultural, economic, environmental, political and social matters;
- understand themselves as social beings, their inter-relationships within society and their interactions with the environment;
- develop an understanding of the different values and attitudes, needs and perspectives of their own and other communities;
- develop the skills necessary to explore issues relating to the environment and society by engaging in a range of activities;

- explore and reflect on the content and issues associated with the cross curricular themes.

The Social and Environmental Studies (modular syllabus) was introduced in September 1996 and contains the following modules:

- Opportunities for Working Life.

- Cultural Heritage: includes diversity; prejudice; stereotyping.

- Economic Awareness - includes needs, wants; use of resources; taxation; consumers; responsibilities of government; social charter.

- Environmental Management - interdependence; responsibilities.

- Health and Society - equality of treatment; dignity; independence; moral dilemmas.

- Information and the Media - rights and responsibilities; advertising; influence on society; role of state; self-regulation/censorship.

- Law and Society: law and society; law and Human Rights, U.N.Declaration; restrictions; justice and law; making and using the law.

3.12 Physical Education

The Physical Education programme is concerned with all-round personal development, including a positive attitude to participation.

EMU can be promoted through the sections of the programme of study relating to 'attitudes' and 'understanding' as pupils learn to co-operate and participate. Cultural Heritage can be

promoted through performing dances and games from different cultures. Under 'attitudes' the programme of study lists the development of a sense of fair play and respect for others.

3.13 Art and Design

- The study of Art and Design should develop investigative abilities and a critical faculty both applicable to a pupil's own work, the work of other pupils and of artists and designers from their own and other cultures.

- Through Art and Design pupils should become familiar with images presented by a wide variety of cultures and traditions, thus appreciating similarities as well as differences at local, national and international level, e.g. pupils could discuss the images of youth culture and their use to influence and shape ideas and trends.

3.14 Music

Pupils are required to listen to and appraise music from different cultures, traditions and styles. They should be encouraged to listen to unfamiliar music with open and inquiring minds, e.g. they might consider the emotional impact of music and how it is, or can be, used for manipulative purposes.

3.15 Drama

Drama develops an awareness of self and others and encourages self confidence and mutual respect. It employs co-operative skills e.g. negotiating, experimenting and problem-solving. It explores relationships, emotions, attitudes and beliefs. It employs skills of reflection, analysis and evaluation. It allows the pupils opportunities to come to terms with themselves and the world they live in and to develop intellectually, emotionally and imaginatively, and as a member of a society or culture.

3.16 Modern Languages

Language studies introduce pupils to other lifestyles and cultures. As in the other subjects, communication skills and co-operative work are encouraged. Through the development of language learning skills pupils should have the opportunity to develop skills including:

- dealing with information
- drawing conclusions and making inferences
- problem-solving
- listening attentively
- cultivate informed attitudes towards the lifestyles, social conventions, beliefs, opinions and ideas of other peoples.

3.17 Religious Education

The programme of Study for Key Stages 3 and 4 has three sections as follows:

1) The Revelation of God

Key Stage 3
In this section pupils are expected to become familiar with the Christian message and the Bible, and be able to interpret it and relate it to everyday life. This includes human rights issues as represented by:

- a study of the 10 commandments
- Jesus' relationship with his disciples, women, outcasts, religious authorities
- teaching on forgiveness and judgment,.

Key Stage 4
Pupils are expected to examine the meaning of a 'covenant' between nations and people

and between God and His people. Pupils would be expected to demonstrate an ability to relate the teachings of Jesus to contemporary social issues e.g. prejudice, religious division, social outcasts, the homeless, respect for women, AIDS.

2) The Christian Church

Key Stage 3

The section includes a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others. Included in this section is a study of the way in which prayer/worship has influenced an individual or group e.g. Dr Barnardo, Mother Teresa.

Key Stage 4

Pupils would be expected to examine outreach work done by local churches of different traditions e.g. Christian Aid, Tear Fund, Trocaire.

3) Morality

Key Stage 3

Pupils should develop their ability to think and judge about morality; to relate Christian moral principles to personal and social life; and to identify values and attitudes that influence behaviour. It also includes respect for the environment, and looking at personal responsibilities and why laws are necessary for society.

Key Stage 4

Pupils should examine values involved in the Christian teaching on friendship sexuality, parenting, work, unemployment and on the wonder of creation, the wonder of human life, abuse of God's world, causes of environmental pollution and possible solutions, care for God's world, suicide, abortion, euthanasia, murder and violence, addiction, Aids.

3.18 Personal and Social Education (Modular)

This syllabus includes the following modules:

- Family Life and Parenting.

- Individual Health and Safety - includes reference to British Standards; drugs, alcohol.

- Rights and Responsibilities in the Community - includes the nature of rules and laws, how and why these are changed; office bearers; the individual and the law, civil/criminal laws; Public Order/Council By-laws; legal documents; consumer law; marital law; equal rights and opportunities in employment; the law and restrictions on certain behaviour at certain ages.

- Money Management - taxation, benefits, financial institutions.

- Opportunities for Working Life - contracts; pay; equal opportunities; employer/employee responsibilities; unions; discrimination.

A new PSE module, *Political Understanding*, is in development and likely to include:

- the nature of politics and government; power, force and authority;
- how authority is justified e.g. through representation, consensus, compromise, constitution, minority rights and civil liberties;
- protection of the citizen, defence; law and order; consumer protection; employment service; public utilities; taxation, both direct and indirect;
- representative or liberal democracy, totalitarianism;
- organisation of local government in Northern Ireland and its relationship to central government;
- the legislative process;
- structures and responsibilities of the main institutions of the European Community;

- voting;

- pressure groups : national and international;

- participation: individual, group; the effectiveness of lobbying, petitioning, media campaigns, civil disobedience;

Another new module is at the draft stage, related to *Identity, Belonging and Community* and is designed for the Environment and Society area of study.

3.19 Summary

An audit of the statutory curriculum in Northern Ireland indicates that specific opportunities exist across a range of timetabled subjects for the exploration of human rights issues, although this work is not usually referred to as 'human rights' in an explicit way. For example, at Key Stages 3 and 4, Human Rights is mentioned by name in only three programmes of study:

- History - Unit 4: The 20th Century World, (a).

- Religious Education - in the Programme of Study for Key Stage 3, section 1.

- Social and Environmental Studies (Modular Syllabus,1996) - Law and Society.

However many issues directly relating to human rights are mentioned. History English, Religious Education and environmental and development education aspects of Geography appear to be the timetabled areas of the curriculum with most potential for human rights education. For example, through History, pupils have opportunities to study a significant social development such as the changing status of women; major events such as the Holocaust, use of atomic weapons or break up of empire; and significant organisations such as the Commonwealth, League of Nations, United Nations, European Community, Council of Europe and Civil Rights movements. Aspects of geography include population settlements, use of resources and environmental issues within developed and developing countries.

Personal and Social Education (PSE) is also an aspect of the curriculum in Northern Ireland. In some schools, programmes are well-developed and located within the timetable. At secondary level pupils also have opportunities to complete modules which lead to the award of GCSE in Personal and Social Education. Modules include:

- Family Life and Parenting
- Individual Health and Safety
- Rights and Responsibilities in the Community.

A further module on Political Understanding is in development and will consider issues related to politics and government, civil liberties, law and order and concepts related to citizenship. However, PSE programmes are developed at school level, the quality of implementation can vary and not all pupils will necessarily go on to complete the modular programme at GCSE.

Although not 'subjects' in the formal sense of being timetabled within the school day, the Northern Ireland Curriculum also requires teachers to take account of the six cross curricular themes. Of these, Education for Mutual Understanding and Cultural Heritage are perceived to have significant potential to address human rights issues, although their current emphasis is on relations between Catholic and Protestant communities in Northern Ireland and a more explicit grounding in human rights concepts would be required.

In terms of resource materials, there are no prescribed texts for the Northern Ireland Curriculum and teachers must select from a wide range of materials produced by commercial publishers and NGOs. The impression is that adequate resource materials are available, but that teachers have limited time to assimilate and select those which are most relevant to their needs in terms of human rights education. Video and television resources exist alongside print materials. Occasionally educational or curriculum bodies create resources which support specific areas of the curriculum, for example, the resource pack *Law in Our Lives*, published by the Northern Ireland Council for the Curriculum, Examinations and Assessment.

In Northern Ireland the Standing Advisory Commission on Human Rights (SACHR) has a statutory responsibility to advise government on issues related to human rights in Northern Ireland. There also exist a number of NGOs with a concern for human rights. These include the Committee for the Administration of Justice (CAJ) and organisations such as Amnesty, the Council for Education for World Citizenship and Trócaire which have developed school-based programmes or resources. A perennial issue is the extent to which these are integrated with curriculum requirements. In-service support for teachers in the development of human rights education remains an under resourced area.

4. THE PUPIL SURVEY

This section of the report is based on an analysis of responses to a questionnaire which was completed by 214 pupils from 5 schools in Northern Ireland (approximately 20 x 14 year-olds and 20 x 16 year-olds from each school). The characteristics of the sample were as follows:

Sex of students	Male	108	50%
	Female	106	50%
Age of students	13 years-old	4	1.9%
	14 years-old	65	30.4%
	15 years-old	60	28.0%
	16 years-old	63	29.4%
	17 years-old	15	7.0%
	Age not given	7	3.3%
Class groups	14 year-old group	108	50%
	16 year-old group	106	50%

Participating schools   School 1 -boys, 'Protestant' secondary school (urban) School 2
   -     coed, 'Protestant' grammar school (rural town)
        School 3 -coed, 'integrated' school (urban)
        School 4 -coed, 'Catholic' secondary school (rural town)
        School 5 -girls, 'Catholic' secondary school (urban)

The questionnaire had items related to Human Rights in seven broad areas as follows:

i.   Law and the administration of justice
ii.   Equality of opportunity
iii.   The teaching of history
iv.   Civic and social rights and responsibilities

v.   Consumer rights

vi. Violence

vii. Issues concerning identity (gender, language, culture, religion, politics)

viii. Pupil perspectives on future provision for human rights education

Each question is presented (in italics) along with a table summarising the frequency of responses to that question, followed by a brief discussion of the item. Cross-tabulations were also carried out for certain variables and these are also mentioned where differences arose:

- by gender (male, female);
- by age group (14 year-olds, 16 year-olds);
- by type of school attended (secondary, grammar, 'Protestant', 'integrated', 'Catholic').

4.1   The Law and the Administration of Justice

You see a policeman catch someone who is running away with an article from a shop. Would you expect any of the following to happen?

(a)   Would you expect the policeman to beat the person and put him or her in prison?

	FREQUENCY	PERCENT
YES	17	7.9
NO	196	91.6
NO RESPONSE	1	0.5
TOTAL	214	100.0

An overwhelming majority of all pupils (91.6%) recognised the right of a suspect or accused to protection against extra-judiciary treatment such as being beaten up and imprisoned before being brought to trial. The expectation of fair treatment was slightly more prevalent among the female (96.2%) than male (87.0%) pupils; and amongst the younger age group (94.4%) than the older age group (88.7%).

(b)   Would you expect the person to be tried in a court of law ?

	FREQUENCY	PERCENT
YES	181	84.6
NO	31	14.5
NO RESPONSE	2	0.9
TOTAL	214	100.0

The majority of all pupils (84.6%) expected the person accused to be tried in a court of law. Again, this expectation of fair treatment was slightly more prevalent amongst the female (86.7%) than male (82.4%) pupils; and younger age group (88.0%) more than the older age group (81.1%). There was also a significant difference between the expectation of the due process of law taking place between the 'Protestant', all boys, urban secondary school (71.8%) and the 'Catholic', coeducational, rural secondary school (93.2%).

(c)   Would you expect the person to have a lawyer in court who can examine witnesses and plead in his or her defence?

	FREQUENCY	PERCENT
YES	180	84.1
NO	33	15.4
NO RESPONSE	1	0.5
TOTAL	214	100.0

A majority of all pupils (84.1%) expected legal representation at court. This expectation was lowest amongst the 'Protestant', all boys, urban secondary school (71.8%) and highest amongst the 'Catholic', all girls, urban secondary school (94.7%). Approximately a quarter of the pupils from the 'Protestant', all boys, urban secondary school (25.6%) had no expectation of legal representation in court, possibly because they are unaware of their rights to legal representation, or the existence of legal aid, or perhaps a perception that the nature of the offence was not serious enough to merit a lawyer.

(d)   Would you expect members of the public to watch the case being tried in court?

	FREQUENCY	PERCENT
YES	92	43.0
NO	121	56.5
NO RESPONSE	1	0.5
TOTAL	214	100.0

The majority of all pupils (56.5%) did not expect the public to watch the case being tried in court. The legal position in Northern Ireland is that all criminal cases are tried in public except where the case might affect State security. Cases involving defendants under 17 years of age, however, are tried in Juvenile courts which are heard 'in camera' and attended only by immediate family and legal representatives.

The expectation that members of the public would not watch the case may be due to an awareness that Juvenile courts are not heard in public; a perception that all courts are not open to the public (courthouses in Northern Ireland have been subjected to mortar attacks and are often highly fortified buildings due to the security situation); or a view that members of the public would not be sufficiently motivated to attend a case involving shoplifting.

(e)   Would you expect that the judge or jury will not decide as to whether the person stole the article until after they have heard the case?

	FREQUENCY	PERCENT
YES	181	84.6
NO	30	14.0
NO RESPONSE	3	1.4
TOTAL	214	100.0

The majority of all pupils (84.6%) expected the judge or jury to decide the verdict only after the evidence in the case had been heard. A significantly lower number of respondents from the 'Protestant', all boys, urban secondary school (76.9%) had this expectation than all other schools, for example, the 'Protestant', coeducational, rural grammar school (90.2%) and the "Catholic', coeducational, rural secondary school (100%).

(f)   Would you expect that the policeman will take a bribe either from the thief or from the shop owner?

	FREQUENCY	PERCENT
YES	13	6.1
NO	162	75.7
NO RESPONSE	39	18.2
TOTAL	214	100.0

The majority of all pupils (75.7%) did not expect the policeman to accept a bribe with the sharpest contrast between the 'Protestant', all boys, urban secondary school (10.3% expected the policeman to take a bribe), and the 'Catholic', all girls, urban secondary school (0% expected the policeman to take a bribe).

(g)   If a policeman catches a thief in this case, what do you think should happen?

	FREQUENCY	PERCENT
Due process of law	68	31.8
Leniency	45	21.0
Other	45	21.0
No reply	31	14.5
Information on rights	8	3.7
Denial of rights	7	3.3
'Depends'	6	2.8
Use of violence	3	1.4
Bail	1	0.5
TOTAL	214	100.0

Almost a third of all pupils (31.8%) indicated that they expect the due process of law to apply, although a significant number (21.0%) provided a response which implied that some leniency should be shown, for example, by giving the person a second chance; giving a warning; taking the person's age into account; permitting the person to return the goods to the shop.

Other responses suggested that the circumstances should be taken into account, for example, whether it was a first offence; depends on the value of the stolen article; or inquiring whether the person was under pressure that may have led him or her to commit the offence. Female pupils and pupils from the older age group were twice as likely to suggest responses such as these.

A small number of pupils (3.3%) provided responses that suggested a denial of rights, such as, imprisoned until trial, considered guilty until proved innocent and should be refused a lawyer if caught in the act. The use of violence (mentioned by 1.4%) referred to the use to minimum force to detain and, in one instance, the use of unacceptable violence. In both the

categories mentioned above, male students provided more responses.

There was no specific question which enquire what a suitable punishment might be, but the range of punishments mentioned by a number of respondents (banned from the shop, community service, fine, jail, lose job, beaten up) suggest that there is considerable variation in perceptions of what constitutes a fair punishment for shoplifting.

* N.B. In Northern Ireland, under section 14 of the Prevention of Terrorism Act a person may be detained without charge for up to 48 hours, but this can be extended for up to five days by the Secretary of State. Under section 14 of the Emergency Provisions Act the army has the power to detain people who it arrests for up to four hours. During this period the person arrested has no legal right to have access to a solicitor or to have a friend or relative notified about the arrest. During or at the end of the four hours, detainees must either be released or handed over to the police for re-arrest.

(h) *From your experience, what do you think would really happen if this incident happened near where you live?*

	FREQUENCY	PERCENT
Due process of law	37	17.3
A 'second chance' given	35	16.4
Other	32	15.0
Police reactions	25	11.7
No reply	19	8.9
Handled at shop level	18	8.4
Community reaction	14	6.5
'Depends'	10	4.7
Don't know	7	3.3

Person escapes / nothing happens	6	2.8
Bail	6	2.8
Jail	5	2.2
TOTAL	214	100.0

The most common expectation of what would actually happen in practice was that due process of law would apply (37%) or that the offender would be given a second chance (35%). Other responses (32%) also made reference to search, handcuffing, questioning, giving chase and arrest. However there were a number of negative comments about the police reactions to the situation (11.7%) which expected that violence would be used, that guilt would be assumed and that the judge would be influenced by the police account. One girl commented that she thought the policeman would normally be honest and just, but if he was a Loyalist and thought the other man was a Catholic, he might use violence inappropriately.

Summary (Law and the Administration of Justice)

Overall there was a high expectation that due processes would and should apply, especially among girls and more so in the all-girls school. It appears that girls have higher expectations and less negative views of the justice system than boys. The more negative attitudes appear to be held by the older boys from more disadvantaged, urban areas from both sides of the religious divide.

The 14 year olds had somewhat higher expectations of due process than the 16 year olds, except in the case of the right to legal representation.

The main differences emerging were;

- The majority did not expect to be able to watch a trial.

- Attitudes to the behaviour of the police were more negative among the 16 year-old boys. Approximately 10% of 16 year-olds, mostly male, expected police to take a bribe.

- The Catholic schools had a higher percentage expecting the judge and jury not to come to a decision until after hearing all the evidence.

- More 16 year-olds took the circumstances of the theft into account.

- More 14 year-old boys expected adverse reactions from their local community in terms of general opprobrium.

- There was quite a marked difference in responses along gender lines in many of the questions with the girls having higher expectations of the law and the judicial system, especially in the all-girls school.

4.2 Equality of Opportunity

You see four persons applying for a job who have the same qualifications and the same experience. Two are men and two are women. The persons come from different races, cultures and religions.

(a)   Do you think that in practice the person will get the job who is most like the people making the appointment in terms of their sex, race and religion?

	FREQUENCY	PERCENT
YES	124	57.9
NO	89	41.6
NO RESPONSE	1	0.5
TOTAL	214	100.0

A majority of all pupils (57.9%) expected the person most like the people making the appointment to get the job (including 65.7% of 14 year-olds and 50.0% of 16 year-olds). However, this expectation was higher amongst male (64.8%) than female (50.5%) pupils.

Northern Ireland has specific Fair Employment legislation to protect individuals from discrimination on the basis of religion. An Equal Opportunities Commission and legislation also exist to protect individuals from discrimination and unfair employment practices on the basis of sex. The fact that more than half the pupils expect the person appointed to be like the people making the appointment may reflect a gap between the aspirations of fair employment and equal opportunities legislation and a perceived reality which pupils observe in the society around them.

(b) Do you think that in practice the person who will get the job will be the one who performs best at the interview test?

	FREQUENCY	PERCENT
YES	144	67.3
NO	69	32.2
NO RESPONSE	1	0.5
TOTAL	214	100.0

The majority of all pupils (67.3%) expected that the person who performs best at interview will get the job. This appears to be inconsistent with the response given to the previous question.

(c) Do you think that in practice one of the two men will get the job?

	FREQUENCY	PERCENT
YES	85	39.7
NO	123	57.5
NO RESPONSE	6	2.8
TOTAL	214	100.0

A majority of all pupils (57.5%) did not think that one of the male applicants would necessarily get the job, although almost 40% did think that this would be the case.

(d) Do you think that in practice either the youngest or the oldest of the four will get the job?

	FREQUENCY	PERCENT
YES	47	22.0
NO	163	76.2
NO RESPONSE	4	1.9
TOTAL	214	100.0

A majority of all pupils (76.2%) thought that age would not be a determining factor in deciding who got the job. Significantly more female (83.8%) than male (68.5%) pupils thought that age should not influence the appointment process.

(e) *Will three of them have reasons for complaints if the one who performed worst at the interview test was given the job?*

	FREQUENCY	PERCENT
YES	183	85.5
NO	29	13.6
NO RESPONSE	2	0.9
TOTAL	214	100.0

The majority of all pupils thought that there would be reason for complaint if the person who performed worst at interview was appointed. There were no significant difference between the age groups or the responses from male and female pupils.

(f) Who do you think should get the job?

	FREQUENCY	PERCENT
Whoever does best at interview	70	32.7
Whoever is best suited	52	24.3
Person with best qualifications	33	15.4
Other	15	7.0
No response	9	4.2
Person with the best 'ability'	8	3.7
All should have equal opportunity	6	2.8
Reference to gender	6	2.8
Reference to 'reputation'	6	2.8
Reference to 'age'	5	2.3
Reference to 'experience'	4	1.9
TOTAL	214	100.0

The majority of pupils supported the concept of appointments being made on the basis of merit (32.7% based on interview; 24.3% on who is best suited; and 15.4% based on qualifications). The small number of references to appointments made on the basis of reputation referred to qualities such as reliability, punctuality, hard working and a good attitude. References to age and gender were mentioned almost entirely by boys, mostly 14 year-olds.

Other comments suggested that a small number of pupils perceive appointments to be made on the basis of factors such as, the person lives nearby; is properly dressed; needs the job most; is polite, is religious or may be given two week's trial.

Summary (Equality of Opportunity)

In this section opinions were more divided on whether fair employment procedures would

be followed in practice. The following points emerged:

- Almost 60% of all pupils felt the interviewers would appoint someone like themselves.

- In spite of this, a majority (67.3%) also said that the best at interview would get the job.

- Almost 40% of pupils suggested that one of the men is more likely to get the job and, of those holding this view, most were boys.

- More than 75% of all pupils thought that age would not be a determining factor in the appointment process.

- The overall pattern of responses suggest that girls have higher expectations of fair employment procedures.

4.3 History and how it is taught

Colonialism, which is the owning of one country and the control of its people by another country, is now thought to be wrong.

(a)   Do you think it is wrong because the country that owns another is taking money and riches from it?

	FREQUENCY	PERCENT
STRONGLY AGREE	70	32.7
AGREE	78	36.4
DON'T KNOW	31	14.5
DISAGREE	20	9.3
STRONGLY DISAGREE	15	7.0
TOTAL	214	100.0

The majority of all pupils (69.1%) either strongly agreed or agreed with this statement. More female (90.5%) than male (84.3%) pupils either agreed or strongly agreed with the statement. More of the younger age group (17.6%) responded 'don't know' than the older age group (11.3%).

(b)   *Do you think colonisation is wrong because people in every country should be free to choose their own leaders and way of life?*

	FREQUENCY	PERCENT
STRONGLY AGREE	113	52.8
AGREE	74	34.6
DON'T KNOW	9	4.2
DISAGREE	8	3.7
STRONGLY DISAGREE	10	4.7
TOTAL	214	100.0

An overwhelming majority of all pupils (87.4%) strongly agreed or agreed with this statement. The highest percentages to strongly disagree with this statement were from the 'Protestant', coeducational, rural grammar school (17.6%) and the 'Protestant', all boys, urban secondary school (12.8%). The corresponding figures from the integrated school (5.2%) and the 'Catholic' schools (2.4%) were considerably lower.

(c)   *Do you think colonisation is wrong because the people in the colonised country have to obey orders from the government of another country?*

	FREQUENCY	PERCENT
STRONGLY AGREE	73	34.1
AGREE	78	36.4
DON'T KNOW	27	12.6
DISAGREE	26	12.1
STRONGLY DISAGREE	10	4.7
TOTAL	214	100.0

The majority of all pupils (70.5%) strongly agreed or agreed with this statement. The highest percentage response in the 'strongly disagree' category came from the 'Catholic'all girls, urban secondary school (7.9%) and the lowest from the 'Protestant', all boys, urban secondary school (2.6%). This would appear to be contradictory to the sort of political opinion which is stereotypically associated with the communities these schools serve.

(d) *When the country is independent and the people can choose their own government and laws, can you be sure that the rights of all the people in that country will be respected?*

	FREQUENCY	PERCENT
STRONGLY AGREE	15	7.0
AGREE	37	17.3
DON'T KNOW	81	37.9
DISAGREE	59	27.6
STRONGLY DISAGREE	22	10.3
TOTAL	214	100.0

The most common reseponse to this question was'don't know' (37.9%) which may reflect a genuine uncertainty about the extent to which human rights are secure even when a country is independent; or it may reflect a difficulty in understanding the question. The younger age group returned higher levels of 'don't know's.

(e) *Do people need to vote, obey the law and to take an active interest in what goes on around them if everyone is to be able to enjoy their rights?*

	FREQUENCY	PERCENT
STRONGLY AGREE	55	25.7
AGREE	102	47.7
DON'T KNOW	29	13.6
DISAGREE	25	11.7
STRONGLY DISAGREE	3	1.4
TOTAL	214	100.0

The majority of all pupils (73.4%) strongly agreed or agreed that active, democratic participation is important to secure human rights within society. The strongest agreement with this was within the integrated school (23.8%) and the lowest (5.9%) in the grammar school,

(f) *What else do people in an independent country need to preserve their rights?*

	FREQUENCY	PERCENT
No response	54	25.2
Representation	37	17.3
'Other'	29	13.6
Values	21	9.8
Freedom	14	6.5

Protest	14	6.5
Defence	9	4.2
Justice	8	3.7
Law	7	3.3
Needs	7	3.3
Knowledge about rights	6	2.8
Independence	3	1.4
Involvement	3	1.4
Peace	1	0.5
Order	1	0.5
TOTAL	214	100.0

A quarter of the respondents gave no response to this question. The most common suggestion from those who responded was for some form of representation (17.3%) including the opportunity to vote through regular elections; to chose leaders; and to make representations to government. Other reponses (13.6%) included the need for peace talks; help from other countries; the need for solidarity and pride in the countries culture and beliefs.

A number of responses identified certain values (9.8%) which were considered important in preserving rights. These included the need for mutual respect. morality, honesty, trust in the government, faith and cooperation within and between countries. This category was mentioned most by the female pupils and the older age group. Freedom (6.5%), the right to protest (6.5%), an adequate defence system (4.2%), justice (3.7%) and the law (3.3%) were also identified as important pre-requisites in securing rights.

The fulfilment of certain human needs (3.3%), such as a job, food, education, welfare, home, clean environment and good living standards, was also considered to be an important factor.

Summary (History and how it is taught)

The questions highlighted a number of issues about 'colonialism' and how it is taught in schools in Northern Ireland. It was clear that many pupils did not have a strong sense or understanding of what the term means. There may be a number of reasons for this. Recent revisions to the History curriculum have placed less emphasis on study of the British empire and its colonial history. Alternatively, English involvement in Ireland is closer to home and carries implications which still form part of the contemporary conflict in Northern Ireland. This area of the curriculum gives rise to sensitive and emotive issues. English involvement in Ireland is taught more from the perspective of 'settlement' and 'Plantation' rather than a colonial power exterting its rule overseas. At Key Syage 3 (approximately 11-14 years-old), pupils have an opportunity to study colonisation and plantation in the context of Ireland and America.

In Northern Ireland it would be common to suppose that there are different perspectives on colonialism within 'Catholic' and 'Protestant' schools, but the questionnaire was unable to detect this. There did appear to be some ambivalence as to whether colonialism should be taught as something which was 'wrong', perhaps because an enquiry and evidence-based approach to History is encouraged in schools, and the highest percentages to strongly disagree with the notion that colonialism is wrong came from the two 'Protestant' schools (see question (c) above).

The range of responses to the question concerning what is necessary to preserve rights suggest that pupils understand some of the principles of democratice representation and have had some exposure to concepts such as freedoms, justice and the law.

References to a range of values, such as mutual understanding, honesty and respect, were made more often by the female pupils. References to the right to protest, weapons and the need for defence were made more often by the male pupils, mostly from the older age group.

4.4 Civic and Social Rights and Responsibilities

(a) *As an adult in your country, how important is it that you and your friends should vote in elections?*

	FREQUENCY	PERCENT
VERY IMPORTANT	112	52.3
IMPORTANT	86	40.2
DON'T KNOW	4	1.9
UNIMPORTANT	12	5.6
VERY UNIMPORTANT	0	0.0
TOTAL	214	100.0

The majority of all pupils (92.5%) considered voting in elections to be important.

(b) *As an adult in your country, how important is it that you and your friends should pay your taxes?*

	FREQUENCY	PERCENT
VERY IMPORTANT	58	27.1
IMPORTANT	115	53.7
DON'T KNOW	25	11.7
UNIMPORTANT	11	5.1

VERY UNIMPORTANT	3	1.4
TOTAL	214	100.0

The payment of taxes was seen to be important by the majority of all pupils (80.8%) although this is less than those who saw voting as important (92.5%).

The older age group (84.9%) saw the payment of takes taxes as being more important than the younger age group (76.8%).

The payment of taxes was seen to be more important by pupils from the 'Protestant' schools (92.3% and 88.3%) than pupils from the 'Catholic' schools (70.5% and 78.9%).

(c) As an adult in your country, how important is it that you and your friends should know what your government is doing?

	FREQUENCY	PERCENT
VERY IMPORTANT	146	68.2
IMPORTANT	61	28.5
DON'T KNOW	1	0.5
UNIMPORTANT	6	2.8
VERY UNIMPORTANT	0	0.0
TOTAL	214	100.0

The majority of all pupils (96.7%) thought it is either very important or important to know what their government is doing. Slightly more female pupils (70.5%) thought this very important or important than male pupils (66.7%).

(d) As an adult in your country, how important is it that you and your friends should be free
to join societies, political parties, trade unions and to follow the religion of your choice?

	FREQUENCY	PERCENT
VERY IMPORTANT	121	56.5
IMPORTANT	74	34.6
DON'T KNOW	13	6.1

UNIMPORTANT	3	1.4
VERY UNIMPORTANT	3	1.4
TOTAL	214	100.0

The majority of all pupils (91.1%) considered freedom of association and religious freedom to be very important or important.

(e) *How important do you think it is for you and the well-being of your country that you and your friends should support your Government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?*

	FREQUENCY	PERCENT
VERY IMPORTANT	156	72.9
IMPORTANT	52	24.3
DON'T KNOW	6	2.8
UNIMPORTANT	0	0.0
VERY UNIMPORTANT	0	0.0
TOTAL	214	100.0

A majority of all pupils (97.2%) considered social welfare programmes to very important or important. Significantly more female pupils (84.8%) considered social welfare programmes to be 'very important' than male pupils (61.1%).

(f) *How important do you think it is for you and the well-being of your country that you and your friends should act to support the homeless, health care, education, jobs and food even if the Government could not?*

	FREQUENCY	PERCENT
VERY IMPORTANT	104	48.6
IMPORTANT	56	26.2

	FREQUENCY	PERCENT
DON'T KNOW	14	6.5
UNIMPORTANT	1	0.5
VERY UNIMPORTANT	1	0.5
NO RESPONSE	38	17.8
TOTAL	214	100.0

A majority of all pupils (74.8%) thought that voluntary action to meet social needs is important where this cannot be provided by government. More of the younger age group (97%) stated that this is very important or important than the older age group (86.7%). Of the older age group, 11.3% replied don't know'. Queries raised by this age group whilst the questionnaire was being completed suggest that there was some confusion about how such a situation might come about. This might imply that a 'dependency culture' exists to some extent.

(g)   Is there anything else you could do to strengthen social rights and responsibilities as a citizen in your country?

	FREQUENCY	PERCENT
No response	70	32.0
'Other'	55	25.7
Right to campaign / demonstrate	23	10.7
Participation	19	8.9
Caring and support	16	7.5
More contact	8	3.7
Respect and equality	7	3.3
Voting	6	2.8
Economic and social development	5	2.3
Freedom	3	1.4

International aid	2	0.9
TOTAL	214	100.0

This question returned a high 'no response' rate (31.8%) which may suggest that pupils have not given much consideration to how social rights and responsibilities might be strengthened. The most common single factor mentioned was the right to campaign or demonstrate which included lobbying and petitioning government (10.7%).

Other responses (25.7%) included support for law enforcement, payement of taxes, solidarity and reporting discrimination. A higher percentage of the older group mentioned participation and voting.

Summary (Civic and Social Rights and Responsibilities)

Overall there were high levels of support for the importance of voting, paying taxes, knowing what the government is doing and of the necessity to support social policies. In general somewhat more importance was attached to these by the older age group (16 year-olds). However, fewer pupils were able to make positive suggestions for the strengthening of rights apart from some awareness that making ones opinions heard by government through lobbying, campaigning or demonstrating may prove helpful.

4.5 Consumer Rights

(a) As a citizen of your country you use many products, read newspapers, and listen to radio or watch T.V. Do you think that a consumer is entitled to get money back if a product is not what it claims, or cannot do what it says on the packaging?

	FREQUENCY	PERCENT
STRONGLY AGREE	172	80.4
AGREE	39	18.2
DON'T KNOW	2	0.9
DISAGREE	1	0.5
STRONGLY DISAGREE	0	0.0
TOTAL	214	100.0

The vast majority (100% of 14 year-olds and 97.2% of 16 year-olds) either strongly agreed or agreed that consumers have the right to a refund if a product does not do what it claims.

Subsequent information from the interviews indicated that most information regaring consumer rights came from the home or from experience of shops advising customers to keep the receipt in case the goods had to be returned. Some mentioned that these issues were addressed in school through Personal and Social Education, Business Studies and Home Economics.

(b) Do you think that advertising a product often involves exaggerating or lying about what it can do?

	FREQUENCY	PERCENT
STRONGLY AGREE	76	35.5
AGREE	106	49.5
DON'T KNOW	14	6.5
DISAGREE	7	3.3
STRONGLY DISAGREE	11	5.1
TOTAL	214	100.0

The majority of all pupils (85.0%) strongly agreed or agreed or strongly agreed that advertising involves exaggerating or lying about a product's qualities.

(c) *Do you think that radio and T.V. should give all sides of an event and not only report what Ministers and officials have to say about it ?*

	FREQUENCY	PERCENT
STRONGLY AGREE	113	52.8
AGREE	82	38.3
DON'T KNOW	15	7.0
DISAGREE	4	1.9
STRONGLY DISAGREE	0	0.0
TOTAL	214	100.0

The majority of all pupils (88.8% of 14 year-oldss and 93.4% of 16 year-olds) either strongly agreed or agreed that all sides of an event should be reported by radio and television.

(d) *Do you think that it is always unfair of officials to take bribes?*

	FREQUENCY	PERCENT
STRONGLY AGREE	107	50.0
AGREE	62	29.0
DON'T KNOW	33	15.4
DISAGREE	8	3.7
STRONGLY DISAGREE	1	0.5
TOTAL	214	100.0

A majority of all pupils (79.0%) strongly agreed or agreed that it is unfair for officials to take bribes, although 15.4% indicated that they did not know. The latter response was higher for 14 year-olds and female pupils which may suggest a lack of awarenwss about what constitutes a bribe or that their exposure to such practice is limited or operates in more subtle and less visible ways.

(e) *Do you think that if a company or individual pollutes or damages their neighbour's land, property, animals, or the water they drink or air they breathe, the company or individual should be prosecuted in court?*

	FREQUENCY	PERCENT
STRONGLY AGREE	135	63.1
AGREE	55	25.7
DON'T KNOW	18	8.4
DISAGREE	4	1.9
STRONGLY DISAGREE	1	0.5
NO RESPONSE	1	0.5
TOTAL	214	100.0

The majority of all pupils (88.8%) agreed or strongly agreed that it should be a criminal offence to cause pollution or environmental damage.

(f) *Is there anything you would like to see done now to strengthen the rights of consumers in your country?*

	FREQUENCY	PERCENT
No response	65	30.4
'Other'	62	29.0
Fair advertising	37	17.3
Enforcement of laws	13	6.1
Guarantees	10	4.7

Information on rights	10	4.7
Attitudes	9	4.2
Testing of products, services	7	3.3
Compensation	1	0.5
TOTAL	214	100.0

Almost a third of all pupils (30.4%) did not provide any suggestions as to how consumer rights could be strengthened. The most common single response was the introduction of fairer advertising (17.3%) and a variety of other responses (29.0%) included the development of more 'big name' stores to give better value; more rights to complain; pay less tax on important items such as food; better guarantees and enforcement of consumer legislation.

Summary (Consumer Rights)

Results suggest some level of consumer consciousness. However questions in this section attracted high 'no response' rates, higher for 16 year olds and particularly in school no.5. Although pupil responses demonstrated some familiarity with individual instances of consumer rights practice, 'other' responses were a diverse mixture of ideas often unrelated to the question. Pupils may be more familiar with the concept of rights as consumers of products and services, but less so as consumers of information. The fact that the older age group were more positive about the importance of hearing all sides of a story may indicate an increase in critical ability, reflecting the emphasis on enquiy and on awareness of bias referred to in curriculum guidelines.

4.6 Violence

All countries suffer from fights and murders. Fights in the home can result in injuries. Violence is much worse where there is war or civil war. Do you think:

(a)   Violence is never necessary because it is always possible to settle an argument peacefully?

	FREQUENCY	PERCENT
STRONGLY AGREE	67	31.3
AGREE	65	30.4
DON'T KNOW	25	11.7
DISAGREE	39	18.2
STRONGLY DISAGREE	17	7.9
NO RESPONSE	1	0.5
TOTAL	214	100.0

Almost two-thirds of all pupils (61.7%) strongly agreed or agreed that violence is *never* necessary to settle an argument. These views were held by 74% of the younger pupils, but only 49.0% of the older pupils.

Significant numbers disagreed that violence is *never* necessary (26.4% of 16 year-olds and 10.2% of 14 year-olds); and 11.3% of 16 year-olds and 4.6% of 14 year-olds strongly disagreed that violence is never necessary. These views were held more by male pupils (30.5%) than female pupils (21.0%).

The highest percentage of pupils disagreeing and strongly disagreeing that violence is never necessary came from the 'Protestant', rural grammar school (43.1%). It may be significant that this school is located in an area which experienced conflict during the previous summer concerning the routes taken by traditional marches.

(b)   *Do you think people who use weapons or violence do so because they think they are stronger?*

	FREQUENCY	PERCENT
STRONGLY AGREE	45	21.0
AGREE	80	37.4
DON'T KNOW	23	10.7
DISAGREE	48	22.4
STRONGLY DISAGREE	15	7.0
NO RESPONSE	3	1.4
TOTAL	214	100.0

The majority of all pupils (58.4%) strongly agreed or agreed that violence is by people who think they are stronger. However, there were differences between the 14 year-olds and 16 year-olds on this item. More younger pupils (64.8%) than older pupils (51.9%) strongly agreed or agreed with the statement; and less younger pupils (25.0%) than older pupils (34.0%) strongly disagreed or disagreed that violence is used by people because they think they are stronger.

(c) *Do you think people who use weapons or violence do so because they know they could not persuade their opponents without using force?*

	FREQUENCY	PERCENT
STRONGLY AGREE	59	27.6
AGREE	87	40.7
DON'T KNOW	21	9.8
DISAGREE	36	16.8
STRONGLY DISAGREE	10	4.7
NO RESPONSE	1	0.5
TOTAL	214	100.0

The majority of all pupils (68.3%) strongly agreed or agreed that violence was used as an alternaltive to peaceful persuasion. The highest percentage of pupils to strongly disagree or disagree came from the 'Protestant', rural grammar school (41.0%) which was significantly more than any of the other four schools (23.7%, 15.9%, 12.9% and 9.5%).

(d)   Do you think friends and neighbours should do something if they think a husband is beating his wife?

	FREQUENCY	PERCENT
STRONGLY AGREE	141	65.9
AGREE	49	22.9
DON'T KNOW	5	2.3
DISAGREE	10	4.7
STRONGLY DISAGREE	7	3.3
NO RESPONSE	2	0.9
TOTAL	214	100.0

A majority of all pupils (88.8%) strongly agreed or agreed that friends and neighbours should intervene in cases of domestic violence involving a man beating his wife. There were no significant differences in responses to this question on the basis of gender or age-group.

(e)   Do you think friends and neighbours should do something if they think a wife is beating her husband?

	FREQUENCY	PERCENT
STRONGLY AGREE	122	57.0
AGREE	55	25.7
DON'T KNOW	10	4.7
DISAGREE	14	6.5

STRONGLY DISAGREE	11	5.1
NO RESPONSE	2	0.9
TOTAL	214	100.0

A majority of all pupils (82.7%) strongly agreed or agreed that friends and neighbours should intervene in cases of domestic violence involving a wife beating her husband. More female pupils (86.7%) agreed with intervention than male pupils (78.7%).

(f)   Do you think friends and neighbours should do something if they think parents are injuring their child?

	FREQUENCY	PERCENT
STRONGLY AGREE	164	76.6
AGREE	35	16.4
DON'T KNOW	6	2.8
DISAGREE	3	1.4
STRONGLY DISAGREE	4	1.9
NO RESPONSE	2	0.9
TOTAL	214	100.0

A significant majority of all pupils (93.0%) strongly agreed or agreed that friends and neighbours should intervene in cases of domestic violence involving parents injuring a child.

Overall there was most support for intervention when a child is the victim of domestic violence (93.0%). Marginally less pupils advocated intervention when a husband is beating his wife (88.8%) and when a wife is beating a husband (82.7%). This suggests a high level of agreement that domestic violence is morally wrong irrespective of who the victim or perpetrator of the violence might be.

(g)   Do you think police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed?

	FREQUENCY	PERCENT
STRONGLY AGREE	57	26.6
AGREE	80	37.4
DON'T KNOW	24	11.2
DISAGREE	32	15.0
STRONGLY DISAGREE	16	7.5
NO RESPONSE	5	2.3
TOTAL	214	100.0

A majority of all pupils (64.0%) strongly agreed or agreed that police are right to use 'necessary force' to prevent a crowd rioting or prevent property from being destroyed. There were significant differences in the responses to this question in terms of school, age group and gender.

Responses from pupils attending the 'Protestant' schools were more in favour of the use of 'necessary force' by the police. The responses from the five schools which strongly disagreed or disagreed with police use of necessary force were:

'Protestant' grammar school (rural town)	9.8%
'Protestant' secondary school (urban)	10.3%
'Catholic' secondary school (rural town)	20.5%
'Catholic' secondary school (urban)	36.8%
'Integrated' school (urban)	38.1%

More of the older age-group (28.3%) than the younger age-group (16.7%) disagreed with police use of 'necessary force'.

Significantly more male pupils (71.3%) than female pupils (56.1%) agreed with police use of 'necessary force'.

(h)   Do you think children should not be bullied by other children?

	FREQUENCY	PERCENT
STRONGLY AGREE	166	77.6
AGREE	40	18.7
DON'T KNOW	4	1.9
DISAGREE	2	0.9
STRONGLY DISAGREE	2	0.9
TOTAL	xx	100.0

A significant majority of all pupils (96.3%) strongly agreed or agreed that children should not be bullied by other children. There were no significant differences between responses from different schools or by gender.

(i)   *Do you think children should not be bullied by their teachers?*

	FREQUENCY	PERCENT
STRONGLY AGREE	175	81.8
AGREE	28	13.1
DON'T KNOW	2	0.9
DISAGREE	5	2.3
STRONGLY DISAGREE	4	1.9
TOTAL	214	100.0

A majority of all pupils (94.9%) strongly agreed or agreed that children should not be bullied by their teachers. There were no significant differences between responses from different schools or by gender.

(j)   *Do you think children should not be bullied by their parents?*

	FREQUENCY	PERCENT
STRONGLY AGREE	148	69.2
AGREE	43	20.1
DON'T KNOW	13	6.1
DISAGREE	5	2.3
STRONGLY DISAGREE	5	2.3
TOTAL	214	100.0

A majority of all pupils (89.3%) strongly agreed or agreed that children should not be bullied by their parents. More female pupils (93.3%) were in agreement with this statement than male pupils (85.2%).

Overall the previous three questions on bullying revealed most disapproval of children bullying other children (96.3%), followed by disapproval of children being bullied by teachers (94.9%) and children being bullied by parents (89.3%). The highest level of 'don't know' (6.1%) was in response to children being bullied by parents.

The female pupils displayed stronger disapproval of bullying than male pupils in all cases.

(k)   *Nearly all Commonwealth countries have adopted the U.N. Convention on Children's Rights. Have you ever been told in school what these rights are?*

	FREQUENCY	PERCENT
YES	13	6.0
NO	200	93.5
NO RESPONSE	1	0.5
TOTAL	214	100.0

An overwhelming majority of all pupils (93.5%) indicated that they had never been told about their rights under the United Nations Convention on Children's Rights. This may indicate that they have not been made aware of their rights as part of their school experience; that they do not associate their knowledge of children's rights to those identified formally by the Convention; or that they do not recognise the Convention by name.

A number of teachers indicated that they teach about children's rights through case studies of where these are abused, rather than from perspective of international agreements and human rights law. During the interviews with pupils, few were able to provide concrete examples of children's rights, although a minority referred to examples of working conditions of children in Asia and street children in South America. Closer to home, some pupils mentioned the need for a minimum legal working age (e.g. in supermarkets); confusion about the minimum age for baby-sitting; the need for child protection legislation; and the need for age-related laws about smoking, drugs and alcohol.

(l)   *Does violence of any kind worry you now?*

	FREQUENCY	PERCENT
YES	138	64.5
NO	58	27.1
NO RESPONSE	18	8.4
TOTAL	214	100.0

A majority of all pupils (64.5%) indicated that they are worried about violence although, significantly more male pupils (44.4%) than female pupils (9.5%) stated that they are not worried about violence. In the all boys, 'Protestant' secondary school 59.0% of pupils responded that they are not worried about violence, whilst in the all girls, 'Catholic' secondary school 0.0% responded that they are not worried about violence.

(m)   What do you think should be done to reduce violence?

	FREQUENCY	PERCENT
No response	60	28.0
Stronger security	48	22.4
Talk more	29	13.6
Reference to 'weapons'	19	8.9
'Other'	18	8.4
Reference to 'violence'	14	6.5
Peace / cease fire	13	6.1
'Don't know'	5	2.3
Education	4	1.9
Reference to 'domestic violence'	2	0.9
Violence against children	1	0.5
Reference to 'bullying'	1	0.5
TOTAL	214	100.0

Over a quarter of all pupils (28.0%) did not respond to what might be done to reduce violence. The most common single response (22.4%) suggested stronger security measures including, better laws and policing, more arrests, fines, curfews and 'defeat the IRA'. Stronger security was mentioned less by the female pupils and was given highest priority by pupils from the 'Protestant' grammar school.

The need for dialogue was mentioned by 13.6% of all pupils and this included references to the need for peace talks, 'better understanding', 'compromise' and 'agreement'. More female pupils gave responses such as these.

A number of responses made some reference to the use of weapons (8.9%), for example, the need for better arms control; the need to decommission weapons held by paramilitary groups; the right to carry weapons; and the need for more and better weapons. More male pupils gave responses which referred to weapons.

A range of 'other' responses (8.4%) made reference to the political conflict in Northern Ireland and included, 'nothing because nothing has worked'; 'agree to differ'; 'the IRA should leave things the way they are'; 'don't lock up anyone who hasn't done anything wrong'; and 'people are afraid to speak out if they witness something'.

Summary (Violence)

- Although a majority (61.7%) felt that violence is *never* necessary to settle an argument, a significant minority disagreed with this (predominantly 16 year-old boys).

- The highest percentage of pupils disagreeing and strongly disagreeing that violence is *never* necessary came from the 'Protestant', rural grammar school (43.1%).

- There was overwhelming support for intervention in cases of domestic violence, especially if children were being beaten. This concensus existed across schools, agre-groups and gender.

- A majority of all pupils (64.0%) agreed with the use of 'necessary force' by police, although there were significant differences to this question in terms of school, age group and gender. Pupils attending the 'Protestant' schools, older pupils and male pupils were more in favour of the use of 'necessary force' by the police.

- An overwhelming majority of all pupils (93.5%) indicated that they had never been told about their rights under the United Nations Convention on Children's Rights at school.

- A majority of pupils (64.5%) indicated that they are worried about violence. Significantly more male pupils (44.4%) than female pupils (9.5%) stated that they are not worried about violence of some kind. This was most prevalent in the 'all boys, Protestant' secondary school where almost 60% stated that they are not worried about violence of some kind.

- The most common single suggestion for reducing violence was stronger security measures (22.4%) which was mentioned most by boys and given highest priority by pupils from the 'Protestant' grammar school.

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- The majority of pupils responded to the need to reduce violence in the context of political conflict in Northern Ireland. The need for dialogue was mentioned by 13.6% of all pupils, and more by female pupils.

4.7 Identity

Each one of us is unique (special) and together we have rights under the constitution, by custom and practice, by law and by international conventions (agreements).

Put in order (1, 2, 3, 4, 5) which of these rights is most important to you:
Give (1) to the most important and (5) to the least important.

The right to your own name?
The right to your religion?
The right to go on living - the right to life?
The right to your own language and culture?
Your parents right to bring you up as they wish, within the laws of your country?

RIGHT TO...

RANK	LIFE	OWN NAME	RELIGION	CULTURE	PARENTS
1	118	28	25	8	23
2	35	49	48	29	46
3	24	38	54	55	30
4	13	27	48	64	48
5	12	60	27	46	56
TOTALS	202	202	202	202	203

Overall the right to 'life' was considered the most important when the ranking of all pupils is taken into account. The right to life was ranked highest by more female pupils and by more pupils from the two 'Catholic' schools.

The right to your religion was ranked highest by more pupils from the two 'Protestant' schools (17.9% and 27.5%) compared to the two 'Catholic' schools 4.5% and 2.5%). The right to your religion was ranked highest by more male pupils.

The right to your own language and culture was ranked number 1 by more pupils from the Integrated school than any of the others. It was not ranked number 1 by any pupils from the all girls school.

Choose the 5 most important words that describe who you are.

Overall the words chosen in order of importance were:

	FREQUENCY	PERCENT
Personality	106	49.5
Religion	28	13.1
'Other'	27	12.6
Nationality	19	8.9
No response	15	7.0
Gender	9	4.2
Culture	4	1.9
Personal appearance	2	0.9
Hobbies, sports	2	0.9
Family, friends, community	2	0.9
TOTAL	214	100.0

Most of the words chosen by pupils fell into a category which described themselves in terms of their personality (49.5%). This categrory had more responses from the younger age-group and female pupils. Words describing themselves in terms of religion were chosen by 13.1% of pupils and by roughly equal numbers of pupils from each age-group and gender.

'Other' responses (12.6%) from pupils chose words which described themselves by name, age, personal qualities, beliefs, talents and emotions. Words describing nationality (8.9%), gender (4.2%) and culture (1.9%) werte chosen by relatively few pupils.

Summary (Identity)

- The right to 'life' was considered most important by pupils. The right to life was ranked highest by more female pupils and by more pupils from the two 'Catholic' schools.

- The right to religion was ranked highest by more pupils from the two 'Protestant' schools (17.9% and 27.5%) compared to the two 'Catholic' schools 4.5% and 2.5%). The right to your religion was ranked highest by more male pupils.

- The right to your own language and culture was ranked number 1 by more pupils from the Integrated school than any of the others.

- Aspects of personality were the most common descriptors of identity used by pupils, but religion, nationality and culure were used as descriptors by relatively few pupils.

4.8 Experience of Human Rights Education at School (asked of 16 year-olds only)

(a-f) In these question pupils were asked to answer yes or no to whether they had heard about Human Rights in any of the following over the last two years:

Of the 106 pupils in the 16 years-old age group, the following percentages had heard about Human Rights from the following sources:

	PERCENT
Listening to radio or watching T.V.	80
Newspapers or magazines	77
In your family	49
In talks with friends your own age	38
In school	29
Never discussed or learnt about human rights	9

(g) In this question pupils were asked to state in which of the following they had heard most about human rights issues:

	FREQUENCY	PERCENT
Radio and T.V.	50	47.2Newspapers
or magazines	13	12.3
Family	13	12.3

School	11	10.4
Friends	3	2.8
Nowhere	2	1.8
No response	14	13.2
TOTAL	106	100.0

(h)   In this question pupils were asked to state in which of the following had been the most helpful source of information about human rights issues:

	FREQUENCY	PERCENT
Radio and T.V.	39	36.8
Newspapers or magazines	15	14.2
School	12	11.3Family11
10.4		
Friends	9	8.5
Nowhere	2	1.8
No response	18	17.0
TOTAL	106	100.0

In all these questions (a-h), the influence of radio and television, followed by newspapers and magazines was regarded as the most common, accessible and effective sources of information concerning Human Rights. In most cases, and a long way behind, the family and friends ranked closely with school as a source of information about Human Rights.

(i)   At school, do you think that your teachers are working together to make sure all students understand Human Rights and the responsibilities that go with them?

	FREQUENCY	PERCENT
YES	23	21.7
NO	76	71.7
NO RESPONSE	7	6.6
TOTAL	106	100.0

The majority of all pupils (71.7%) did not think that their teachers are making a concerted effort to help them understand about Human Rights and the rersponsibilities which go with them. This suggests that pupils do not have a strong perception of where they are dealing with Human Rights issues within the school curriculum, irrespective of whether such learning is explicitly labelled 'Human Rights' or not.

(j)   Is there anything more you think schools can and should do to help young people to understand the rights and duties of a citizen?

	FREQUENCY	PERCENT
Human Rights classes	18	17.0
'Other'	14	13.2
Books and videos	12	11.3
Meetings, debates	7	6.6
Examinations	1	0.9
TOTAL	53	100.0

The majority of pupils (51.0%) were unable to suggest how schools might better help them understand Human Rights issues. The most common suggestion was for specific classes (13.2%) which deal with Human Rights. Other suggestions included the development of resources (books and videos); meetings (debates, clubs and societies); more time for teachers to deal with the issues; the avoidance of racist text books; and more democratic practices within the school.

Conclusions (Experience of Human Rights Education at School)

- Radio and television, followed by newspapers and magazines were regarded as the most common, accessible and effective sources of information concerning Human Rights. As a source of information about Human Rights, the school ranked a long way behind these media alongside family and friends.

- The majority of all pupils (71.7%) did not perceive their teachers to be addressing Human Rights issues, irrespective of whether such learning is explicitly labelled 'Human Rights' or not.

- The most common suggestion from 16 year-old pupils for the improvement of their understanding of Human Rights was for the introduction of specific classes (13.2%). Other suggestions included the development of resources (books and videos); meetings (debates, clubs and societies); more time for teachers to deal with the issues; the avoidance of racist text books; and more democratic practices within the school.

5. THE INTERVIEWS

This section is based on information derived from semi-structured interviews involving:

- 3 Curriculum advisors from education authorities;
- 5 Principals from the project schools;
- 10 Teachers from the project schools;
- 20 Pupils (2 x 14 year olds and 2x 16 year olds from each school).

Findings from the interviews with Principals, teachers and curriculum advisors are reported below under a number of headings. The final section is based on shorter interviews with pupils.

5.1 Perceptions of Human Rights Education

Many teachers considered that issues of human rights were addressed through several subjects but on an incidental basis, the extent to which the discussions were developed being entirely up to the individual teacher. No co-ordination of these issues exists as it does in the case of the statutory cross-curricular themes and they are certainly not labelled 'human rights'. As one teacher put it "we have lots of dots, but we do not join them up".

It was felt by many that the area is vague and would be improved by being more clearly defined. It was stated that there is a distinct body of knowledge associated with human rights and that if this was put across in a more structured way pupils would be better able to grasp the whole concept. A broad view was considered essential, not just limited to the focus of many Non-Governmental Organisations (NGOs), but also covering political awareness and democracy.

There was general agreement on the importance of the issues involved and the desirability of introducing young people to some form of human rights education at an early age, preferably from the start of primary school .

Many of the values and concepts already being taught were considered as addressing human rights in practice. These included equality, tolerance and respect for one another and for differences, both local and global. In the integrated school it was stated to be of particular importance that pupils learned to develop a sense of pride in their own identity and respect and tolerance for the identity and rights of others.

One Education Advisor stated that concepts of respect, justice and democracy underlay his teaching, and issues relating to human rights were there implicitly, although not referred to as human rights issues. He did not see the teaching of human rights taking the form of rather static lessons learning the content of the Declaration of Human Rights, but rather in a discursive way exploring concepts such as justice with reference to the Declaration. It was stated by another Advisor that concepts from the UN Charter would need to be translated into everyday language and made relevant at personal, family, community and global level.

Some resistance exists to the use of the term Human Rights within the 'Protestant community' as the term is often associated with the Civil Rights movement in Northern Ireland and negative associations with political violence. A few interviewees felt a low profile approach was better, but most considered that unless human rights education is explicit it lacks focus.

Alternative approaches suggested included a stronger human rights emphasis through Education for Mutual Understanding (EMU) and Cultural Heritage CH), or possibly as part of Personal and Social Education (PSE). An Education Advisor considered that whereas issues relating to human rights may be dealt with under EMU, this may not be a broad enough theme. It may be better to incorporate EMU and human rights under some wider new term such as 'Social and Political Education'. There was also a concern that there are criticisms and perceptions of EMU which may be unhelpful. It was the opinion of another Advisor that Human Rights will not get into the curriculum on its own and therefore it would be preferable to introduce it within an already established area like EMU or perhaps PSE.

Several teachers felt it better to deal with human rights across the subjects as issues cropped

up naturally. Some concern was expressed about the introduction of anything new because of curriculum overload and pressures on teachers. The context of human rights education was considered as important as the the content, hence a strong emphasis on the importance of the school ethos - the hidden curriculum. This is further discussed in the next section.

5.2 School ethos and human rights education

All those interviewed regarded the ethos of a school to be very important in creating a positive climate for human rights education. Tolerance and respect were seen as important values in this regard. The challenges posed by all that is implicit in human rights education to schools as authoritarian structures, and to teachers themselves were recognised. One teacher suggested that the issues of human rights were seen by those in positions of authority as subversive.

There was a wide variation in practice in relation to pupil participation and representation, from a high degree to almost none. However in one case, where there was no formal representation, there seemed to be good pupil - staff relations and good lines of communication. Parental involvement likewise varied, with greatest involvement in the school that also had the greatest pupil involvement. A sense of ownership of the school by pupils and parents was fostered.

All schools considered that they had strong anti-bullying policies and that pupils were aware of who to approach in the event of a problem. However perceptions of the success of school policies did not appear to equate to pupil perceptions. No school had any explicit anti-sectarian policy (one pupil interviewed felt sectarianism should be dealt with more openly).

Assemblies were considered important vehicles for transmission of values by most of the schools. As with participation generally, the degree of pupil participation in assemblies varied. The relationship between the school and its local community was also seen as important, as were cross-community links.

5.3   Initial teacher training and human rights education

The consensus view was that human rights does not feature in initial teacher training. Related issues crop up incidentally, but have no specifically human rights focus. All those interviewed considered the topic very important and the majority felt that it should be included in teacher training in more explicit fashion. Only one teacher felt it should be left as incidental.

The view was also expressed that there was a need to define human rights and that teacher training institutions should be encouraged to take on a leadership role in developing programmes. Mention was also made of the need for a policy statement from DENI in order to have the topic introduced into initial training.

The ethos within training institutions was considered important here also. Many of those interviewed had been qualified for a considerable time, but some comments indicated that there had been no great involvement of students during initial training, that it had been a rather passive experience.

The segregation of the system was mentioned by some as doing a disservice in this area by giving an implicit message about separate development and institutional structures being the way to handle differences within society. Dual structures were seen as reinforcing separatist attitudes.

It was stated that governmental policy on education is shifting toward approaches which emphasise technical knowledge and the vocational side of education and that this is narrowing horizons too much to the exclusion of reflection and education which is concerned with social and moral education.

5.4   In-service education and human rights education

None of those interviewed had experienced human rights as an explicit or distinctive feature

of in-service education or courses they had attended. However, it was stated that there was some provision incidentally through Religious Education, where moral issues were dealt with, and in dealing with issues such as bullying and violence, but again there was no specific reference to human rights either as a term or conceptually.

Some were aware of specific courses regarding children's rights and child abuse. These were a training course for Pastoral Care co-ordinators and a course run by the Counselling Association.

Most teachers interviewed were amenable to having in-service on human rights in some form, possibly delivered through EMU or PSE, although the perception was that in-service provision in these areas has declined. One advisor felt strongly that a sharper focus is needed in dealing with human rights in an in-service context. Often the concepts may be there, but are not addressed coherently and consistently.

5.5 Strategies for including human rights in the curriculum

The majority of teachers and advisors favoured a cross-curricular approach as it was felt human rights should permeate the curriculum and because relevant issues already occurred naturally across many subjects. The value of different perspectives was mentioned as was the necessity to involve all teachers and reinforce the issues and concepts across the curriculum.

Numbers were more or less evenly divided between those who only wanted a cross-curricular approach and those who favoured a dual cross-curricular and modular delivery. Advisors favoured a dual methodology, arguing the need for a specific focus and a need to locate the facts within a specific subject or area of study, perhaps in PSE or a new area covering political, social and civic education It was not thought feasible to introduce human rights. as a separate subject.

One Advisor suggested that introducing a modular system for human rights, under whatever label, and taught by a rotation of teachers would improve the delivery and increase pupil interest. Some said that a module would be a possibility post 16 where more space is available in the curriculum.

One teacher felt that if there was a human rights module that contributed towards an examination that teachers and pupils might be more motivated. He also felt that pupils would understand a module better and, whereas it would be unlikely to be introduced at junior level, it would still be necessary to introduce the relevant vocabulary at that earlier stage.

Although there were criticisms of the current effectiveness of EMU and cross curricular themes in general, it was suggested that human rights could work as a cross curricular theme because it is more concrete - 'it has a body of learning'.

Requirements for successful cross-curricular delivery were considered to be:

●better training and inservice
●commitment from teachers
●assessment
●good planning and co-ordination by Heads of Departments
●sufficient emphasis from senior management.

It was considered that primary schools seem to lend themselves to better cross curricular theme planning than second level schools which are more 'locked -into' subjects.

5.6 The examination and assessment of human rights education

Only three of the 15 people interviewed were definitely in favour of this area being examined, seeing this as essential for the status of the subject, especially in a very exam-orientated society. Another three were very definitely against the examination of human rights due to the nature of the subject and problems with examinations in the case of

lower ability pupils.

The remaining 9 respondents had mixed feelings on the question. Responses ranged from an uncertainty about the appropriateness of an examination and how you assess feelings and attitudes, to an acknowledgement of the problem of status. However, one form of monitoring or assessment was seen as essential. Possibilities included part examination, part evaluation by continuous assessment or project assignments. One suggestion was for some form of additional certification on completion of a short, extra-curricular course.

5.7 The involvement of of NGOs in human rights education

Overall there was a positive reaction to the involvement of Non-governmental Organisations (NGOs) in human rights education. In part this was because people involved with such organisations were regarded as 'specialists' in terms of their knowledge of human rights and involvement 'on the ground'. Contact with NGOs was considered to be important in terms of raising awareness about particular issues and expending horizons. Only two respondents were not in favour of the involvement of NGOs in formal education, one saying they were overused and the other that this would eat into teaching time.

The need for material and resources from NGOs to be relevant to the curriculum requirements and classroom practice was stressed, as was the need to avoid bias or an overly crusading approach. It was stated that materials needed to be 'rooted' in the curriculum and not just an NGO agenda.

Concerns were expressed about the quality or experience of personnel from NGOs and it was suggested that those lacking teaching experience do not always appreciate the limitations of working within a classroom environment.

Co-ordination of delivery was a major concern and the need for some sort of inter-agency approach or co-ordinating body was suggested. It was also suggested that the provision of a common resource directory, including a list of speakers would be very useful.

All of the schools involved in this study use NGOs to some extent. In some cases speakers are invited to assemblies, in others into specific classes. Very often their visits were related to fund raising activities in the school. Organisations mentioned in the course of interviews included Concern, Christian Aid, Oxfam, Romanian Appeal, a local development agency, Bereavement Counselling, NSPCC, fund raising for Sarajevo, Amnesty.

There is some evidence to suggest that the involvement of NGOs concerned with human rights is less prevalent in controlled schools. This may be related to the perception of particular human rights organisations or it may be related to former associations of the Civil Rights movement with the nationalist community. However, this is an area which would merit further investigation both in terms of level of involvement with human rights NGOs and in terms of perceptions of human rights issues in controlled, maintained and integrated schools.

5.8 The curriculum and human rights education

All teachers interviewed considered that the issues of human rights raised in the questionnaire are already present to some extent in the curriculum across a range of subjects. However, most teachers acknowledged that they do not come under the label 'Human Rights' and because of this pupils may not have a comprehensive or integrated picture of human rights.

There was a general consensus about the subjects where human rights issues arise. The main contributory subjects were perceived to be Religious Education, History, English, (often involving drama), Geography (social and development issues) and Personal and Social Education (PSE). This is consistent with the picture presented by the curriculum audit in section 3.

Media Studies, Home Economics, Business Studies, Economics, Careers, Art and Music were also seen as making some contribution to a lesser extent.

Although Personal and Social Education was perceived to be one of the main contributory subjects in the area of human rights, but a number of respondents thought that it is often poorly taught. At post-16 level, Sociology, GNVQ Health & Social Care and Politics were mentioned.

The importance of school assemblies as a forum for discussing social or moral issues was stressed by many, as was the contribution of Pastoral Care, Cultural Heritage, EMU (including cross-community projects), counselling, and special programmes, such as enrichment programmes and assertiveness training (alternatives to violence).

In some cases external agencies such as the Social Services Kidscape programme was used and, in one school, the Education Welfare officer is brought in to talk to all 1st years about children's rights, domestic violence, child abuse and to make pupils aware of who they can approach with problems related to these areas.

5.9 The future development of human rights education

The majority saw a role for DENI and for the Council for Curriculum, Examinations and Assessment (CCEA). Eight felt that such developments would not be possible without a policy initiative from DENI. The need for adequate funding was also mentioned. Three respondents thought that imposition from DENI was undesirable and that schools should take responsibility for strengthening a commitment to human rights themselves. A minority saw a role for teacher professional associations.

Whereas generally people stressed the lack of time for the development of anything more at school level, several also stressed the need for consultation with schools and the involvement of teachers, possibly by secondment, if future programmes were to be developed. The Principal of one school felt very strongly that what was needed was involvement of the young people themselves in this development, through setting up a Student Forum with representatives from all schools in Northern Ireland. This forum would then debate issues of importance to students, possibly develop materials and facilitate student conferences or

summer schools.

Three respondents referred to analysis of what is already there in the curriculum. One considered that human rights could be introduced through EMU in a much more structured way. All three envisaged an external body such as the CCEA being involved here in identifying the gaps and developing materials.

Four points of action suggested by an EMU co-ordinator were:

- a policy decision by DENI to strengthen curricular commitment to human rights principles;
- setting up in-service training to raise the profile of human rights;
- allocating responsibility for human rights to a member of the Inspectorate and advisors;
- the creation of a field officer position.

Recommendations from an educational advisor were:

- the whole area needs to be specified for ages 4-16
- an outline programme for ages 4-16 needs to be identified;
- pilot materials needs to be developed;
- pilot these in association with the ELBs, Higher Education and the Teacher Training Colleges, if appropriate;
- make recommendations for the next stage of the curriculum review.

Another advisor made the point very strongly that nothing will take root unless it is underpinned by a well defined rationale and is clearly located within the curriculum.

5.10 Commonwealth Co-operation

There was a general willingness to have some form of Commonwealth co-operation. The benefits of international cooperation were acknowledged. There was only one negative

response citing problems with the term and concept of 'commonwealth' and its association with British empire.

Concerns expressed included logistical difficulties, time constraints and the appropriateness of materials. However, one Principal was aware of interesting material from New Zealand - Canadian material was also mentioned by another - and felt that perhaps there were other similar resources that would be worth researching.

A register of contacts was suggested as was a central library of resources. A possible role was envisaged for either Departments of Education or the Commonwealth Secretariat in facilitating linkages possibly using the internet or videos.

5.11 Pupil perspectives on the teaching of human rights

Interviews with pupils began with a brief discussion of any difficulties which arose with the questionnaire. In general terms these concerned ambiguities in the wording of certain questions and clarification of certain terms (e.g. colonialism, convention).

Of the 14 year-olds interviewed, pupil concepts of what human rights are about included the right to life, to freedom to do what you want, freedom of expression, the right to equality of treatment, to education and health care, to your own name, religion, language and culture, the right to be listened to, and the right to law and order . The 16 year-olds interviewed gave similar responses and also included the right to vote, to basic comforts such as food and clothing, freedom of movement and the right to vote for the government leader. There appeared to be no difference in familiarity with the term 'Human Rights' between the two age groups. In both, 6 out of 10 were familiar with it, 2 unfamiliar and 2 somewhat familiar. In the case of those who were unfamiliar with ithe term, when further questioned and the examples in the questionnaire referred to, they then indicated that they had some idea of rights.

All 14 year-olds responded positively to the question, 'Is more needed in the area of human rights education?' some stating that it was 'only touched on' or they thought it was 'something they should know more about'. One pupil said that he felt it should be covered when they are older as it is difficult to understand. Nearly all the 16 year-olds also supported the need for more human rights education. One said examinations are needed. One pupil commented that if they learned about human rights then 'they would treat people better'. Another said she had never thought about it until she completed the questionnaire and that it was seen as something adults know about. She felt that a course on human rights and the practice of rights was important.

There were mixed reactions from both ages on whether this area was taught well. Many said yes, but others said it depended on whether the teacher was interested and often the issues were just glossed over. One 14 year-old said he felt it was well taught and he thought that "they want us to leave with a knowledge of this and not be racist".

Very few of either age group had heard of the UN Convention on the Rights of the Child. One 14 year-old said she knew that teachers are not allowed to hit pupils.

Almost all could see links between human rights and EMU in terms of their concern for respect, equality and tolerance for others and their views.

A summary of pupil perceptions of human rights across the curriculum is provided below:

Law and the administration of justice

- It was generally felt by 14 and 16 year-olds that this was not covered.
- Some issues arose in History, English, R.E., and for 16 year-olds in PSE.

Equal opportunities

- 14 year olds were quite vague about this and about which subjects contributed.

- There was some reference in some subjects to women's rights, sexism, racism and the Protestant/Catholic balance in the workforce.
- Subjects mentioned included R.E., English, History, Careers, Business Studies.
- Human rights concepts which arise through careers seems to vary considerably.
- 16 year-olds had just moved into 6th year and some had started GNVQ Health and Social Care which covers some of this area.
- Sexist attitudes were in evidence, even some girls felt men were 'better' in the workplace.

History

- The term 'colonisation' had to be explained to 14 year-olds, although discussion indicated that they had some understanding of the term.
- In all schools History appears to be taught in a factual way, not generally as 'wrong'. Most pupils felt, on balance, that colonialism was wrong.
- Issues related to human rights carise in terms of discrimination and oppression e.g. racial discrimination and the civil rights movement in the United States, Nazi Germany, the Hungarian uprising - in most cases these were taught from the perspective of historical events rather than in terms of morality or human rights.

Civic and social rights and responsibilities

- 16 year-olds were more aware than 14 year-olds, especially regarding taxation.
- Information for both groups came mostly from T.V. or home.
- Subjects mentioned included PSE, History, English, Business Studies, Maths (VAT), R.E.

Consumer rights

- Both 14 and 16 year-olds had some awareness especially regarding the right to return goods.

- This information came more from a general 'picking up' and from home rather from school.
- The issue of bias in advertisements and in the media in general is addressed.
- Subjects mentioned included Home Economics, History, English, PSE, Business Studies and, to a small extent, RE.

Violence

- Dealt with in History but more from a factual perspective than from a moral stance.
- Other subjects mentioned included English, R.E. Geography, PSE, tutorials and assemblies.
- Domestic violence not dealt with too explicitly.
- Several 16 year-olds stated that violence is sometimes necessary.

Identity

- Most pupils felt this was not dealt with.
- Some 16 year-olds felt it might have been mentioned in R.E

Subjects seen as important to teachers

- 14 year-olds mentioned respect, manners, education, bullying, Catholic/Protestant relationships, helping others and religion as being important to teachers.
- 16 year-olds mentioned the above plus standards, setting targets, peace, cross-community work, sectarianism, violence.
- In the integrated school, integration itself was considered to be very important by the school.

Attitudes to cross curricular / modular approach

- The majority of 14 year-olds preferred a modular approach - 'easier to remember'.
- A small majority of 16 year olds preferred a cross curricular approach - they preferred variety and felt it would improve the chances of everyone being exposed to human rights.

Participation in decision-making within school

- The level of participation varied widely, from a high level of participation to almost none.
- There was greater participation post-16, though many felt that participation was cosmetic.
- In one school with a low level of participation there still seemed to be very good staff-pupil relationships and pupils commented that staff are approachable.

Discipline

- Almost all pupils interviewed thought discipline procedures were fair.
- One pupil thought discipline was too lenient.

Bullying

- Many pupils were afraid to report bullying in spite of specific school policies.
- This applied to 16 year-olds as well as 14 year-olds.

Is more needed in the area of Human Rights?

- Almost all said yes.
- One 16 year-old said that the practice of rights is as important as understanding them.

U.N. Convention on Children's Rights

- Almost none of the pupils had heard of the UN Convention on Children's Rights.

6. MAIN FINDINGS

The main findings from the study are summarised as follows:

6.1 The curriculum audit

The findings from the curriculum audit suggest that the programmes of study contain numerous opportunities to address human rights concepts. History, English, Religious Education and environmental and developmental aspects of Geography appear to be the core curriculum subjects where human rights concepts are most visible. Personal and Social Education (PSE) programmes were also identified as having a prominent role, although concern was expressed about the diversity of programmes developed at school level. Of the cross curricular themes, EMU and Cultural Heritage are closely identified with human rights concepts. Reference to human rights in all these cases is implicit rather than explicit.

6.2 Young peoples understanding of human rights

The evidence from the questionnaire responses suggest that most pupils have some appreciation of many of the concepts associated with human rights although few recognised them under this term. There was little evidence of progression in pupils understanding of human rights concepts between the 14 year-old and 16 year-old groups. Significant differences were noted in terms of gender in some areas and, to a lesser extent, in terms of religious affiliation. Responses to the specific areas of the questionnaire are summarised as follows:

Law and the Administration of Justice

Overall there was a high expectation that due processes would and should apply, especially among girls and more so in the all-girls school. It appears that girls have higher expectations and less negative views of the justice system than boys. The more negative attitudes appear

to be held by the older boys from more disadvantaged, urban areas from both sides of the religious divide.

The 14 year-olds had somewhat higher expectations of due process than the 16 year-olds, except in the case of the right to legal representation.

The main differences emerging were;

- The majority did not expect to be able to watch a trial.

- Attitudes to the behaviour of the police were more negative among the 16 year-old boys. Approximately 10% of 16 year-olds, mostly male, expected police to take a bribe.

- The Catholic schools had a higher percentage expecting the judge and jury not to come to a decision until after hearing all the evidence.

- More 16 year-olds took the circumstances of the theft into account.

- More 14 year-old boys expected adverse reactions from their local community in terms of general opprobrium.

- There was quite a marked difference in responses along gender lines in many of the questions with the girls having higher expectations of the law and the judicial system, especially in the all-girls school.

Equality of Opportunity

In this section opinions were more divided on whether fair employment procedures would be followed in practice. The following points emerged:

- Almost 60% of all pupils felt the interviewers would appoint someone like themselves.

- In spite of this, a majority (67.3%) also said that the best at interview would get the job.

- Almost 40% of pupils suggested that one of the men is more likely to get the job and, of those holding this view, most were boys.

- More than 75% of all pupils thought that age would not be a determining factor in the appointment process.

- The overall pattern of responses suggest that girls have higher expectations of fair employment procedures.

History and how it is taught

The questions highlighted a number of issues about 'colonialism' and how it is taught in schools in Northern Ireland. It was clear that many pupils did not have a strong sense or understanding of what the term means. There may be a number of reasons for this. Recent revisions to the History curriculum have placed less emphasis on study of the British empire and its colonial history. Alternatively, English involvement in Ireland is closer to home and carries implications which still form part of the contemporary conflict in Northern Ireland. This area of the curriculum gives rise to sensitive and emotive issues. English involvement in Ireland is taught more from the perspective of 'settlement' and 'Plantation' rather than a colonial power exerting its rule overseas. At Key Sage 3 (approximately 11-14 years-old), pupils have an opportunity to study colonisation and plantation in the context of Ireland and America.

In Northern Ireland it would be common to suppose that there are different perspectives on colonialism within 'Catholic' and 'Protestant' schools, but the questionnaire was unable to detect this. There did appear to be some ambivalence as to whether colonialism should be taught as something which was 'wrong', perhaps because an enquiry and evidence-based approach to History is encouraged in schools, and the highest percentages to strongly disagree

with the notion that colonialism is wrong came from the two 'Protestant' schools (see question (c) above).

The range of responses to the question concerning what is necessary to preserve rights suggest that pupils understand some of the principles of democratic representation and have had some exposure to concepts such as freedoms, justice and the law.

References to a range of values, such as mutual understanding, honesty and respect, were made more often by the female pupils. References to the right to protest, weapons and the need for defence were made more often by the male pupils, mostly from the older age group.

Civic and Social Rights and Responsibilities

Overall there were high levels of support for the importance of voting, paying taxes, knowing what the government is doing and of the necessity to support social policies. In general somewhat more importance was attached to these by the older age group (16 year-olds). However, fewer pupils were able to make positive suggestions for the strengthening of rights apart from some awareness that making ones opinions heard by government through lobbying, campaigning or demonstrating may prove helpful.

Consumer Rights

Results suggest some level of consumer consciousness. However questions in this section attracted high 'no response' rates, higher for 16 year olds and particularly in school no.5. Although pupil responses demonstrated some familiarity with individual instances of consumer rights practice, 'other' responses were a diverse mixture of ideas often unrelated to the question. Pupils may be more familiar with the concept of rights as consumers of products and services, but less so as consumers of information. The fact that the older age group were more positive about the importance of hearing all sides of a story may indicate an increase in critical ability, reflecting the emphasis on enquiry and on awareness of bias referred to in curriculum guidelines.

- Although a majority (61.7%) felt that violence is *never* necessary to settle an argument, a significant minority disagreed with this (predominantly 16 year-old boys).

- The highest percentage of pupils disagreeing and strongly disagreeing that violence is *never* necessary came from the 'Protestant', rural grammar school (43.1%).

- There was overwhelming support for intervention in cases of domestic violence, especially if children were being beaten. This consensus existed across schools, age-groups and gender.

- A majority of all pupils (64.0%) agreed with the use of 'necessary force' by police, although there were significant differences to this question in terms of school, age group and gender. Pupils attending the 'Protestant' schools, older pupils and male pupils were more in favour of the use of 'necessary force' by the police.

- An overwhelming majority of all pupils (93.5%) indicated that they had never been told about their rights under the United Nations Convention on Children's Rights at school.

- A majority of pupils (64.5%) indicated that they are worried about violence. Significantly more male pupils (44.4%) than female pupils (9.5%) stated that they are not worried about violence of some kind. This was most prevalent in the 'all boys, Protestant' secondary school where almost 60% stated that they are not worried about violence of some kind.

- The most common single suggestion for reducing violence was stronger security measures (22.4%) which was mentioned most by boys and given highest priority by pupils from the 'Protestant' grammar school.

- The majority of pupils responded to the need to reduce violence in the context of political

conflict in Northern Ireland. The need for dialogue was mentioned by 13.6% of all pupils, and more by female pupils.

Identity

- The right to 'life' was considered most important by pupils. The right to life was ranked highest by more female pupils and by more pupils from the two 'Catholic' schools.

- The right to religion was ranked highest by more pupils from the two 'Protestant' schools (17.9% and 27.5%) compared to the two 'Catholic' schools 4.5% and 2.5%). The right to your religion was ranked highest by more male pupils.

- The right to your own language and culture was ranked number 1 by more pupils from the Integrated school than any of the others.

- Aspects of personality were the most common descriptors of identity used by pupils, but religion, nationality and culture were used as descriptors by relatively few pupils.

Experience of Human Rights Education at School

- Radio and television, followed by newspapers and magazines were regarded as the most common, accessible and effective sources of information concerning Human Rights. As a source of information about Human Rights, the school ranked a long way behind these media alongside family and friends.

- The majority of all pupils (71.7%) did not perceive their teachers to be addressing Human Rights issues, irrespective of whether such learning is explicitly labelled 'Human Rights'.

- The most common suggestion from 16 year-old pupils for the improvement of their understanding of Human Rights was for the introduction of specific classes (13.2%).

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Other suggestions included the development of resources (books and videos); meetings (debates, clubs and societies); more time for teachers to deal with the issues; the avoidance of racist text books; and more democratic practices within the school.

Overall

In the context of Northern Ireland the most striking responses emerged in from the questions on the administration of justice, violence and participation in civic life. Overall the results present a picture of young males who are less confident in the administration of justice, more ambivalent about the use of violence and less engaged with civic life than their female counterparts (more so within the older, 16 year-old age group). There is also some evidence of significant differences in some of these areas between pupils from different religious or cultural backgrounds.

6.3 Perceptions of human rights education within the curriculum

The following points emerged from the interviews with Principals, teachers, education advisors and pupils:

1. Human Rights as an explicit topic does not feature in the Northern Ireland curriculum. However many issues relating to human rights are present across a number of subjects.

2. Pupils have an awareness of rights in relation to individual issues, but do not appear to have a coherent picture of human rights concepts. The majority of pupils are not aware of the U.N. Convention on the Rights of the Child.

3. The importance of incorporating human rights concepts within the curriculum in some form was widely accepted by all teachers interviewed.

4. All teachers felt that human rights concepts should be introduced from early primary school.

5. An appropriate school ethos was seen as of vital importance to human rights education.

6. Many teachers felt that human rights education needed to be more clearly defined.

7. A case was put for a strong underlying rationale and an identifiable place in the curriculum.

8. It was generally considered that a policy statement from DENI would probably be needed if this topic is to become part of the curriculum. However there were anxieties about imposing change from the top and a co-operative approach was recommended.

9. A common view was that human rights concepts need to be incorporated into existing subjects or areas of study, rather than introduce a separate subject.

10. Personal and social education was perceived to be one possible vehicle for human rights concepts. However the problems associated with this approach were recognised, one being the non-statutory nature of PSE and the other the perceived low status. It was also suggested that without use of the term 'Human Rights' the area may not have a strong enough focus.

11. Cross curricular themes, especially EMU and Cultural Heritage and, to a lesser extent, Economic Awareness and Health Education were perceived to be important. Human rights issues across the curriculum need to be pinpointed and drawn together into a coordinated cross-curricular way.

12. The cross-curricular approach was favoured by a slight majority of teachers. The advisors were in general in favour of a dual approach, cross-curricular and modular. A large majority of 14 year-olds preferred a modular approach. A slight majority of 16 year-olds opted for a cross-curricular

approach.

13.   Well developed whole-school curriculum planning was seen as essential to ensure the effectiveness of cross-curricular delivery.

14.   The question of whether human rights education should be examined is debatable. This may be necessary from the point of view of status, but many felt   this was not in keeping with the subject. The majority felt some form of assessment was required.

15.   Human rights does not appear to feature in teacher training and most teachers favoured the introduction of human rights concepts in more explicit fashion.

16.   Generally it was felt that there is no great shortage of relevant materials but that what is there needs to be coordinated and accessible.

17.   Teachers very clearly emphasised the time constraints under which they worked and the desirability of materials that were already adapted for use in a classroom situation.

18.   Many teachers already either used some NGO material or personnel or both, but this was generally on a rather infrequent basis and not all pupils had access.

19.   It was felt that there could be much better co-ordination both between NGOs and adaptation of the materials they produce to the classroom situation.

20.   The importance of the media,
particularly television and radio, in communicating with young people was very clear
from this survey.

7.   Recommendations

The findings from the study have led to recommendations in the following areas:

7.1 Policy

The United Kingdom has ratified the Convention on the Rights of the Child which was
adopted by the General Assembly of the United Nations on 20 November 1989 and came into
force on 2 September 1990. Article 42 of the Convention is a commitment to make the
principles and provisions of the convention widely known, by appropriate and active means,
to adults and children alike. Next year is also the 50th anniversary of the UN Declaration
of Human Rights which seems an appropriate time to review how national commitments to
these human rights instruments are reflected in education policies and practice in Northern
Ireland. Such a review may also provide the Department of Education for Northern Ireland
with an opportunity to state its commitment to human rights principles.

7.2 Curriculum

The potential for human rights education can be seen from the curriculum audit. Human
rights issues feature across many subjects, however, it is evident from the results of this
study that there is no coherent, integrated understanding of human rights concepts. A
number of options exist for strengthening the commitment to human rights concepts through
the curriculum and these should be considered as part of the next review of the Northern
Ireland curriculum. Options include:

- more specific reference to human rights principles across all programmes of study;
- strengthening the human rights dimension of specific subjects;
- linking the objectives of cross curricular themes more clearly to human rights concepts;
- exploring the development of a PSE programme based on human rights concepts;
- development of specific modules on human rights and responsibilities.

Consideration should be given to the development of progression in pupils' understanding of human rights concepts as they move through the various stages of schooling.

Decisions need to be made about the most appropriate way of assessing pupil's learning and progress in understanding principles related to human rights.

It is important that practitioners are involved in a consultation process regarding any proposals for change and their views taken into account.

Particular steps should be taken to raise awareness amongst teachers and pupils of children's rights under the UN Convention on the Rights of the Child (1990).

7.3 Resources

Although a variety of resources exist to support human rights education the findings from this study suggest that these could be better coordinated and that teachers would benefit from better support in adapting human rights resources to curriculum needs.

The media, particularly radio and television have a significant influence as sources of information for young people and this should be recognised when developing resources for human rights education. Support for more coordinated involvement of NGOs in human rights education should be provided.

7.4 Training and professional development

Many teachers acknowledge their lack of technical knowledge in relation to the provisions in particular human rights instruments and human rights concepts in general. Steps should be taken to increase knowledge and awareness in these areas as a basic entitlement in initial and inservice education and training of teachers.

The importance of developing a school environment which is consistent with human rights principles suggests that it will be important to develop specific inservice programmes in this area for senior managers in schools and for whole-school staff development.

MINISTRY OF EDUCATION (ZIMBABWE)

Education Development
(Research and Evaluation Unit and Curriculum Development Unit)
&
Schools Division
(Standards Control Unit)

COMMONWEALTH VALUES IN EDUCATION:

YOUNG PEOPLE'S UNDERSTANDING OF HUMAN RIGHTS

A Four Country Study

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SUMMARY OF STUDY

This study is part of a Commonwealth project , Commonwealth Values In Education : Young People's Understanding of Human Rights.The study was conducted in four Commonwealth countries Zimbabwe, Northern Ireland, India and Botswana under the guidance of an international steering committee with support of the ministries and relevant agencies in the four countries. Financial support came from the ministries themselves, the Commonwealth Secretariat and Overseas Development Administration (Britain).

The formal origin of the project can be traced to the Commonwealth, Harare declaration of 1991 at which the nations of the Commonwealth made a commitment to its fundamental political values and to human rights.This commitment was reasserted at subsequent meetings of Heads of Governments and in 1995 , Heads of Governments agreed to suspend Nigeria for failing to honour it.

Following onto the Harare Declaration, in 1993-94, the Commonwealth Secretariat carried out a curricular survey at the secondary school level to find out how far human rights and related issues were reflected in the education of young citizens. Twenty seven states,including Zimbabwe, completed a questionnaire and the results were published as a working paper , Commonwealth Values in Education. (Human Rights Unit ,Commonwealth Secretariat, October 1994.) The survey demonstrated a wide spread commitment to nurturing human rights . But it also showed that curricular approaches vary considerably and that there is little possibility / prospect of introducing common curricula for human rights in member countries, an idea which had been proposed by the inter-governmental Working Group chaired by Hassan Jallow, then Attorney -General of the Gambia in 1990.

The recommendations which emanated from the curricular survey focused on the value of materials and networking between teacher and examining bodies. In 1994 at their Islamabad meeting, Commonwealth Ministers of Education endorsed an extension of the Commonwealth Values approach. It is this extension-the Commonwealth Values in Education: Young People's Understanding of Human Rights-which is the subject of this report. The project is student focussed and designed to build on the curricular survey . Its purpose is to find out how the teaching/learning of human rights takes place in the differing national curricula taking into account the avalability of materials and teacher education and support and to assess the extent to which an experience of around two years of secondary school experience (students aged 14 and 16) may alter the children's understanding of basic human rights concepts.Out of the countries invited to take part only four actually took part for a variety of reasons . The countries involved are Botswana, India, Northern Ireland and Zimbabwe. Even within these countries, the study was confined to a very small sample (five secondary schools and a total of 200 students) because of resource constraints.Given the sample size, the results of the survey cannot be taken as definitive but are indicative of the prevailing trends.

Each country made its own internal arrangements for managing the research. In Zimbabwe,the Chief Education Officer (Standards Control and Profesional Administration) was tasked with

overseeing the project and she worked with officers from the Curriculum Development Unit and the Research/Evaluation officer from the Planning Unit.

For the national project coordinators, the project has been running since their first meeting in 1995, in London and they held their last project meeting from 18 to 21 March 1997 in Gaborone at which a draft of this report was presented. The overall project coordinator based at the Institute of Education ,University of London started work a year earlier.

The first meeting of the project coordinators identified seven areas / concepts which were adopted as being central to an understanding of human rights namely:
- Law and the Administration of Justice;
- Equality of opportunity;
- History;
- Civic Rights and Responsibilities;
- Consumer Rights;
- Violence and
- Identity.

It was consequently agreed that the national surveys should seek to establish whether there was a difference in the understanding of 14 and 16 year olds in these seven areas, to assess the extent to which these concepts were taught/learnt in the school curriculum and whether materials and other forms of support were available to enable teachers to teach these concepts.

The schools used were selected in such a manner as to include as wide a variety of schools as possible given the resource limitations. The study consequently used Prince Edward, Girls High, Zengeza 1 High , Domboramwari and Mufakose 2 High.

The study was conducted in two phases .The first exercise, was an audit of the curriculum which sought to find out whether the school curriculum incorporated human rights concepts (as defined by the gruop)and whether relevant materials and other resources were available to teachers to enable them to teach these concepts.

The second exercise sought to assess the students' understanding of human rights at the ages of 14 and 16 . This was intended to assess whether two years of (school) experience made a difference to the children's understanding. A questionnaire covering all the seven dimensions was drafted by the project coordinator and was modified slightly on the basis of trialling in Zimbabwe and Botswana. The questionnaire was made up of 46 items for both the 14 and 16 year-olds and an additional section (of five items) for the older students. The latter sought the perceptions of the 16-year- olds on the sources from which they had acquired information on human rights.

The curriculum audit showed that while opportunities for teaching human rights exist in the traditional subjects the extent to which this is done depends on the perception of the teacher. The impression gained was that these opportunities were not being fully exploited.Education for

Living was seen as containing most of the human rights concepts but that it has been pushed to the back seat in most of the schools involved in the survey. In those schools in which it is thriving, it does so because of the conviction of the head and according to the interpretation she/he has given it. Reasons for this include lack of awareness on the part of teachers, inadequate textbooks, and other support materials and an examination oriented curriculum which is biased towards academic and theoretical subjects. The team felt that situation was likely to be worse in the more rural areas where shortage of resources and qualified teachers is more severe than in the sample schools.

In the student survey the older students did " better" than the younger group (by 7% or more) on only ten out of the forty- six items and the younger ones did better using (the same criteria) on two of the items . For the rest, their responses were either the same or less than 7 %.
The researchers felt that this difference was not significant and not necessarily attributable to the students' school experience. This was supported by the responses to the five items administered to the older students .These responses showed that the students had found the media and peers more useful sources on human rights than schools.

The study showed consensus on the need for human rights to be included in the school curriculum and to be reflected in administrative practices.It also reflected the inadequacy of instructional materials and other forms of teacher support. The lack of training in human rights issues in both pre- and inservice training programmes was singled out as a major obstacle to the delivery of a human rights curriculum.The study also noted a strong preference for a cross-curricular approach to the teaching of human rights to enable reinforcement while retaining a single subject, Education for Living, as a main carrier.Other subjects mentioned as being relevant in teaching human rights were History (syllabus 21166), Commerce, Religious and Moral Education, Languages, Education for Living, Food and Nutrition. The study showed that it was not necessary to introduce a new subject but that Education for Living could be an effective carrier of human rights if it was reviewed and "strengthened" so that it can be taken "seriuosly".Other recommendations included the need to introduce Human Rights education as early as pre- school but definitely at primary school level, the need to involve Non-governmental agencies and profesional associations and for the Commonwealth to facilitate the exchange of information, expertise and materials within member states.

<center>**Chapter 1**</center>

STRUCTURE OF ZIMBABWE'S EDUCATION SYSTEM

1.0 INTRODUCTION

1.1 The Colonial Legacy

The system of education inherited by the independent Government of Zimbabwe in 1980 was characterised by duality in the delivery of service to the nation. It was racially-based and unequal both in governance and financing. One division catered for the educational needs of the Europeans, Coloureds and Asians; the other catered for the majority Africans. Government spent at least ten times more on the white child than on the black child. Progression within the African education sub-system was characterised by bottlenecks and other impediments to progression and access. For instance whilst education for the white children was free and compulsory up to the age of 16 and free up to college level, the same was not the case in African education. Education for the whites was richer and more geared to bridge the gap between education and the world of work than that offered to the blacks. Consequently, the whole education system needed to be overhauled at Zimbabwe's independence.

1.2 The Educational Goal of the Independent Government of Zimbabwe

The new policy framework for reorganising and democratising the education system at independence was the democratic constitution with a Bill of Rights which enshrined fundamental human rights and freedoms to guarantee the equality of opportunity for all regardless of race, colour, sex, creed, place of origin, or any other considerations, except when provided by law. Education was declared a basic human right for all children and for all adults who needed it. Public policy stressed that the State would ensure that there was equal opportunity for all to acquire the education they needed. This principle has guided all policies and strategies for the provision of education in Zimbabwe ever since. In addition to the constitutional provisions and guarantees as well as the principles enunciated by Government since independence, state policy for the provision of education is also guided by the several international conventions, to which Zimbabwe has acceded. The constitution enshrines the principles
of equality of treatment and opportunity for all children, women and girls without discrimination of any kind.

The Education Act (1987), which legislated into one comprehensive law the various existing instruments and the universal principles enunciated in several international conventions to which Zimbabwe had acceded and subscribed to since independence, regulated school ownership, governance and financing. This development was further refined by the 1991 Education (Amendment) Act.

1.3   The Right to Education

The Education Act and its amendment guarantee the right to education for children, underpin government policy on education provision and form the framework within which the colonial system of education is being transformed.
The law is explicit in its adherence to the principle of free primary education (with a view to making it compulsory in the future) for all children and for the education of all adults who need it. The Education Act (1987), which enacted this principle into law, confirmed the State's commitment to the principle of tuition free primary education for all children by affirming that "every child in Zimbabwe shall have the right to school education". The Act, however, fell short of making primary education compulsory, although it foresaw primary education becoming compulsory in the future, and stated that it was the duty of every parent to ensure that their children attended school. To ensure that this was the case, the Act called upon all the local authorities and other responsible authorities to ensure that primary education in the schools under their jurisdiction was also free. Primary schooling continues to be free in the rural areas where the majority of Zimbabwe's population lives.

2.0   NATIONAL FRAMEWORK OF SCHOOL GOVERNANCE AND OWNERSHIP

2.1   School Ownership

Whilst the State has the over-riding responsibility for establishing, running, regulating and financing schooling in the country, nevertheless this responsibility is a shared one between the State itself and private enterprise and initiatives. The law (Education Act) gives legal status and recognition to schools operated by various corporate and non-corporate responsible authorities. Under this law schools are categorised as either government (state) or non-government (grant-aided).

2.2   Categories of Schools

Under the Education Act the designation 'private schools' used up to 1987 was dropped. The owners of the non-government schools were designated as Responsible Authorities (RAs). All non-government schools, regardless of their mode or sources of funding, management or administration fall into the non-government schools category and are all state-aided in one way or another. Responsible authorities are free to establish and own schools as long as these schools and their responsible authorities adhere to laid down criteria, standards and norms for the establishment, operation and financing of schools and as long as they eschew all forms of racial discrimination.

2.3   School Governance

Zimbabwe operates a fairly centralised system of educational administration. The national headquarters (Head Office) determines all policies pertaining to education, has a very strong

control of public educational expenditure and finance, and decides on all major promotions within education. However, in order to bring administration closer to the schools and the people, some measure of decentralisation to the provinces (a process that has since intensified) has taken place. For this purpose the country is divided into nine educational provinces (regions). These regions (except for one, Bulawayo) coincide with the political provincial administrative structures. Regions are sub-divided into districts (except for the City of Harare) along political demarcations. Generally, schools are grouped according to these regions and districts. Each province is divided into districts. There are fifty-eight districts in the whole country. Each region is run by a regional director who reports to the Ministry's Head Office. The regional director liaises with provincial heads of other ministries. The regional director is responsible for formulating regional policy in the context of national education policy and ensuring its implementation. Formal inter-ministerial consultative and other meetings are convened by provincial head of the Ministry of Local Government Rural and Urban Development. (MILGRUD).

3.0   MANAGEMENT OF THE CHANGE PROCESS

The first task of the independent Government of Zimbabwe was to dismantle the old discriminatory structures and institutions which the colonial state had erected in society generally and in education specifically. To spearhead the destruction of the old inequity and to achieve its national goals and objectives of creating a new democratic society with an egalitarian education system to serve the educational needs of all communities and ethnic groups, and to ensure that no child or individual was denied those rights in any way or denied the fundamental rights of individuals to pursue an education of their own choice, the Government took the following measures:

(a)   It abolished all forms of racial discrimination in the provision of education and in admission policies and other administrative practices in all schools, which contravened the provision of the fundamental rights clauses of the Constitution and the Education Act;

(b)   It scrapped the pre-independence duality in the administration and provision of education (one for the whites and the other for the blacks) and replaced it with a unitary system of national education offering a uniform curriculum in the main or 'core' subject areas (mainly the academic subjects) whilst allowing a reasonable measure of flexibility in the wider curriculum.

(c)   It introduced tuition-free primary education, with the **objective** of making it compulsory. It abolished all impediments to progression from one grade to another within the primary school sub-sector except in special circumstances.

(d)   It made provision for all children to acquire secondary education if they needed it and could afford it. Once again there were to be no impediments to progression to 'O' level.

(e)   State support was extended to the programmes of non-formal and adult education and a national campaign to reduce illiteracy in the adult population was launched.

(f)   Teacher education was expanded drastically and restructured so that it could respond more meaningfully to the demand for more trained teachers in the system.

(g)   The management and financing of education was made a shared responsibility between Government and the various school responsible authorities.

The effects of these policy initiatives were dramatic. They resulted in the highest educational expansion rate the country has ever experienced. The strategy used involved:

(a)   the reopening of schools destroyed during the liberation war and opening up of completely new ones;

(b)   encouragement of the use of multiple entry streams to accommodate more pupils in the existing schools;

(c)   introduction of double sessioning popularly known as "hot-seating" in the schools;

(d)   'busing' of pupils to schools with relatively under-utilised or excess capacity;

(e)   discouraging the establishment of boarding schools in favour of day schools;

(f)   introduction of safety nets within the Government's social welfare programme to pay tuition and examination fees for children from poor homes to enable them to pursue their education;

(g)   paying tuition grants for all students attending non-government schools and boarding grants to boarders at private secondary schools. These grants are paid on a sliding scale in favour of disadvantaged areas;

(h)   providing non-government secondary schools with building grants-in-aid to support capital development programmes .

4.   STRUCTURE OF THE ZIMBABWEAN EDUCATION SYSTEM

Zimbabwe's school system is divided into three phases:

1.   Basic Education which includes Early Childhood Education and Care (ECEC) or pre-school, Primary Education and Adult Literacy and Mass Education. ECEC caters for children from 3 - 6 years. The legal age of entry into primary school is 6 years although some children enter either earlier or later than this age. Primary education is a seven year cycle ranging from Grade 1 to 7;

2.   Secondary Education which is sub-divided into three phases of Zimbabwe Junior Certificate (2 years); the Zimbabwe General Certificate of Education (GCE or 'O' level) - 2 years; and the Higher School Certificate ('A") - 2 years;

3.   Tertiary Education which includes university, technical and polytechnical education and teacher education are the responsibility of the Ministry of Higher Education. The Zimbabwe Ministry of Education is responsible for the first two levels of education.

5.   THE SCHOOL CURRICULUM

The philosophy which underpins the curriculum offered in Zimbabwe is derived from the commitment to developing the full potential of the child so that s/he can be a useful member of society. The philosophy is derived from the Government's belief that education is not only useful in itself but it is the key to the social and economic transformation of both the individual and society. Consequently the curriculum offered in Zimbabwe is both academic and vocational in orientation.

Through education Government seeks to build a firm unitary state. Education aims at producing citizens who are able to realise their civic and social responsibilities and legal obligations. Consequently school curricula is expected to reflect the multi-ethnic character and diversities of the nation and to be relevant to the requirements of the country's social, economic, scientific and technological development needs.

Thus both primary and secondary school curricula emphasise the teaching of language and culture, number concept/mathematics, social and natural phenomena as well as vocational subjects in some schools at primary and in all schools at secondary levels. Civic education is taught through a number of subjects on the curriculum notably Social Studies, Religious and Moral Education, Education for Living and others as will be shown in the chapters which follow.

The challenge before Government now is to make school curricula more relevant to national needs as part of its drive to improve the quality of education. Curricula reform is on-going , especially at primary school level, to make it, among other things, more gender sensitive.

CHAPTER 2

METHODOLOGY

1.0 SAMPLING PROCEDURES

1.1 *Sample Design Framework:*

The sampling procedure used for selecting the students within selected classes in the selected schools was based on a two-stage sample design. The first stage was the selection of five schools among the total number of secondary schools in the Harare Region. Stage two required the use of a simple random sample of students in selected forms (Form II and Form IV) in these selected schools. The work was made easy in that the minimum number of pupils (20) per form level (minimum cluster size) in each school, who would be completing the test, had already been decided upon. However, we had to determine the actual 20 sample members (pupils). The selection of these members (students) at that stage of sampling **had to** be carried out in accordance with strict probability sampling procedures. These procedures required that we use an "equal probability of selection method" (epsem), so that every element in the population (i.e. every student/pupil in Form II and in Form IV) had to have a known, equal and non-zero chance of being selected for the study.

1.2 *Specification of the Target Population and Instrument Pilot Testing*

(a) Specification of the Target Population

The study had initially described its desired target population as all the students/pupils at **Form I** and **Form IV** levels in 1996 who were attending the five secondary schools selected for this study from Harare Region. This desired target population was based on a standard description and not age description. The selected standards were Forms I and IV in each of the selected schools. Form I was preferred on the assumption that at this first level the school's contribution towards the acquisition of knowledge and mastery of concepts to be investigated was still very minimal, whilst Form IV, because of the relatively high level of school retention rates (progression) from Form I, provided the appropriate target population for assessing the contribution of the school towards the acquisition of ideas and concepts on Commonwealth values- human rights. However, pilot testing the questionnaire in one of the schools in Harare revealed that Form I was an unsuitable choice. The finding coincided with the decision made at the second international conference that Zimbabwe should use Form II and not Form I students to facilitate cross- country comparison.

Minor modifications of the questionnaire were also effected as a result of the pilot testing.

(b) The Excluded Population

The question to address, however, was what to do with the odd repeaters in any of these classes. Shall the school be assumed to have had minimal influence on a Form II repeater, or only four years of influence on a Form IV repeater? This assumption would have the effect of trivialising the impact of the 'school tone' on students. If repeaters were to be treated as the "excluded

population", which strictly speaking should be the case here, we ran the risk of exacerbating the time constraints,similarly, with respect to pupils with low vision who may not be able to complete accurately and independently the questionnaire. However, these scientific concerns had to be tempered by the desire to limit or minimise costs (in terms of time), logistic and procedural demands to manageable levels, especially if it could be shown that the approach maintains the levels of sampling accuracy that were acceptable in terms of the main objective of the study.

1.3   *Minimising Bias*

A critical component of the sample design for this study was the selection of pupils within the selected classes or forms. For this reason the data collectors had to do the selection. It was **not acceptable** to permit school heads or teachers to have *any personal* influence over the selection of students. These groups of people might have had a vested interest in selecting particular kinds of students (for example, the more able students) and this would lead to *bias (distortions)* in sample estimates of population (school/class) characteristics.

In the survey there was need to select a simple random sample of 20 Form II and 20 Form IV students from each of the five secondary schools selected in the sample.

2.1   Responsibility for Data Collection

All data collection was conducted by the Research Committee members.

3.0   **TEST ADMINISTRATION**

Efforts were made to ensure that administration of the test within each school was carried out in an environment that ensured that:

(a)   the test administrator was able to conduct the completion of the questionnaire using the standardised procedures specified for the exercise;

(b)   that students were comfortable and unlikely to be distracted;

(c)   that they responded carefully and independently to the stimulus provided by the questionnaire; and

(d)   that the administration of the exercise did not place an excessive administrative burden on the school.

4.0   **THE ACHIEVED SAMPLE OF SCHOOL**

4.1   **The Targeted Number of Students**

The targeted number of students to be included in this study was 100 Form II and 100 Form IV randomly selected from five secondary schools in the Harare Region (Educational Province). Due to local circumstances obtaining at the five schools during the study a 97 percent response rate was achieved for the Form II students and 92 percent for the Form IVs. These are high percentages and should enable the results to be indicative of the trends at school level.

Some Characteristics of the Sample Schools

The target schools were selected on the basis of gender, type of school, enrolment characteristics, school size, socio-economic status of catchment area and location (high density and low density suburbs). A summary of the chief characteristics of the selected schools are described in the paragraphs which follow.

Selected Characteristics of the Five Secondary Schools

1.1 **Name of School:**   **Prince Edward**

1.2 **School ownership:**   **Government**

1.3 **Type of School**   :   Boys -only boarding school takes day scholars(boys) as well;

1.4 **Socio-Economic Status**
The school was established during the colonial era for white pupils. It is now a multi-racial school located in the city. Pupils are drawn largely from fairly well-to-do families. The school is well resourced.

1.5 **ENROLMENT**

At the time of study (July 1996) the enrolment was 1 084 boys. The school offers the full secondary school cycle from ZJC (Forms 1 and 2) and GCE (O' level) for Forms 3 and 4 to 'A' level (Lower and Upper Sixth Forms).

There were 44 classes in the school as follows:

Form :	1	2	3	4	5	6	
Classes:	9	8	9	8	5	5	Total 44

2.1 **Name of School:**   **Girls High**

2.2 **School Ownership:**   **Government**

2.3 **Type of School:**   Girls boarding school takes day scholars as well also has a

sprinkling of boys at A- Level the latter is a recent development;

2.4 **Socio-Economic Status:**
The school was established during the colonial era for white pupils. It is now a multi-racial school located in the city. Pupils are drawn largely from fairly well-to-do families. The school is well resourced.

2.5 **ENROLMENT**
At the time of the study its enrolment was 1 134 girls and like Prince Edward offered offers the full secondary school cycle.

There were 32 classes in the school as follows:

Form:	1	2	3	4	5	6	
Classes:		7	6	6	6	3	3	Total 31

3.1 **Name of School:** **Zengeza 1 High**

3.2 **School Ownership:** **Government**

3.3 **Type of School:** Co-educational day secondary school.

3.4 **Socio-Economic Status:**
The school was established just before independence in Chitungwiza,a "dormitory" for the city of Harare . Pupils come from not so affluent families. The student numbers are so large that it is difficult to provide them with enough classrooms and instructional materials.

3.5 **ENROLMENT**
It had an enrolment of 2 101 organised into 52 classes as follows:

Form	1	2	3	4	5	6	
Classes:	11	13	12	10	3	3	Total 52

It has classes for children with special learning needs and "hot-seating" classes. Like Prince Edward and Girls High School it offers the full secondary school cycle from Form 1 to 6.

4.1 **Name of School:** **Domboramwari Secondary**

4.2 **School Ownership:** **Church**

4.3   **Type of School:**   Co-educational day secondary school;

4.4   **Socio-Economic Status:**

The school was established in the 1990s in a shanty peri-urban suburb of Harare. Pupils are from low income families who include the homeless, farm labourers and those self-employed in the informal sector. The school is poorly endowed with classroom facilities and teaching/learning resources.

4.5   **ENROLMENT**

The school had an enrolment of 516 students at the time of study. The school offers two levels of the secondary school cycle - ZJC and GCE (O' level).

There were 12 classes in the school as follows:

Form	1	2	3	4
Classes:	3	4	3	2 Total 12

The lower forms (1- 4) are taught in double sessioning classes.

5.1   **Name of School:**   **Mufakose 2 High**

5.2   **School Ownership:** **Government**

5.3   **Type of School**:   Co-educational day secondary school.

5.4   **Socio-Economic Status**:
The school was established after independence in a Harare high density suburb. Pupils come from not so affluent/low-income families. The student members are so large that it is difficult to provide them with enough classrooms and instructional materials.

5.5   **ENROLMENT:** It had an enrolment of 2 220 organised into 48 classes as follows:

Form:	1	2	3	4
Classes:	12	12	12	12 Total 48

Like Domboramwari, the school offers two levels of the secondary school cycle - ZJC and GCE (O' level). It also runs double sessioning classes. In addition it has an annex housed at a nearby primary school to accommodate its excess enrolment.

CHAPTER 3

An AUDIT OF THE CURRICULUM ON HUMAN RIGHTS IN THE EDUCATION SYSTEM.

After the first meeting of the project co-ordinators held in 1995,the national project team carried out a survey in the five schools selected for the project. The survey sought to assess the extent to which curriculum materials currently in secondary schools incorporate human rights education and the availability of instructional materials and other forms of support necessary for the delivery of a human rights education.

The survey was centred on the seven dimensions which the international project team had agreed to as being integral to a human rights curriculum viz:
- Law and administration of Justice;
- Equality of opportunity;
- History;
- Civic and social rights and responsibilities;
- Consumer rights;
- Violence;
- Identity;

The team used a simple instrument which attempted to cover these seven dimensions.The instrument was intended to enable some measure of standardisation in the collection of data. Aspects of the curriculum targeted for analysis were:
- Syllabuses ;
- Textbooks;
- Teacher support in the form of :
  supplementary materials such as charts, films and cassettes and
  pre-service and in-service education and training;

The team noting that a human rights curriculum per se did not exist focused on curriculum subjects which they deemed to be in line with the seven dimensions or some aspects of them. Consequently the following subjects were subjected to the survey:
- Shona and Ndebele (the major local languages);
- English (the official language and medium of instruction from the third grade);
- Religious and Moral Education;
- Education for Living and
- History.

These subjects are compulsory for the first two years of secondary school. English and Education for Living continue to be compulsory at the third and fourth year of secondary school.(A child normally takes only one of the local languages)

Using the guide, the researchers initially analyzed the syllabuses and the books schools ought to

have. The Ministry of Education's Curriculum Development Unit produces all syllabuses, some of the books and materials distributed at no cost to schools but the bulk of textbooks are produced by commercial publishers and sold to schools.

The team then visited the five schools to ascertain the materials and other support available to the teachers in the area of human rights.

The survey showed that with regard to:

Languages , opportunities to teach human rights abound but teachers are more concerned with imparting language skills and the ability to communicate. With more emphasis on analysis and interpretation, these subjects which are compulsory and examined could play an important role in human rights education.

Inquiry in the schools suggested that Religious and Moral Education offers an option which accommodates a non-Christian syllabus and is seen as not being relevant to human rights education because of a perception of a false distinction between the religious and the secular. At 'O' level it is often seen as an easy option for less able students.

The team felt that History is a struggle for political ,economic and social rights and as such it is crucial for promoting an understanding of human rights issues.It was however noted that teachers did not always give it this interpretation and that some schools opted for a History syllabus which does not lend itself to this interpretation. Beyond the second year,history is optional and therefore not every child will be exposed to it and to the human rights issues that go with it from the third year of secondary school.

Education for Living was introduced just after independence recognizing that "Many- probably most-young people leave school ill-equipped for adult life, in that they have little understanding of social structures or institutions or, of basic economic and political concepts, and little idea of the unavoidable constraints or the creative opportunities of working life. Further more, they have not always received, except incidentally, the guidance necessary to enable them to come to terms with themselves, with the variety of relationships they will form in life or the role they will have to play in community affairs and development". When Ministry introduced the subject it was supposed to be compulsory and the examination was to be optional. In practice it has become non-examinable as no examination has ever been set since its introduction. It has also become optional as ministry has been unable to "instutionalise" the subject into the school curriculum. This explains, to some extent, why the commercial publishers have not produced any books for the subject although syllabuses have been produced. Schools offering the subject literally have to scout around for usable materials from various organisations working in related fields.

The analysis showed that this was the subject which covered explicitly all the concepts as identified in the conceptual framework. But of all the subjects it was the least valued in terms of time allocation, textbook provision and teacher preparation and support.

The general conclusion reached by the team was that while opportunities for teaching Human

Rights exist in the traditional subjects the extent to which this is done depends on the perception of the teacher. The impression gained in the course of the audit is that these opportunities are not being fully exploited. In spite of its relevance, Education for Living has been pushed to the back seat in most of the schools visited.In those schools in which it is thriving it does so because of the conviction of the head and according to the interpretation he /she has given it. Reasons for this include lack of awareness on the part of teachers, inadequate textbooks and other support materials and an examination-oriented curriculum which is biased towards academic and "theoretical" subjects. These problems are likely to be accentuated in the more rural areas where shortage of resources and qualified teachers is more severe than in the schools selected for the pilot project.

CHAPTER 4

THE STUDENT SURVEY

Students were requested to answer all the questions as truthfully as they could. They were given an assurance that everything they said would be treated confidentially and that no one else besides those who were collecting the required information would see their answers or know who the respondents were. No names were to be written anywhere in the questionnaire booklets.

To facilitate further analysis of the data collected, the Zimbabwean survey team inserted Part I to the Commonwealth Questionnaire. The insertion of Part I was deemed necessary to enable the analysis by additional dimensions, such as sensitivity to gender, and socio-economic variations. This study has elicited a great deal of interest in Zimbabwe and steps are being taken to enlarge this study to include more schools in all the nine regions (provinces) of the country. This part will become even more useful at that stage.

SECTION A
SELECTED CHARACTERISTICS OF THE STUDENTS
WHO PARTICIPATED IN THE SURVEY

The five secondary schools involved in this study provided 97 students. The selected characteristics of the **14 year olds** who took part were the following:

1. <u>Sex of students</u> -   54 males (55.7%) and 43 females (44.3%);

2. <u>Age</u> 41 students (42.3%) were under 14 years; 23 (23.7%) were 14 years old; and 33 (34.0%) were 15 years and above, giving a mean age of 13,9 years.

3. <u>Parents</u> For 80% of the students both parents were alive

4. <u>Family size</u> The average family had seven (7) members composed of 2 parents, 2 brothers (for 72.9% of the students) and two sisters (for 68% of the students) plus the Form 2 students under study.

The selected characteristics of the 16 year olds were the following:

1. Sex of students -   504 males (54.37%) and 42 females (45.7%);

2. Age 14 students (15,2%) were under 16 years; 39 (42.4%) were 16 years old; and 39 (42.4%) were 17 years and above, giving a mean age of 16,3 years.

3. Parents For 86% of the students both parents were alive

4. Family size The average family had nine (9) members composed of 2 parents, 3 brothers (for 87 of the students) and 3 sisters (for 85% of the students) plus the Form 4 students under study.

In comparing the performance of the two groups the research team considered items on which the groups differed by at least seven points.

RESPONSES OF THE FORMS 2 (F2) AND 4 (F4) STUDENTS

Topic 1:   **Law and the Administration of Justice**

Statement:

You see a policeman catch someone who is running away with an article taken from a shop. Would you expect any one of the following to happen? Tick (✓) either YES or NO to each one of the items (a) to (h) below.]

(a)   **The policeman to beat the person and put him or her in prison?**
(F2)

	Frequency	Percent		Valid %	Cumul. %
YES	39	40,2	41,1	41,1	
NO	56	57,7	58,9	100,0	
MISSING	2	2,1		-	
TOTAL	97	100,0	100,0		

The above data reveals that the majority (59%) of the 14 year olds in the five secondary schools selected for this study do recognise the right of a suspect or accused to be protected against extra-judiciary treatment such as being beaten up and imprisoned before being brought to trial. The data also shows, however, that a fairly large minority (41%) would support some extra-judiciary measures in the arrest and detention of a suspect.

(F4)

The 16-year olds are very much aware of the accused's rights and by a huge majority (88%) did not accept that, on arrest, an accused should be ill-treated.

Responses:

		Frequency	Percent	Valid%	Cumul. %
YES	81	88,0	88,0	88,0	
NO		11	12,0	12,0	100,0
	TOTAL	92	100,0	100,0	

(b)   **The person to be tried in a court of law?**
(F2)

By a huge majority of 90% the 14 year olds said that they expected that the accused in this case to be tried in a court of law.

Responses:

	Frequency	Percent	Valid%	Cumul%.
YES	86	88,7	89,6	89,6
NO	10	10,3	10,4	100,0
MISSING	1	1,0	-	
TOTAL	97	100,0	100,0	

(F4)

In the view of 88% of the Form 4 students the suspect in this case would be taken to court.

Responses:

		Frequency	Percent	Valid %	Cumul. %
YES		81	88,0	88,0	88,0
NO	11	12,0	12,0	100,0	
	TOTAL	92	100,0	100,0	

(c)   **The person to have a friend or lawyer in court who can examine witnesses and plead in his or her defence (i.e. to defend him or her in front of a judge)?**

(F2)

Nearly 71% of the Form 2 students would expect the accused to have a lawyer to represent him or her in a court of law. However about 30 percent of them did not think the accused would have a lawyer to represent him or her. This negative view might indicate that either they considered the case too trivial to require legal representation or that they are ignorant of both the right of the accused to have legal representation and the availability of free legal aid services in Zimbabwe.

Responses:

	Frequency	Percent	Valid %	Cumul%
YES	67	69,1	70,5	70,5
NO	28	28,9	29,5	100,0
MISSING	2	2,1	-	
TOTAL	97	100,0	100,0	

(F4)

Nearly 61% of the 16-year olds think that the thief would be represented by a lawyer in a court of law.

Responses:

	Frequency	Percent	Valid%	Cumul%
YES	56	60,9	60,9	60,9
NO	36	39,1	39,1	100,0

(d)   **Members of the public will be able to watch the trial?**

(F2)

All trials except those involving minors and those publicly announced as requiring in camera sessions are held in open court in Zimbabwe. In this case 69 % of the 14 year old students would expect the public to watch the trial but 31% would not, presumably because, they lacked knowledge of this privilege or because they thought the public was indifferent to such crimes.

Responses:

	Frequency	Percent	Valid %	Cumul%
YES	67	69,1	69,1 69,1	
NO	30	30,9	30,9 100,0	
TOTAL	97	100,0	100,0	

(F4)

A majority (69%) of the Form 4 students said that members of the public would watch the trial. However nearly one in three did not agree.

Responses:

	Frequency	Percent	Valid%	Cum.%
YES	65	69,1	69,1 69,1	
NO	26	30,9	30,9 100,0	
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

(e)   **The judge or jury (assessors) will decide as to whether the person stole the article until after they have heard the case.**

(F2)

The right of the accused to be heard in open court is enshrined in the law of criminal procedure in Zimbabwe. Just over 87 percent of the Form 2 students reported that they expected the judge or jury to decide the outcome of this trial only after the accused's defence had been heard.

Responses:

	Frequency	Percent	Valid %	Cumul%.
YES	83	85,6	87,4 87,4	
NO	12	12,4	12,6 100,0	
MISSING	2	2,1 -		
TOTAL	97	100,0	100,0	

(F4)

An overwhelming majority (91%) of the 16-year old students expected the judge or jury to decide the outcome of this trial after the accused had put forward his or her case.

Responses:

	Frequency	Percent		Valid%	Cum.%
YES	82	89,1	91,1	91,1	
NO	8	8,7	8,9	100,0	
MISSING	2	2,2	-		
TOTAL	92	100,0	100,0		

(f)   **The policeman will take a bribe either from the thief or from the shop owner?**

(F2)
By a majority of 78% these students said that they did not expect the policeman to take a bribe either from the thief or from the shop owner?. However, over one in five believes the policeman is corruptible and would take a bribe.

Responses:

	Frequency	Percent	Valid %		Cumu%
YES	21	21,6	22,1	22,1	
NO	74	76,3	77,9	100,0	
MISSING	2	2,1	-		
TOTAL	97	100,0	100,0		

(F4)

Three quarters of these students (F4) denied that the policy officer would take a briber from either the thief or shop owner. However, for every four of the students one said that the policeman would take a bribe.

Responses

	Frequency	Percent	Valid%	Cumul.%

YES	23	25,0	25,3	25,3	
NO	68	73,9	74,7	100,0
MISSING	1	1,1	-	
TOTAL 92		100,0	100,0		

(g) **If a policeman catches a thief as in this case, what do you think should happen?**
(F2)

In their responses to this question the Form 2 students leaned heavily (82%) in favour of the due process of law being allowed to take its course - the thief had to be arrested and detained (35%) and tried in court (47%). Only a combined seven percent would have the thief beaten (3,1%) or imprisoned (4,1%) whilst one percent would expect the thief to get away with the crime. A few students (3,1%) gave unclassified variety of explanations. Six percent of the students either did not answer the question or gave irrelevant answers.

Responses:

	Frequency	Percent	Valid %	Cumu%
1 Beaten	3	3	3,1	3,1
2 Arrested and detained	34	35,1	35,1	38,1
3 Tried in court	46	47,4	47,4	85,6
4 Imprisoned	4	4,1	4,1	89,7
5 Thief allowed to get away	1	1,0	1,0	90,7
6 Other explanations	3	3,1	3,1	93,8
7 Irrelevant or N/A	6	6,2	6,2	100,0
TOTAL	97	100,0	100,0	

(Form 4)

Twenty-one percent (21%) of the students suggested that unlawful measures be taken against the thief, e.g. that the thief should be beaten (nearly one tenth of the students) or that the thief should be tried and be imprisoned (12%), presumably without trial. However, 74% suggested that lawful procedures should be followed with nearly 60% saying that the thief should be arrested and detained and 14% saying the thief should be taken to court.
(F2)

Responses:

	Frequency	Percent	Valid%	Cumul.%
1 Beat the thief	8	8,7	8,7	8,7
2 Arrest and detain	55	59,8	59,8	68,5

3 Take to court	13	14,1	14,1	82,6
4 Imprison without	11	12,0	12,0	94,6
5 Irrelevant or N/A	5	5,4	5,4	100,0
TOTAL	92	100,0	100,0	

(h)   From your experience, what do you think would really happen if this incident had happened near where you live?

(F2)

From the experience of the 14 year olds, if such an incident had occurred in their communities, proper judiciary procedures such as police intervention, arrest and detention, trial and imprisonment would take place in a total of nearly 46 percent of the time. However, the likelihood of extra-judiciary measures being taken against the suspect would be high given the fact that (a) 36% of these students thought that the thief would be beaten by the public; (b) 5,2% reported that the policeman would beat up the thief; (c) whilst 2,1% thought that the thief would bribe the policeman and presumably escape punishment. Whatever the case, the chances of the thief getting away with his or her crime in normal circumstances appear to be very slim indeed (1%).

Responses:

		Frequency	Percent	Valid %	Cumu.%
The public beats up thief	35	36,1	36,5	36,5	
Police intervene		1	1,0	1,0	37,5
Thief bribes policeman		2	2,1	2,1	39,6
Police beats up the thief	5	5,2	5,2	44,8	
Thief gets away with it		1	1,0	1,0	45,8
Police arrests and detains	26	26,8	27,1	72,9	
Thief taken for trial	8	8,2	8,3	81,3	
Thief is imprisoned		5	5,2	5,2	86,5
Spectators will not intervene		3	3,1	3,1	89,6
Others		1	1,0	1,0	90,6
Irrelevant/N/A		9	9,3	9,4	100,0
Missing		1	1,0	-	
TOTAL		92	100,0	100,0	

(F4)

Students' answers indicate that these students have a variety of experiences with respect to how crime is viewed and treated in their various communities. For the majority (54,3%) the public would beat up the thief. The next common experience (for 15,2% of them) is that the policeman would arrest and detain the thief. Other thoughts were insignificant individually, chief of which is that the thief would be imprisoned (nearly 8%).

Responses:

	Frequency	Percent	Valid %		Cumul. %
The public beats up thief		50	54,3	54,3	54,3
Police intervene	3	3,3	3,3	57,6	
Thief bribes	3	3,3	3,3	60,9	
Police beats thief	1	1,1	1,1	62,0	
Thief gets away	1	1,1	1,1	63,0	
Arrested and detained		14	15,2	15,2	78,3
Taken for trial	2	2,2	2,2	80,4	
Thief is imprisoned	7	7,6	7,6	88,0	
Spectators do not intervene		3	3,3	3,3	91,3
Others	1	1,1	1,1	92,4	
Irrelevant/N/A	7	7,7	7,6	100,0	
TOTAL		92	100,0	100,0	

COMMENTS ON RESPONSES TO TOPIC 1

The two groups differed "significantly" on two items. The younger gruop expressed much lower expectation of police beating up the suspect than the older gruop by 47 points. The same gruop's expectation of representation by a lawyer or friend is much higher than that of the older gruop. On the rest of the items the responses did not differ significantly. It would appear that the younger gruop has higher expectations of human rights observance in this aspect which the older gruop seems to have "lost" possibly with experience.

Topic 2: **"Equality of Opportunity"**

Statement:

You see four persons applying for a job who have the same qualifications and the same experience. Two are men and two are women. The persons come from different tribes, races, religions and speak different languages What do you think will really happen in practice? Tick (✓) either YES or NO to each one of the items (a) to (e) below.

(a) **A person will get the job who is most like the people who make the appointment in terms of their sex, tribe, race, religion and language?**

(F2)

The data below show an equal division of opinion among the 14 year olds when it comes to the giving of jobs when factors of sex, tribe, race, religion and language are involved. Nearly half (49,5%) of the students say that considerations of sex, tribe, race, religion and language would play a decisive part in the award of the job.

Responses:

	Frequency	Percent	Valid %	Cumu%
YES	48	49,5 49,5	49,5	
NO	49	50,5 50,5	100,0	
TOTAL	97	100,0 100,0		

Further analysis of the data by gender (see data below) revealed that slightly more girls (51,2%) than boys (48,1%) think that a person would get the job on the grounds of these factors.

Job Given on Grounds of Sex, Tribe, Race, Religion and Language:

	YES	NO	TOTAL
Male Students	26	28	54 (55,7%)
Female Students	22	21	43 (44,3%)
Column	48	49	97 (100%)
Total	49,5%	50,5%	

However, by a majority of one percent students think that the process of awarding jobs through interviews is fair and is not influenced by such extraneous factors. Analysis by sex showed that a majority of the boys (52%) and a minority of the girls (49%) held this view.

(F4)

Nearly 57 percent of the students thought that there was no equality of opportunity in the job market in Zimbabwe. They stated that jobs are obtained through such negative considerations as sex, tribe, race, religion and language or applicants (i.e. through favours, connections and nepotism). But a significant minority (43,5%) disagreed.

Responses:

	Frequency	Percent	Valid %	Cumul. %
YES	52	56,5 56,5	56,5	
NO	40	43,5 43,5	100,0	
TOTAL	92	100,0 100,0		

(b) **In practice the person who will get the job will be the one who performs best at the interview test?**

(F2)

In spite of their scepticism about the neutrality of the interview process in Zimbabwe, a large majority (70%) of the Form 2 students in the sample concede that the job in this case will be given to the one who had performed best at the interview test, although nearly one in three are do not agree.

Responses:

	Frequency	Percent	Valid %	Cumu%
YES	68	70,1	70,1	70,1
NO	29	29,9	29,9	100,0
TOTAL	97	100,0	100,0	

F4)

In spite of how they answered in the previous questions, these students, by a majority of 81,5 percent, still said that the job would be given to the one who had performed best at the interview test. Only 18 percent agreed.

Responses:

		Frequency	Percent	Valid %	Cumul. %
YES	75		81,5	81,5	81,5
NO	17		18,5	18,5	100,0
TOTAL		92	100,0	100,0	

(c) **In practice one of the two men will get the job?**

(F2)

In a situation where both male and female applicants have the same qualifications and the same experience these students see the odds favouring the males though by a narrow margin of 51,1 percent to 48,5 percent.

Responses:

	Frequency	Percent	Valid %	Cumul%
YES	50	51,5	51,5	50,5
NO	47	48,5	48,5	100,0
TOTAL	97	100,0	100,0	

Further analysis of the data, as shown below, revealed that there were no variations by gender in the students' responses as 51,8 percent (f = 28) of the boys and 51,2 percent (f=22) of the girls thought that a man would get the job.

In Practice One of the Two Men will Get the Job

	YES	NO	TOTALS
MALE	28	26	54 (55,7%)
FEMALE	22	21	43 (44,3%)
Column	50	46	97 (100,0%)
Totals	51,6%	47,4%	100%

(F4)

(c)

Although 53,8 percent of these student thought that a man would not get the job, 46 percent did not agree.

Responses:

	frequency.	Percent	Valid %	Cumu.%
YES	42	45,7	46,2	46,2
NO	49	53,3	53,8	100,0
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

Further analysis by gender revealed that males were divided 50:50 in their perception of what would happened while 54,5 percent of the females did not think a man would get the job.

Man Gets the Job

	YES	NO	ROW TOTAL
Males	18	18	36 (52,2%)
Females	15	18	33 (47,8%)
Column	33	36	69 (100,0%)
Total	47,8%	52,2%	

(d)   **In practice either the youngest or oldest of the four will get the job?**
(F2)

The above statement was rejected by 67.0 percent of the students.

Responses:

		Frequency	Percent	Valid %	Cumul. %
YES		32	33,0	33,0	33,0
NO		65	67,0	67,0	100,0
	TOTAL	97	100,0	100,0	

There were no gender differences as the majority of both boys (44%) and girls (58%) said that age should not matter in this case, as shown on the table below.

In Practice either Youngest or Oldest of the Four Gets the Job:

	YES	NO	TOTALS
MALE	14	40	54 (55,7%)
FEMALE	18	25	43 (44,3%)
Column	32	65	97 (100,0%)
Totals	33%	67%	100%

(F4)

Nearly 61% of the 16-year olds did not agree with the statement that either the youngest or the oldest would get the job. However, 39,1 percent thought that in practice either the youngest or oldest of the four would get the job.

Responses:

	Frequency	Percent	Valid %	Cumul.%
YES	36	39,1	39,1	39,1
NO	56	60,9	60,9	100,0
TOTAL	92	100,0	100,0	

(e)   **Will the three have reasons for complaining if they learnt that the one who**

performed worst at the interview test was given the job?
(F2)

Seventy-one percent (71%) of the students in the sample expressed the view that the three would have reason for complaining if the one who performed worst at the interview got the job but a sizeable minority (29%) did not see any reasons for complaining. There were no gender differences in attitudes.

Responses:

		Frequency	Percent	Valid %	Cumul%.
YES		69	71,1	71,1	71,1
NO		28	28,9	28,9	100,0
	TOTAL	97	100,0	100,0	

(F4)

About 75 percent of the students felt that the three would have reason for complaining if the one who performed worst got the job while 23,9 percent did not see any reasons for complaining.

Responses:

	Frequency	Percent	Valid %	Cumu.%
YES	68	73,9	74,7	74,7
NO	23	25,0	25,3	100,0
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

(f)   What do you think should happen?
(F2)

In response to this question three quarters (75.3%) of the students reiterated their position that a person should get the job on merit. Answers from about 13 percent of the students were found to be irrelevant. The rest of the suggestions were unimportant. There were no gender biases in the responses.

Responses:

	Frequency	Percent	Valid %	Cumul.%

1 Jobs to be given on merit	73	75,3	75,3	75,3
2 Best personality and attire	1	1,0	1,0	76,3
3 Female should get job	3	3,1	3,1	79,4
4 Sameness of tribe, race, religion, language should determine	4	4,1	4,1	83,5
5 Other grounds	3	3,1	3,1	86,6
6 Irrelevant or N/A	13	13,4	13,4	100,0
TOTAL		97	100,0	100,0

(F4)

The majority of the 16-year olds (88,0%) are aware of the need for jobs to be awarded on merit. Several other selection criteria were mentioned, e.g. personality and attire and ethnicity, by a small minority of the Form 4 students.

Responses

	Frequency		Percent	Valid %	Cumul.%
Merit	81	88,0	88,0	88,0	
Best personality and attire	4	4,3	4,3	92,4	
Same race, tribe,etc	2	2,2	2,2	94,6	
Others	1	1,1	1,1	95,7	
Irrelevant N/A		4	4,3	4,3	100,0
Total	92	100,0	100,0		

COMMENTS ON RESPONSES TO TOPIC 2.

The younger gruop seems to think that appointment to jobs is not influenced by extraneous factors. Analysis by gender indicates that girls are less inclined to think so.The older gruop seems to think that these factors do play a role. In spite of this ,both gruops say that jobs will be given on merit with the older gruop holding a much higher expectation of this.

Topic 3 "History"

There were five possible answers to each of the questions in this section, viz. (i) **Strongly Agree,**

(ii) **Agree**, (iii) Don't Know, (d)) Disagree, and (v) **Strongly Disagree**. Students were required to tick (✓) the ONE they agree with for questions (a) to (c).

Statement: **Colonialism, which is the owning of one country and the control of its people by another country, is now thought to be wrong.**

(a) **It is wrong because the country that owns another is taking money and riches from it.**

(F2)

Over 82% of these 14 year old students either strongly agreed (56,3%) or agreed (26,0) with the statement that the country that owns another country takes money and riches from it. Exactly 13,5 percent either strongly disagreed (5,2%) or disagreed (8,2%).

Responses:

	Frequency	**Percent**	**Valid %**	**Cumul.%**
STRONGLY AGREE	54	55,7	56,3	56,3
AGREE	25	25,8	26,0	82,3
DON'T AGREE	4	4,1	4,2	86,5
DISAGREE	8	8,2	8,3	98,9
STRONGLY DISAGREE	5	5,2	5,2	100,0
MISSING	1	1,1	-	
TOTAL	97	100,0	100,0	

(F4)
Nearly 90% (89%) of the students in Form 4 answered this question in the positive, with 63,7% saying they strongly agreed and 23,3% agreeing, that colonialism is wrong because colonisers take wealth from the colonised country. Only a small number of students disagreed or strongly disagreed with the statement.

	Responses:			
	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE	58	63,0	63,7	63,7
AGREE	23	25,0	25,3	89,0
DON'T AGREE	3	3,3	3,3	3,3
DISAGREE	6	6,5	6,6	8,9
STRONGLY DISAGREE	1	1,1	1,1	100,0
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

(b) **It is wrong because people in every country should be free to choose their leaders and their own way of life.**

(F2)

A close examination of the above data shows that nearly 90% of the 14 year old students agreed with the statement that people in every country should be free to choose their own leaders and their own way of life - with 28,1% agreeing and 61.5% strongly agreeing.

	Responses: Frequency	Percent		Valid %		Cumul.%
STRONGLY AGREE	59		60,8	61,5	61,5	
AGREE	27	27,8	28,1	89,6		
DON'T AGREE	1	1,0	1,0	90,6		
DISAGREE	5	5,2	5,2	95,8		
STRONGLY DISAGREE	4	4,1	4,2	100,0		
MISSING	1	1,0	-			
TOTAL	97	100,0	100,0			

(F4)

Nine in ten (90%) of the students agreed with the statement that every country should be free to choose their leaders and their way of life. In fact 63,7 percent of them strongly agreed with the statement. Only a small percentage did not agree.

Responses:

	Frequency	Percent		Valid %		Cumu.%
STRONGLY AGREE		58	63,0	63,7	63,7	
AGREE	24	26,1	26,4	90,1		
DON'T AGREE	1	1,1	1,1	91,2		
DISAGREE	6	6,5	6,6	97,8		
STRONGLY DISAGREE	2	2,2	2,2	100,0		
MISSING	1	1,1	-			
TOTAL	92	100,0	100,0			

(c) **It is wrong because the people in the colonised country have to obey orders from the government of another country.**

About 58 percent of these students either strongly agreed (31,3%) or agreed (27,1%) with the statement that colonialism is wrong because the people in the colonised country have to obey orders from the government of another country. However 37,5 percent did not share this view as 17,7 percent disagreed and 19,8 percent strongly disagreed with the statement. The size of the negative responses could be appreciated for this age group given the fact that nearly all of them belong to the post-colonial generation. The finding could also reflect the lack of emphasis in the teaching of human rights in history lessons. There is also the fact that in some types of schools in Zimbabwe attitudes of both owners of the schools and teaching staff do not make the teaching of human rights and history effective components of the curriculum and pedagogy. Thus their protégées remain ignorant of the oppression that colonialism wrought among its victims.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE	30	30,9	31,3	31,3
AGREE	26	26,8	27,1	58,3
DON'T AGREE	4	4,1	4,2	62,5
DISAGREE	17	17,5	17,7	80,2
STRONGLY DISAGREE	19	19,6	19,8	100,0
MISSING	1	1,0	-	
TOTAL	97	100,0	100,0	

(F4)

Two thirds (67%) of the respondents agreed either strongly (34,2%) or agreed (33%) that colonialism is oppressive because people in the colonised country have to obey orders from the government of another country. However, a significant percentage (32.3%) disagree, showing that they are not aware of the oppression embodied in colonialism.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE	31	33,7	34,1	34,1
AGREE	30	32,6	33,0	67,0
DON'T AGREE	5	5,4	5,5	72,5
DISAGREE	11	12,0	12,1	84,6
STRONGLY DISAGREE	14	15,2	15,4	100,0
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

(d)   **When the country is independent and the people can choose their own government and laws:**

      (d)(i)   Can you be sure that the rights of all the people in that country will be respected?
(F2)

Nearly 59% (58,8%) of these students say that they could not be sure that the rights of all the people in the country will be respected even when the country is independent and the people can choose their own government and laws. Reasons for their answers are likely to be many but such responses indicate a high degree of common sense and perceptiveness. Only 41% say that they can be sure of that.

Responses:

	Frequency	Percent	Valid %	Cumul.%
YES	40	41,2	41,2	41,2
NO	57	58,8	58,8	100,0
TOTAL	97	100,0	100,0	

(F4)

Sixty-eight (68) percent of the Form 4 students were not sure that the rights of all the people in the country will be respected when a country became independent. A significant percentage (31,9%) take it for granted that the rights of people are respected in an independent country.

Responses:

	Frequency	Percent	Valid %	Cumu.%
YES	29	31,5	31,9	31,9
NO	69	67,4	68,1	100,0
MISSING	1	1,1	-	
TOTAL	92	100,0	100,0	

(e)   Do people need to vote, to obey the laws and to take an active interest in what goes on around them, if everyone is to be able to enjoy their rights?

(F2)

Just over 79% of the students did recognise the right as well as the obligation to vote, to obey the law and to take an active interest in what goes on around them if everyone is to be able to enjoy their rights. However nearly 21% of them are not aware of the people's civil obligations to vote, to obey the law and to take an active part in the life of their country once it has attained independence.

Responses:

	Frequency	Percent	Valid %	Cumul.%
YES	77	79,4	79,4	79,4
NO	20	20,6	20,6	100,0
TOTAL	97	100,0	100,0	

(F4)

A high percentage (80,2) of the students agreed with statement with only 19,8 percent disagreeing. Thus Form 4 student are aware of the people's need to exercise their right to determine who rules them.

Responses:

	Frequency	Percent	Valid %	Cumu.%
YES	73	79,3	80,2	80,2
NO	18	19,6	19,8	100,0
MISSING	1	1,1	–	
TOTAL	92	100,0	100,0	

(f)   **What else do people in an independent country need to do to enjoy their rights?**
(F2)

In answer to this question the students mentioned, in descending order, the following: their expectation of good governance by their leaders (26,6%); promotion of social harmony, e.g. tribal and/or racial (19,1%); freedom of expression (11,7%); recognition of the rights of others (6,4%). Other contributions were minor. However, nearly 24 percent of these students gave irrelevant answers which could mean they did not understand the question.

Responses:

	Frequency	Percent	Valid %	Cumul.%
1 Respect other people's rights	6	6,2	6,4	6,4
2 Prevent corruption 5	5,2	5,3	11,7	
3 Promote tribal/racial harmony	18	18,6	19,1	30,9
4 Fight for good governance	25	25,8	26,6	57,4
5 Respect other people's freedom of expression	11	11,3	11,7	69,1
6 Promote self reliance	1	1,0	1,1	70,2
7 Other things they can do	5	5,2	5,3	75,5
8 Irrelevant or N/A	23	23,7	24,5	100,0
9 Missing	3	3,1	–	
TOTAL	97	100,0	100,0	

(F4)

Form 4 students made several useful suggestions on what else people in an independent country needed to do to enjoy their rights. The most popular suggestions were (i) promoting ethnic/racial

harmony (18,2%), (ii) advocating freedom of expression (15,9%)and (iii) promoting good governance (15,9%). Other useful but not strongly supported suggestions include the prevention of corruption. Over 36% of the respondents did not seem to understand the question.

Responses:

	Frequency	Percent	Valid %	Cumul. %
Prevent Corruption	1	1,1	1,1	1.1
Promote Tribal/Racial Harmony	16	17,4	18,2	19.3
Promote Good Governance	14	15,2	15,9	35,2
Freedom of Expression	14	15,2	15,9	51,1
Self Reliance	6	6,5	6,8	58,0
Others	5	5,4	5,7	63,6
Irrelevant/ N/A	32	34,8	36,4	100,0
Missing	4	4.3	Missing	
Total	92	100,0	100,0	

COMMENTS ON RESPONSES TO TOPIC 3

The responses in this section showed lack of understanding or appreciation of the issues involved under colonial rule except on the item on voting. Notwithstanding this, the older gruop consistently scored better than the younger gruop except on (b) where the difference was marginal. This is perhaps a reflection of the quality of the teaching of History in the schools.

Topic 4: **"Civic and Social Rights and Responsibilities"**

Instructions:

There were five possible answers to each of the questions in this section, viz. (i) **Strongly Agree,** (ii) **Agree,** (iii) **Don't Know,** (d)) **Disagree,** and (v) **Strongly Disagree.** Students were required to tick (✓) the ONE they agree with for questions (a) to (e).

Statement:

Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should ....?

(a) **Vote in elections?**

(F2)

Nearly 94% of these students think that they and their friends should vote in elections when they

become adults. Over 67% of them actually describe this obligation as very important.

Responses:

	Frequency	Percent	Valid %	Cumul.%
VERY IMPORTANT	64	66,0	67,4	67,4
IMPORTANT	25	25,8	26,3	93,7
UNIMPORTANT	2	2,1	2,1	95,8
VERY UNIMPORTANT	4	4,1	4,2	100,0
MISSING	2	2,1	-	
TOTAL	97	100,0	100,0	

(F4)
Over 90 % (90,1%) think that it is important for them and for the well-being of their country that they and their friends should vote in elections when they become adults.

Responses:

	Frequency	Percent	Valid %	Cum %
VERY IMPORTANT	59	64,1	64,1	64,1
IMPORTANT	24	21,1	26,1	90,1
UNIMPORTANT	6	6,5	6,5	96,6
VERY UNIMPORTANT	2	2,2	2,2	98,9
MISSING	1	1,0	1,1	100.0
TOTAL	97	100,0	100,0	

(b)   **Pay taxes which Government can use to pay for services for the people?**

(F2)
Over 84 percent of the 14 year olds think that they and their friends should pay taxes when they become adults to provide the State with means for paying for services it provides for the people. Forty percent (40%) say it is important to do so whilst 44% think it is very important.

Responses:

	Frequency	Percent	Valid %	Cumul.%
VERY IMPORTANT	42	43,3	44,2	44,2
IMPORTANT	38	39,2	40,0	84,2
DON'T KNOW	4	4,1	4,2	88,4
UNIMPORTANT	7	7,2	7,4	95,8
VERY UNIMPORTANT	4	4,1	4,2	100,0

MISSING		2	2,1	-
TOTAL	97		100,0	100,0

(F4)

By a huge majority (92,4%) these students also say it is very important (51,1%) or important (41,3%) for them to pay taxes to their Government for services to the people.

Responses:

	Frequency	Percent	Valid %	Cumul. %
VERY IMPORTANT	47	51,1	51,1	51,1
IMPORTANT	38	41,3	41,3	92,4
DON'T KNOW	4	4,3	4,3	96,7
UNIMPORTANT	3	3,3	3,3	100,0
TOTAL	92	100,0	100,0	

(c) **Know what your Government is doing?**

(F2)
A very high percentage (92,7 %) of the Form 2 students think that it is important (21,7%) or very important (70,8%) for them to know what the government is doing.

Responses:

	Frequency	Percent	Valid%	Cumul.%
VERY IMPORTANT	68	79,1	70,8	70,8
IMPORTANT	21	21,6	21,9	92,7
DON'T KNOW	4	4,1	4,2	96,9
UNIMPORTANT	3	3,1	3,4	100,0
MISSING	2	2,1	-	
TOTAL	97	100,0	100,0	

(F4)

A very high percentage (93,5 %) thought that it is important (17,4%) to very important (76,1%) for them to know what the government is doing.

	Frequency	Percent	Valid %	Cumul. %
VERY IMPORTANT	70	76,1	76,1	76,1
IMPORTANT	16	17,4	17,4	93,5
DON'T KNOW	1	1,1	1,1	94,6

UNIMPORTANT	5	5,4	5,4	100,0
TOTAL	92	100,0	100,0	

(d) **Be free to join societies, political parties and trade unions and to follow the religion of your choice?**

(F2)

Freedom of association (joining societies, political parties and trade unions) and the freedom of religion (following the religion of one's choice) is supported by nearly 85% of these students. In fact 54,2% of them consider these rights to be very important whilst 31,3% consider them as important.

Responses:

	Frequency	Percent	Valid%		Cumul%.
VERY IMPORTANT	52	53,6	54,2		54,2
IMPORTANT	30	30,9	31,3		85,4
DON'T KNOW	5	5,2	5,2	90,6	
UNIMPORTANT	5	5,2	5,2	95,8	
VERY UNIMPORTANT	4	4,1	4,2	100,0	
MISSING	1	1,1	-		
TOTAL	97	100,0	100,0		

(F4)

Nearly 84 % of the Form fours reported that it is either important (44,6%) or very important (39,1%) for them to be free to join societies, political parties, trade unions and to follow the religion of their choice.

Responses

	Frequency	Percent	Valid.%	Cumul.%
VERY IMPORTANT	41	44,6	44,6	44,6
IMPORTANT	36	39,1	39,1	83,7
DON'T KNOW	5	5,4	5,4	89,1
UNIMPORTANT	9	9,8	9,8	98,9
MISSING	1	1,1	1,1	100,0
TOTAL	92	100,0	100,0	

(e) **Support your Government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?**

(F2)

Nearly all the students (95,8%) would support Government's social welfare programmes when they became adults.

Responses:

	Frequency	Percent			Valid%		Cumul %
VERY IMPORTANT	82		84,5		85,4	85,4	
IMPORTANT	10		10,3		10,4	95,8	
DON'T KNOW	2	2,1		2,1	97,9		
VERY UNIMPORTANT	2	2,1		2,1	100,0		
MISSING	1	1,1		-			
TOTAL	97	100,0		100,0			

(F4)

The idea of supporting the government and others in their effort to improve life of the poor received 100% support from the respondents.

Responses:

	Frequency	Percent	Valid %	Cumul. %
VERY IMPORTANT	78	84,8	84,8	84,8
IMPORTANT	14	15,2	15,2	100,0
TOTAL	92	100,0	100,0	

(f) **Act or do something to support the homeless, health care, education, job creation and food supply even if the Government itself could not?**

(F2)

About 85% of these students would do something to complement Government's efforts to provide social welfare services and public assistance programmes designed to assist the less fortunate and the needy when Government on its own is not able to do so.There seems to be a higher expectation that government should do something in this respect than private individuals.

Responses:

	Frequency	Percent			Valid %		Cumu.%
VERY IMPORTANT	59		60,8		61,5	61,5	
IMPORTANT	24		24,7		25,0	86,5	
DON'T KNOW	9	9,3		9,4	95,8		
UNIMPORTANT	3	3,1		3,1	99,0		

VERY UNIMPORTANT	1		1,0	2,0	100,0
MISSING	1		1,0	-	
TOTAL	97	100,0	100,0		

(F4)
About 96% of the students said that it is either very important (58,7%) or important (37%) for them to do something to help poor people even if the government itself could not do so. However, expectation for government intervention is even stronger.

Responses:

	Frequency	Percent	Valid %		Cumu.%
VERY IMPORTANT	54	58,7	58,7	58,7	
IMPORTANT	34	37,0	37,0	95,7	
DON'T KNOW	3	3,3	3,3	98,9	
UNIMPORTANT	1	1,1	1,1	100,0	
TOTAL	92	100,0	100,0		

(g) Is there anything else you could do to strengthen social rights and responsibilities <u>as a citizen</u> in your country?

(F2)

The 14 year olds gave a variety of suggestions for strengthening social rights and responsibilities. The students' suggestions were: (i) promoting peace and harmony (20,8%); (ii) two way communication could strengthen social rights and responsibilities (20.8%). Suggestions included promoting dialogue between Government and the people and among all the peoples; (iii) taking care of the environment (9.4%); (iv) promoting social and economic empowerment (7,3); (v) freedom of speech and association (5,2%); etc. However, 41,7% of the suggestions were considered irrelevant. Perhaps the question was too difficult for the students.

Responses:

	Frequency	Percent	Valid	Cumul.%
Promote economic empowerment	7	7,2	7,3	7,3
Promote freedom of speech and association	5	5,2	5,2	11,5
Promote dialogue between Government and the people and among all the people	10	10,3	10.4	22,9
Promote peace/harmony	20	20,6	20,8	43,8
Taking care of the elderly	5	5,2	5,2	49,0
Other acts	9	9,3	9,4	58,3

Irrelevant or N/A		40	41,2	41,7	100,0
Missing			1	1,0	-
	TOTAL		97	100,0	100,0

(F4)

Students made several useful suggestions on what else people in an independent country needed to do to enjoy their rights. The most popular suggestions were (i) promoting ethnic/racial harmony (18,2%), (ii) advocating freedom of expression (15,9%), and (iii) promoting good governance (15,9%). Other useful but not strongly supported include the prevention of corruption. Over 36% of the respondents did not seem to understand the question.

Responses:

		Frequency	Percent	Valid%	Cum%
Prevent Corruption	1		1,1	1,1	1.1
Promote Tribal/Racial Harmony	16		17,4	18,2	19.3
Promote Good Governance	14	15,2		15,9	35,2
Freedom of Expression	14		15,2	15,9	51,1
Self Reliance	6		6,5	6,8	58,0
Others	5		5,4	5,7	63,6
Irrelevant/ N/A	32		34,8	36,4	100,0
Missing		4		4.3	Missing
Total	92		100,0	100,0	

COMMENTS ON RESPONSES TO TOPIC 4

Responses in this section showed progression in appreciation on items on taxation and intervention by individuals and bodies (other than government)between the younger and the older groups .Although on the latter item both groups' expectation for government intervention is higher. The younger gruop also scored higher (on the "very important" dimension) than the older gruop suggesting the ideal notions they probably hold at this stage .

Topic 5: "Consumer (Buyer) Rights"

Instructions:

There were five possible answers to each of the questions in this section, viz. (i) **Strongly Agree,** (ii) **Agree,** (iii) Don't Know, (d)) Disagree, and (v) **Strongly Disagree.** Students were required to tick (✓) the ONE they agree with for questions (a) to (e).

Statement:

As a citizen of your country you use many products, read newspapers, and listen to radio or watch television. Do you think ...:

(a)   that a consumer is entitled to get money back if a product is not what it claims, or cannot do what it says on the packaging?

(F2)

Responses:

	Frequency		Percent	Valid%	Cumul %
STRONGLY AGREE		49	50,5	51,6	51,6
AGREE	26		26,8	27,4	78,9
DON'T KNOW	5		5,2	5,3	84,2
DISAGREE	11		11,3	11,6	95,8
STRONGLY DISAGREE	4		4,1	4,2	100,0
MISSING	2		2,1	-	
TOTAL	97	100,0	100,0		

Nearly 79% of the students either strongly agreed (52%) or agreed (27%) with this statement. Their reasoning may have something to do with the fact that Zimbabwe has a strong consumer rights organisation and that issues of consumer rights are regularly reported in the mass media.

(F4)

About 84% of the Form 4 students either strongly agreed (55,4%) or agreed (28,3%) with the view that a consumer is entitled to get money back if a product is not what it claims to be or cannot do what it says on the packaging. Nearly 13% disagreed either strongly or weakly.

Responses:

	Frequency	Percent	Valid %	Cumu.%
STRONGLY AGREE		51	55,4	55,4	55.4
AGREE	26	28,3	28,3	83.7
DON'T KNOW	3	3,3	3,3	87.7
DISAGREE	10	10,9	10,9	97.8
STRONGLY DISAGREE	2	2,2	2,2	100.0
TOTAL	92	100,0	100,0	

(b)   that advertising a product often involves exaggerating or lying about what it can do?

Students' responses to this question are shown in the table below. The data indicate that a

majority (57.3%) of the students agreed that advertising a product often involves exaggerating and lying about what it can do. However, 34.4 percent of the students disagreed (18,8%) or strongly disagreed (15,6%). Just over eight percent (8.3%) did not know.

Responses:

	Frequency	Percent	Valid %		Cumul.%
STRONGLY AGREE	26	26,8	27,1	27,1	
AGREE	29	29,9	30,2	57,3	
DON'T KNOW	8	8,2	8,3	65,6	
DISAGREE	18	18,6	18,8	84,4	
STRONGLY DISAGREE	15	15,5	15,6	100,0	
MISSING	1	1,0	-		
TOTAL	97	100,0	100,0		

(F4)

Exactly 75% of the respondents thought that advertising of the products often involves exaggerating or lying about what the product can do. Those who agreed strongly constituted 28,3% and those who agreed were nearly 47%. A combined 23% disagreed.

Responses:

	Frequency	Percent	Valid %		Cumul.%
STRONGLY AGREE	26	28,3	28,3	28,3	
AGREE	43	46,7	46,7	75,0	
DON'T KNOW	2	2,2	2,2	77,2	
DISAGREE	18	19,6	19,6	96,7	
STRONGLY DISAGREE	3	3,3	3,3	100,0	
TOTAL	92	100,0	100,0		

(c)   **that radio and television should give all sides of an event and not only report what Ministers and Officials have to say about it?**

(F2)

Most students (79.2%) agree that the media should give both sides of the event and not only report what ministers and officials have to say about it. However, just over (14,6%) disagree or strongly disagree.

Responses:

Frequency	Percent	Valid %	Cumul.%

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE		44	45,4 45,8	45,8
AGREE	32	33,0	33,3	79,2
DON'T KNOW	6	6,2	6,3	85,4
DISAGREE	12	12,4 12,5		97,9
STRONGLY DISAGREE	2	2,1 2,1		100,0
MISSING	1	1,0	-	
TOTAL	97	100,0 100,0		

(Form 4)
Those who strongly agreed (51,1%) plus those who agreed (37%) that radio and television should give all sides of an event and not only report what ministers and officials have to say about it constituted a huge majority of 88%. Nearly 10% either disagreed or strongly disagreed.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE		47	51,3 51,1	51,1
AGREE	34	37,0	37,0	88,0
DON'T KNOW	2	2,2	2,2	90,2
DISAGREE	5	5,4	5,4	95,7
STRONGLY DISAGREE	4	4,3	4,3	100,0
TOTAL	92	100,0	100,0	

(d)   **that it is always wrong and unfair if officials take bribes (Shona: *chiokomuhomwe*)?**
(F2)

By a large majority (80,2%) these students said that it was always wrong and unfair for officials to take bribes. However, nearly 18% (17.7%) disagree, implying that they saw nothing wrong with officials accepting bribes.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE		67	69,1	69,8 69,8
AGREE	10	10,3	10,4	80,2
DON'T KNOW	2	2,1	2,1	82,3
DISAGREE	4	4,1	4,2	86,5
STRONGLY DISAGREE	13	13,4	13,5	100,0
MISSING	1	1,0	-	
TOTAL	97	100,0	100,0	

(F4)

The practice of taking bribes (chiokomuhomwe) by officials was condemned by 93% of the respondents.

Responses:

	Frequency	Percent	Valid %		Cumul %
STRONGLY AGREE	75	81,3	82,4		82,4
AGREE	10	10,9	11,0		93,4
DON'T KNOW	1	1,1	1,1		94,5
DISAGREE	4	2,3	4,4	98,9	
STRONGLY DISAGREE	1	1,1	1,1		100,0
MISSING	1	1,1	-		
TOTAL	92	100,0	100,0		

(e)   **that if a company or individual pollutes the water which people drink and the air they breathe or damages the land, property, and animals of neighbours, that company or individual should be prosecuted in court (taken to court)?**

(F2)

These 14 year old students revealed a high degree of sensitivity and awareness of the dangers of environmental degradation by responding by a majority of nearly 94% saying that polluting the environment should be made a criminal offence.

Responses:

	Frequency	Percent		Valid %		Cumul.%
STRONGLY AGREE		58	59,8	60,4	60,4	
AGREE	32	33,0	33,3	93,8		
DON'T KNOW	2	2,1	2,1	95,8		
DISAGREE	4	3,1	3,1	99,0		
STRONGLY DISAGREE	1	1,0	1,0	100,0		
MISSING	1	1,0	-			
TOTAL	97	100,0	100,0			

These 14 year old students revealed a high degree of sensitivity and awareness of the dangers of environmental degradation by responding by a majority of nearly 94% saying that polluting the environment should be made a criminal offence.

(F4)

A combined total of 87,9% of the students either strongly agreed (61,5%) or agreed (26,4%) that a company or individual who pollutes should be prosecuted.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE		56 60,9	61,5	61,5
AGREE	24	26,1 26,4	87,9	
DON'T KNOW	3	3,3 3,3	91,2	
DISAGREE	7	7,6 7,7	98,9	
STRONGLY DISAGREE	1	1,1 1,1	100,0	
MISSING	1	1,1 -		
TOTAL	92	100,0 100,0		

COMMENTS ON RESPONSES TO TOPIC 5

Responses in this section showed significant progression on items on advertising, balanced reporting on radio and bribery. The older students scored higher on these three items than the younger group, the latter however did better on the item on environmental issues.

<u>Topic 6</u>: *"Violence"*

<u>Instructions:</u>

There were five possible answers to each of the questions in this section, viz. (i) **Strongly Agree,** (ii) **Agree,** (iii) Don't Know, (d)) Disagree, and (v) **Strongly Disagree.** Students were required to tick (✓) the ONE they agree with for questions (a) to (h).

<u>Statement:</u>

All countries suffer from fights and murders. Fights in the home can result in injuries. Violence is much worse where there is a war or civil war. Do you think ...:

(a)   Violence is <u>never</u> necessary because it is <u>always</u> possible to settle an argument peacefully?

Responses:

(F2)

	Frequency	Percent	Valid %	Cumu.%
STRONGLY AGREE		34 35,1	35,4	35,4
AGREE	31	32,0 32,3	67,7	
DON'T KNOW	3	3,1 3,1	70,8	
DISAGREE	8	18,6 18,8	89,6	
STRONGLY DISAGREE	10	10,3 10,4	100,0	

MISSING	1	1,0	-
TOTAL	97	100,0	100,0

While almost 68% of the students strongly agreed (35,4%) or agreed (32,3%) that violence is never necessary because it is always possible to settle an argument peacefully, a significant minority (29,2% or nearly one in every three students) disagreed either strongly (10,4%) or just disagreed (18,8%).Students obviously acquire such values and attitudes from their local environments and the influence of the mass media.

(F4)

In their support for the statement that violence is never necessary -- it is always possible to settle an argument peacefully, these students were less enthusiastic than on consumer rights. Sixty-eight percent either strongly agreed (36,3%) or agreed (31,9%) with the statement. A total of 28,6% either disagreed (19,8%) or strongly disagreed (8,8%).

Responses:

	Frequency	Percent	Valid %	Cumul. %	
STRONGLY AGREE		33	35,9	36,3	36,3
AGREE	29	31,5	31,9	68,1	
DON'T KNOW	3	3,3	3,3	71,4	
DISAGREE	18	19,6	19,8	91,2	
STRONGLY DISAGREE	8	8,7	8,8	100,0	
MISSING	1	1,1	-		
TOTAL	92	100,0	100,0		

(b)   **people who use weapons or violence do so because they think they are stronger?**
(f2)
Only 38.5% of the students agreed with this statement - nearly 20% agreeing very strongly and 18,8% agreeing. Clearly over half of the students (53%) either disagreed (38,5%) and strongly disagreed (14,6%). It is difficult to explain the students' answers, however. The majority who disagree with this statement seem to be saying that people use weapons and violence because they are weaker. On the other hand it is possible to read this statement as saying that possession of weapons and the use of violence gives the illusion of strength.

Responses:

	Frequency	Percent		Valid %	Cum %
STRONGLY AGREE	19		19,6	19,8	19,8
AGREE	18	18,6	18,8	38,5	
DON'T KNOW	8	8,2	8,3	46,9	
DISAGREE	37	38,1	38,3	85,4	
STRONGLY DISAGREE	14	14,4	14,6	100,0	
MISSING	1	1,0		-	

TOTAL   97   100,0 100,0

(F4)

Only 46,6% of the students either agreed (22,8%) or strongly agreed (21,7%) with this statement. Another 47,8% either disagreed (34,8%) or strongly disagreed (13%). Form 4 students were equally divided on whether or not people who used weapons or violence did so because they thought they were stronger. They seem to be saying that there are occasions when weapons should be used.

Responses:

	Frequency	Percent		Valid%		Cumul%.
STRONGLY AGREE		20	21,7	21,7		21,7
AGREE	21	22,8	22,8	44,6		
DON'T KNOW	7	7,6	7,6		52,2	
DISAGREE	32	34,8	34,8		87,0	
STRONGLY DISAGREE	12	13,0	13,0		100,0	
TOTAL	92	100,O	100,0			

(c) **People who use weapons or violence do so because they know they could not persuade their opponents without using force?**

(F2)

A combined majority (69%) of the students endorsed this statement whilst one in five (26%) disagreed with it. It seems students know from experiences, both at home and at school, that violence is sometimes used to assert flouted authority. The mass media also carries cases of unnecessary violence in the community and in other countries.

Responses:

	Frequency	Percent		Valid %	Cumul.%
STRONGLY AGREE		23	23,7	24,0	24,0
AGREE	43	44,3	44,8	68,8	
DON'T KNOW	5	5,2	5,2	74,0	
DISAGREE	17	17,5	17,7	91,7	
STRONGLY DISAGREE	8	8,2	8,3	100,0	
MISSING	1	1,0	-		
TOTAL	97	100,0	100,0		

(F4)

About 73% of the students either agreed (49,5%) or strongly agreed (31,1%) with this statement. Another 22% either disagreed (18,5%) or strongly disagreed (3,3%).

Responses:

	Frequency	Percent	Valid %	Cumul. %
STRONGLY AGREE	21	22,8	23,1	23,1
AGREE	45	48,9	49,5	72,5
DON'T KNOW	5	5,4	5,5	78,0
DISAGREE	17	18,5	18,7	96,7
STRONGLY DISAGREE	3	3,3	3,3	100,0
MISSING	1	1,1	-	
TOTAL	92	100,O	100,0	

(d)   **Friends and neighbours should do something if they think a husband is beating his wife?**

(F2)

It is acceptable in some cultures for a husband to beat up his wife to establish male assertiveness and authority. However, 81,3% of these students find wife beating to be wrong and therefore advocate intervention by friends and neighbours when an event of this nature occurred. Only 18 percent of the respondents strongly disagreed (5,2%) or disagreed (12,5%) with the statement.

Responses:

	Frequency	Percent	Valid %	Cumul.%
STRONGLY AGREE	43	44,3	44,8	44,8
AGREE	35	36,1	36,5	81,3
DON'T KNOW	1	1,0	1,0	82,3
DISAGREE	12	12,4	12,5	94,8
STRONGLY DISAGREE	5	5,2	5,2	100,0
MISSING	1	1,0	-	
TOTAL	97	100,0	100,0	

(F4)

Students are clear in their minds that friends and neighbours should do something if they think a husband is beating his wife. They say so by a majority of 89,1%, with 54,3% of them strongly agreeing and 34,8% agreeing. Only a total of nearly 10% put up an opposite view.

Responses:

	Frequency	Percent	Valid %	Cumul. %
STRONGLY AGREE	50	54,3	54,3	54,3
AGREE	32	34,8	34,8	89,1

DON'T KNOW	3	3,3	3,3	92,4
DISAGREE	6	6,5	6,5	98,9
STRONGLY DISAGREE	3	3,3	3,3	100,0
MISSING	1	1,1	-	
TOTAL	92	100,O	100,0	

(e) **Friends and neighbours should do something if they think a wife is beating her husband?**

(f2)

About 78% of the 14 year olds disapproved of wives beating their husbands and would call upon neighbours and friends to intervene. Only 18,7% of these students disagreed.

From comparing data in questions (d) and (e) above it would appear that expectation for intervention is lower for (e) than for (d) but highest for (f).Analysis by sex showed that there were no differences in responses between boys and girls in their answers.

Responses:

	Frequency	Percent		Valid %		Cumu. %
STRONGLY AGREE		34	35,1	35,4	35,4	
AGREE	41	42,3	42,7		78,1	
DON'T KNOW	3	3,1	3,1		81,3	
DISAGREE	15	15,5	15,6		96,9	
STRONGLY DISAGREE	3	3,1	3,1		100,0	
MISSING	1	1,0	-			
TOTAL	97	100,0	100,0			

(F4)

By 82,6 percent student say would call upon friends and neighbours to do something if they thought a wife is beating her husband, with 39,1 percent of them strongly agreeing and 43,5 percent agreeing. The pattern of responses is the same for both age groups on items (d),(e)&(f).

Responses:

	Frequency	Percent	Valid %	Cumul. %
STRONGLY AGREE	36	39,1	39,1	39,1
AGREE	40	43,5	43,5	82,6
DON'T KNOW	4	4,3	4,3	87,0
DISAGREE	7	7,6	7,6	94,6
STRONGLY DISAGREE	3	3,3	3,3	100,0
TOTAL	92	100,O	100,0	

(f) **Friends and neighbours should do something if they think parents are injuring their child or children?**

(F2)

An overwhelming majority (90,6%) - higher than for (d) and (e) said that friends and neighbours should do something if they thought parents were injuring their child or children.

Responses:

	Frequency		Percent	Valid %		Cumu. %
STRONGLY AGREE		63	64,9	65,6	65,6	
AGREE	24		24,7	25,0	90,6	
DON'T KNOW	3		3,1	3,1	93,8	
DISAGREE	5		5,2	5,2	99,0	
STRONGLY DISAGREE	1		1,0	1,0	100,0	
MISSING	1		1,0	-		
TOTAL 97	100,0	100,0				

(F4)

About 52% of the students and strongly agreed with this statement whilst another 31,5% also agreed, giving a total of 83,7% who agreed.

Responses:

	Frequency		Percent		Valid %	Cumul. %
STRONGLY AGREE		48	52,2		52,2	52,2
AGREE	29		31,5	31,5	83,7	
DON'T KNOW	3		3,3	3,3	87,0	
DISAGREE	7		7,6	7,6	94,6	
STRONGLY DISAGREE	5		5,4	5,4	100,0	
TOTAL	92		100,0	100,0		

(g) **Police are right to use any necessary force to stop a crowd rioting, or to prevent damage to life and property?**

(F2)

Nearly 86% of the students agreed with the view that police are right to use any necessary force to prevent damage to life and property. Only 10,4% did not agree.

Responses:

	Frequency	Percent		Valid %		Cumu. %
STRONGLY AGREE		45	46,4	46,9		46,9
AGREE	38	39,2		39,6	86,5	
DON'T KNOW	3	3,1		3,1	89,6	
DISAGREE	7	7,2		7,3	96,9	
STRONGLY DISAGREE	3	3,1		3,1	100,0	
MISSING	1	1,0		-		
TOTAL	97	100,0		100,0		

(F4)

About 52% of the students and strongly agreed with this statement whilst another 31,5% also agreed, giving a total of 83,7% who agreed.

Responses:

	Frequency		Percent		Valid %		Cumul. %
STRONGLY AGREE		48		52,2	52,2		52,2
AGREE	29		31,5		31,5	83,7	
DON'T KNOW	3		3,3		3,3	87,0	
DISAGREE	7		7,6		7,6	94,6	
STRONGLY DISAGREE	5		5,4		5,4	100,0	
TOTAL	92		100,0	100,0			

(h)   **no children should be bullied by other children, by their teachers, or by their parents?**

(F2)

Over 80% of these school children agreed (37,5%) or strongly agreed (42,7%) that children should not be bullied by other children, by their teachers or by their parents. This shows that most pupils know their rights although a small percentage (14.6%) do not agree.

Responses:

	Frequency	Percent		Valid %		Cumul. %
STRONGLY AGREE		41	42,3	42,7		42,7
AGREE	36	37,1	37,5		80,2	
DON'T KNOW	5	5,2	5,2		85,4	
DISAGREE	9	9,3	9,4		94,8	

STRONGLY DISAGREE		5	5,2	5,2	100,0
MISSING		1	1,0	-	
TOTAL	97	100,0	100,0		

(F4)

By about the same percentage (83,7%) older students disapproved child abuse by parents and would call upon friends and neighbours to intervene.

Responses

	Frequency		Percent	Valid %	Cumul. %
STRONGLY AGREE		55	59,8	59,8	59,8
AGREE	22	23,9	23,9	83,7	
DON'T KNOW	1		1,1	1,1	84,8
DISAGREE	8		8,7	8,7	93,5
STRONGLY DISAGREE	6		6,5	6,5	100,0
TOTAL	92		100,O	100,0	

(i) **Nearly all Commonwealth countries have ratified the United Nations Convention (Agreement) on Children's Rights. Have you ever been told in school what these rights are?**

(F2)

About 53% of the students stated that they had been told in schools what children's rights are while about 47 % of them said they had not. It would appear that a large number of students, though in minority, do not think the school imparts information on children's rights.

Responses:

	Frequency	Percent	Valid %	Cumu. %
YES	50	51,5	53,2	53,2
NO	44	45,4	46,8	100,0
MISSING	3	3,1	-	
TOTAL	97	100,0	100,0	

(F4)

Nearly 52% (about the same as the younger group) of the 16-year old students had heard about

the United Nations Convention (Agreement) on Children's Rights at school. Nearly 48 apparently had not.

Responses:

	Frequency	Percent	Valid%		Cumu.%
YES	47	51,1	51,6	51,6	
NO	44	47,8	48,4	100,0	
MISSING	1	1,1	-		
TOTAL	92	100,0	100,0		

(j)(i)   **Does violence of any kind worry you now?**
(F2)
A large majority (78%) of these students abhors violence as they said that violence of any kind worried them. However for every one in about five students violence of any kind is not a source of worry.

Responses:

	Frequency	Percent		Valid %	Cumul. %
YES	74	76,3	77,9	77,9	
NO	21	21,6	22,1	100,0	
MISSING	2	2,1	-		
TOTAL	97	100,0	100,0		

(F4)

Just over 78% of the 16-year old students said that violence of any kind worried them; 21% said it did not.

Responses:

	Frequency	Percent		Valid	Cumulative
YES	72	78,3	78,3	78,3	
NO	19	20,7	20,7	98,9	
MISSING	1	1,1	1,1	100,0	
TOTAL	92	100,0	100,0		

(j)(ii)   **What do you think should be done to reduce violence in society?**
(F2)
Students gave a variety of suggestions for reducing violence. Suggestions in the table below show that students are aware that
there is no one solution to the problem of violence. However the majority (70,5) see hope in (a)

encouraging dialogue to resolve conflicts (24,2%); (b) making violence of any kind a criminal offence (39%); and educating the public on effects of violence (7,4%). Possession of weapons to be made difficult and illegal was suggested by two percent of the students. About 17 percent of the students did not address the question correctly which could indicate lack of understanding of the question. 83.2% think that violence can be reduced in society through dialogue, peaceful conflict resolution and by declaring violence as a serious offence with stiff penalties.

Responses:

	Frequency	Percent	Valid %	Cumu.%
Encourage dialogue to resolve conflicts	23	23,7 24,2	24,2	
Violence to be made a criminal offence	37	38,1 38,9	63,2	
Educate on effects of violence	7	7,2 7,4	70,5	
Possession of weapons to be made difficult and illegal	2	2,1 2,1		72,6
Other suggestions	10	10,3 10,5	83,2	
Irrelevant/N/A		16 16,5	16,8	100,0
Missing		2 2,1	-	
TOTAL		97 100,0	100,0	

(F4)

Data on the table below show that the most common suggestions made by the 16-year old students to reduce violence in society were:

- encourage dialogue/peaceful conflict resolution (27,5%)

- violence to be declared a serious crime (25,3%)

- people should be educated on the dangers and effects of violence (nearly 10%).

Responses:

	Frequency	Percent	Valid %	Cumu. %
Ban violent film	2 2,2	2,2	2,2	
Dialogue/peaceful conflict resolution	25 27,2	27,5	29,7	
Violence declared serious crime	23 25,0	25,3	54,9	
Education on effects	9 9,8	9,9		64,8

Minimise weapons availability	3	3,3	3,3	68,1
Other suggestions	8	8,7	8,8	76,9
Irrelevant/ N/A	21	22,8	23,1	100,0
Missing		1	1,1	Missing
Total	92	100,0		

COMMENTS ON RESPONSES TO TOPIC 6

Responses in this section do not show a clear pattern of progression in understanding between the two age ggroups. Theolder group showed greater expectation of intervention on "husband beating wife"; use of force on the part of the police but lower expectation than the (younger ones) on intervention when parents inflict violence on their children (on the 'strongly agree' dimension).

Topic 7   "Identity"

Statement:

Each one of us is unique/special and together we have rights under the constitution, by custom and practice, by law and by international conventions (agreements). Put in the order of 1, 2, 3, 4, 5) to show which of the rights listed from (a) to (e) below is most important to you. Give "1" to the most important and "5" to the least important, and so on.

These chosen rights were coded for both Form 2 and Form 4 for data entry and analysis as follows:

(a)   The right to your own name?   **RIGHTSA**

(b)   The right to your religion?   **RIGHTSB**

(c)   The right to go on living - the right to life?   **RIGHTSC**

(d)   The right to your own language and culture?   **RIGHTSD**

(e)   Your parents' right to bring you up as they wish,
        within the laws of your country?   **RIGHTSE**

The Form 2 children ranked the selected rights, in the order of importance as they perceived

them, as follows:

1   **The right to own living - the right to life (RIGHTSC)**

2   **The right to own language and culture (RIGHTSD)**

3   **The right to your religion (RIGHTSB)**

4   **Parents' right to bring you up as they wish (RIGHTSE)**

5   **The right to own name (RIGHTSA)**

This ranking was determined by adding the frequencies for each preference in such a way that a "1" meant the first order choice, a "2" meant a second order choice, .. etc until a "5" meant the lowest choice. The lowest score represented the number one choice, and so on. The table below shows how the student scored each of the right above.

RANK/VALUE	RIGHTSC	RIGHTSD	RIGHTSB	RIGHTSE	RIGHTSA
1	28	12	09	19	22
2	52	44	26	30	16
3	33	60	93	21	36
4	36	80	100	56	52
5	50	50	30	135	170
TOTALS	**199**	**246**	**258**	**262**	**296**

These 14-year olds, it would seem, value their right to life more than the other variables and they attach the least importance on their names. The right to own language and culture was considered the second most important right.

(F4)
The 16-year old students scored/ranked these rights as follows:

RANK/VALUE	RIGHTSA	RIGHTSB	RIGHTSC	RIGHTSD	RIGHTSE
1	21	6	28	8	29
2	34	24	44	50	22
3	36	84	33	63	27
			4	60	96	48

5   115   65   60   75   105

TOTALS   <u>266</u>   <u>275</u>   <u>213</u> <u>260</u>

<u>239</u>

According to these students the "the right to life" (RIGHTSC) with a score of 213 was the MOST IMPORTANT right. The SECOND MOST IMPORTANT right was RIGHTSE - "the parents' right to bring you up as they wish within the law of their country", with 239 points. The THIRD IMPORTANT was RIGHTSD, "the right to your own language and culture", with 260 points. In fourth position with points was RIGHTS A - " the right to your own name", with 266 points. The least preferred was "the right to your own religion" (RIGHTSB) with 275 points.

(f)   **If you had to describe yourself in a few sentences, what would you say are the most important things about you?**

(F2)

Bodily appearance and character (20.6%) was valued as the most important things by these teenagers. About 13% of them valued their belief in their own religion and 10,3% valued love for families and relatives. Personal freedom was cherished by 9,3% of these students. A large number of not easily categorised perceptions was listed by nearly 24% of the students.

RESPONSES:

		Frequency	Percent		Valid %	Cumul. %
Own uniqueness		1	1,0	1,0	1,0	
Belief in own religion	13	13,4	13,4	14,4		
Love for family and relatives		10	10,3	10,3	24,7	
Ability to make own decisions		5	5,2	5,2	29,9	
Recognition of/& cherishing of own freedom		9	9,3	9,3	39,2	
Bodily appearance and character		20	20,6	20,6	59,8	
Being respected and respect others		4	4,1	4,1	63,9	
Other considerations	23	23,7	23,7	87,6		
Irrelevant/N/A		12	12,4	12,4	100,0	
TOTAL		97	100,0	100,0		

(F4)

The 16-year old teenagers perceive themselves as important in the following respects (listed by order of importance):

1   their bodily appearance and character (15,4%)
2   the value they place on their individuality - the uniqueness of me (11%)
3   their commitment to personal freedom (10%)
4   Love for family and relatives (8,8%)
5   desire to be respected (appreciated) and the respect they give to others (3,3%)
6   commitment to own religion (3,3%)
7   their independence of mind - right to make own decisions (2,2%)
8   other thoughts (25,3%)
9   other contributions judged "Irrelevant or N/A" (21%)

Responses:

	Frequency	**Percent**		**Valid %**	**Cumul. %**
IMPORTANT ABOUT SELF					
Uniqueness of me	10	10,9	11,0	11,0	
Belief in own religion	3	3,3		3,3	14,3
Love for family and relatives 8	8,7		8,8	23,1	
Independent mindedness - own decisions	2	2,2		2,2	25,3
Commitment to own freedom	9	9,8		9,9	35,2
Bodily appearance/character 14	15,2		15,4	50,5	
Being respected and respect others	3	3,3		3,3	53,8
Other thoughts		23	25,0	25,3	79,1
Irrelevant/ N/A	19	20,7		20,9	100,0
Missing		1	1,1	-	
Total	92	100,0	100,0		

COMMENTS ON RESPONSES ON TOPIC 7.

Both groups were unanimous on the 'right to life' as the most important and both consider bodily appearance and character also as most important but differed on the degree of importance attached to such things as culture and language(second in importance for younger gruop and third for the older one). The 'right to own name' ranked fifth for the younger gruop and fourth for the older ones.

Topic 8 *"School Experience"*

Statement:

As you know you are taking part in an important study involving selected young people in four Commonwealth countries -- Botswana, India, Northern Ireland in Britain, and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future.

Question:

Have you discussed or learnt about human rights, and the sort of questions you have just answered, in any of the following over the past two years..: Tick (√) YES/NO to (a) to (f).

(a)   **In schools?**

Responses:

	Frequency	Percent		Valid	Cumulative
YES	58	63,0	63,7	63,7	
NO	33	35,9	36,3	100,0	
MISSING	1	1,1	1,1	100,0	
TOTAL	92	100,0	100,0		

School was a source of information about human rights for nearly 64 percent of the Form 4 students.

(b)   **In your family home?**

Responses:

	Frequency	Percent		Valid %	Cumu. %
YES	62	67,4	68,9	68,9	
NO	28	30,4	31,1	100,0	
MISSING	2	2,2	-		
TOTAL	92	100,0	100,0		

The family home was the source of information about human rights for nearly 69 percent of these students.

(c) **In talks with friends of your own age?**

Responses:

	Frequency	Percent		Valid%	Cumu.%
YES	73	79,3	81,1	81,1	
NO	17	18,5	18,9	100,0	
MISSING	2	2,2	-		
TOTAL	92	100,0	100,0		

Eighty-one (81) percent of the 16-year olds derived their information on human rights from talks with their peers.

(d) **In listening to radio or watching television?**

Responses:

	Frequency	Percent		Valid	Cumu.%
YES	86	93,5	93,5	93,5	
NO	5	5,4	5,5	100,0	
MISSING	1	1,1	-		
TOTAL	92	100,0	100,0		

Listening to radio or watching television is very important as it provided information on human rights for a huge majority of these students - nearly 94% of them.

(e) **In newspapers and magazines?**

Responses:

	Frequency	Percent		Valid%	Cumul.%
YES	83	90,2	91,2	91,2	
NO	8	8,7	8,8	100,0	
MISSING	1	1,1	-		
TOTAL	92	100,0	100,0		

Of almost equal in importance as listening to radio or watching television as a source of this information were newspapers and magazines for 91,2 percent of the Form 4 students.

(f) **I have never discussed or learnt about human rights anywhere?**

Responses:

	Frequency	Percent	Valid%	Cumu.%
YES	11	12,0	12,5	12,5
NO	77	83,7	87,5	100,0
MISSING	4	4,3	-	
TOTAL	92	100,0	100,0	

Only 12,5% of these students had never learnt about human rights anywhere. About 88% had learnt about human rights somewhere.

(g)   In which of (a) to (e) above have you heard most about these questions? [State the LETTER only, e.g. in (a) or (b) or (c).. etc.]

Responses:

	Frequency	Percent	Valid%	Cumul%.
SCHOOL	20	21,7	22,7	22,7
FAMILY	8	8,7	9,1	31,8
PEERS	5	5,4	5,7	37,5
RADIO AND TV	37	40,2	42,0	79,5
NEWSPAPERS, ETC	18	19,6	20,5	100,0
MISSING	4	4,3	-	
TOTAL	92	100,0	100,0	

These students (42%) had heard most about these questions (on human rights) from listening to radio or watching television. The next most important (although way down) source of information was the school followed by newspapers and magazines. At 9,1% the family home was way down as a source of information on human rights.

(h)   Which source has been most helpful to you? [STATE LETTERS ONLY, e.g. in (a) of (b) or (c) .. etc.]

Responses:

	Frequency	Percent	Valid %	Cumu. %
SCHOOL	14	15,2	15,6	15,6
FAMILY	12	13,0	13,3	28,9
PEERS	13	14,1	14,4	43,3
RADIO AND TV	32	34,8	35,6	78,9

NEWSPAPERS, ETC	19	20,7	21,1	100,0
MISSING	2	2,2	-	
TOTAL	92	100,0	100,0	

By far radio and television at nearly 79% was perceived as the <u>most helpful</u> to these 16-year old students for learning about human rights. The school was considered by 15,6% of the students as the next <u>most helpful</u> source.

(i)   **At school, do you think that your teachers are working together to make sure all students understand human rights, and the responsibilities that go with them?**

Responses:

	Frequency	Percent		Valid%	Cumu.%
YES	45	48,9	50,6	50,6	
NO	44	47,8	49,4	100,0	
MISSING	3	3,3	-		
TOTAL	92	100,0	100,0		

The 16-year olds were split almost 50 - 50 (50,6% to 49,4%) in their perception about teachers working together to make all students understand human rights and the responsibilities that go with them.

(j)   **Is there anything more you think schools can and should do to help young people to understand the rights and duties of a citizen?**

Responses:

	Frequency		Percent	Valid%	Cumul%.
School curriculum to accommodate human rights	70		76,1	78,7	78,7
Democracy to be taught to ALL school students	2		2,2	2,2	80,9
Other suggestions	9		9,8	10,1	90,0
Irrelevant responses	8	8,7	9,0	100,0	
Missing	3		3,3	-	
TOTAL	92		100,0	100,0	

A large percentage (78,7%) of these students suggested that human rights should be included in the school curriculum.

COMMENTS ON TOPIC 8

It is clear from the responses that the school is not regarded highly as a source of human rights education by the students.

Teachers are also not seen as working together on this. There is strong agreement on the need for including human rights education in schools and a strong wish to see human rights practised at school. The media ranks highest as a source of information on human rights, peers also seem to play a strong role definitely stronger than the school.

OVERALL CONCLUSION.

The analysis of responses by age gruop shows progression in appreciation /understanding of some of the concepts, however this is in less than half of the forty-six items the students were 'tested' on. This progression does not appear to be reflected in any consistent pattern. The performance of the two groups did not differ significantly on the majority of the items and occasionally the younger gruop did better than the older ones. This lack of consistency led the research team to conclude that the two years of (school) experience did not seem to make a significant difference to the pupils' understanding of human rights. Other factors like maturation, experience, the media, peers and family are more likely to have caused whatever difference was noted in the study. This view is supported by the students' responses to topic 3.

CHAPTER 5

PERCEPTIONS OF STUDENTS, TEACHERS AND SCHOOL ADMINISTRATORS.

Four pupils (for either group) out of the 20 in each school attended a follow-up interview after completing the questionnaire. In co-educational schools two boys and two girls were selected. In single sex schools four pupils were chosen. The distribution of these students was as follows:

Form 2:   1.   11 males (55%) and 9 females (45%);

              2.   Age range - 13- 16;

Form 4:   1.   10 males and 10 females;

              2.   Age range- 16-18 ;

A total of forty students were interviewed.

The interview showed that the students found the questionnaire on the whole easy the younger children expressed some difficulty with questions on Consumer rights and Equality of Opportunity whereas the older children expressed having had some difficulty with questions on Law and the Administration of Justice and Social and Civil Rights.

All thought Human Rights important and were familiar with the term human rights. Students have met the human rights concepts in a variety of subjects some of which had not been anticipated in the curriculum audit such as Home Economics, Geography, Food&Nutrition and Commerce. Dissatisfaction was expressed over coverage of the concepts especially Law and Administration of Justice and Equality of Opportunity and Identity (from the younger group).The administrators also expressed reservations over the adequacy with which the key human rights concepts were covered in the current school curriculum.

The younger children said they did not have books on human rights and the older students indicated that textbooks were generally adequate but resource materials were inadequate. The audit carried out by the team supports the observation made by the younger children. The team felt that the older children had taken the question to refer to textbooks in general not textbooks on human rights. This group indicated that what was available were posters on violence, booklets on Women and Law supplied by University of Zimbabwe students from the Department of Law. The inadequacy of resources was confirmed by the responses from the school administrators.

The majority of students thought that the teachers and school authorities took human rights seriously because they "talk about them".However it was clear that the children wanted the school to do more than just talk as a significant number complained of "bullying" and "prefects having" too much power. They would like human rights reflected in school practices. Both groups also agreed that their parents were interested in human rights practises and would like them to know about moral values, the evils of violence and career options. The older group felt that gender issues were not popular with some fathers. Both groups want human rights taught as a separate subject but the older group felt that the single subject approach should be backed up with a cross-curricular approach. The view of the older group was shared by the administrators. The students

indicated that they currently learn far more from the media than from any other source.

The administrators were unanimous over the need for training and support for teachers to enable them to teach human rights effectively. They expressed the (urgent) need for both pre- and inservice levels. In-service Education and Training, they felt, should be targeted at staff at every level i.e. school, district, regional and national levels. Equally important was the need for relevant instructional and other resource materials noting the dearth of instructional and other resources needed for teaching human rights.

Most of the interviewees suggested that human rights should be taught as early as pre-school but definitely at primary level they should be taught using appropriate language and methods.

The administrators were not in favour of having human rights as an examinable subject. They felt that the focus should be on changing behaviour, attitudes and life styles and these, it was felt, do not lend themselves easily to examination as currently administered. This view does tally with the need to go beyond "talking about human rights" expressed by the students.

The administrators saw a role for NGOs. Although some were perceived as being extreme, NGOs were seen as being more experienced, open and objective in these issues. Professional associations were seen as having a role to play especially in educating their members and ensuring professional and ethical conduct on the part of their members.

It was suggested that the Commonwealth should fund community-based programmes on human rights and the production of materials. It could also disseminate information on how people live and work together in other Commonwealth countries.

The administrators felt that policy makers must enforce the teaching of human rights and the key and immediate task should
be to revive Education for Living as they saw it as the greatest carrier for a human rights curriculum.

CHAPTER 6

MAIN FINDINGS and RECOMMENDATIONS

It would appear that although there some differences between the responses of the two groups of students, it is unlikely that these could be attributed to school experiences given the responses to item 8 as well as the marginal (at the most) differences in scores on the majority of the items. On the basis of this observation and the follow-up interviews with the students, teachers and administrators the team came up with the following recommendation:

- ▸   National policy needs to be articulated so that the place of human rights education within the national curriculum can be clarified. The policy should also be reflected in policies and practices at school level. It should be all-embracing to include teacher development. It was noted Lack of policy seems to be the major problem militating against the delivery of a human rights curriculum and this affects the support and resources allocated human rights education and related issues.

- ▸   A human rights curriculum should cover all levels from pre-primary right through secondary to tertiary levels; In designing such a curriculum strategies need to be devised to address the mismatch between the ideals and reality. Cases in point noted in the course of the study included issues of bribery, appointment to jobs and the exercise of extra-judiciary powers by the public and the police. Students expressed the need to see human rights reflected both in school practices and "real life".The involvement of stakeholders was deemed essential in the development and delivery of a human rights curriculum. Professional Associations were seen as a major stakeholder.

- ▸   that for a start Education for Living could be reviewed and strengthened while the nation awaits the outcome of the Education Review Committee which is expected to come up with wide ranging recommendations on curriculum as well as other changes in education; Education for Living was seen as the single subject which best covered the human rights concepts as defined in this project.

- ▸   that other subjects should also be taught with a human rights orientation consequently a programme to inservice all teachers and their supervisors, should be mounted.

- ▸   The role of examinations/evaluation/assessment in monitoring the impact of human rights education needs to considered, equally important is the need to monitor the performance of learners. Both students, teachers and administrators emphasised the need to ensure that the subject is "properly taught" and taken "seriously" hence the importance of monitoring and assessment.

- the role that the media and peers can play in the development and delivery of a human rights curriculum should be taken into account;

- International Organisations, it seems from the study, would be expected to play a supportive and facilitatory role;

SECTION 111
Appendices

1 <u>The questionnaire administered to students</u>

Due to national circumstances there were minor variations in the questionnaire. What follows may be described as the standard version. Before each question, related to a different section of the Conceptual Map, students were read a statement to put the questions in context. Before they started, some were told, "You have been selected to take part in an important study involving selected young people in four Commonwealth countries -- Botswana, India, Northern Ireland in Britain and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future."

1 Law and the administration of justice
You see a policeman catch someone who is running away with an article taken from a shop. [Six statements follow, and students are asked to tick or answer YES or NO to each. The last two questions are open-ended.]

(a) Would you expect the policeman to beat the person and put him or her in prison?

(b) Would you expect the person to be tried in a court of law?

(c) Would you expect the person to have a [friend] or lawyer who can examine witnesses and plead in his or her defence?

(d) Would you expect members of the public to watch the case being tried in court?

(e) Would you expect the judge or jury will not decide as to whether the person stole the article until after they have heard the case?

(f) Would you expect that the policeman will take a bribe either from the thief or from the shop owner?

(g) In this incident, what do you think <u>should</u> happen?

(h) From your experience, what do you think would <u>really</u> happen in practice if this incident took place near where you live?

2 Equality of opportunity
You see four persons applying for a job who have the same qualifications and the same experience. Two are men and two are women. The persons come from different races, cultures and religions [also tribes, languages and castes]. What do you tthink will really happen in practice? [Five YES/NO questions follow, and then an open-ended question.]

(a) The person will get the job who is most like the people making the appointment in terms of their sex, race and religion [also tribes, languages and castes] ?

(b) The person will get the job who performs best at the interview test?

(c) One of the two men will get the job?

(d) Either the youngest or the oldest of the four will get the job?

(e) Will three of them have reasons for complaints if the one who performed worst at the interview test was given the job?

(f) Who do you think <u>should</u> get the job?

3 History

Colonialism, which is the owning of one country and the control of its people by another country, is now thought to be wrong. [Five questions follow, which may be answered STRONGLY AGREE, AGREE, DON'T KNOW, DISAGREE and STRONGLY DISAGREE; the first three relate to attitudes to colonialism, the second two to the period after independence; the last question is open-ended.]

(a) Do you think it is wrong because the country that owns another is taking money and riches from it?

(b) Do you think it is wrong because people in every country should be free to choose their own leaders and way of life?

(c) Do you think it is wrong because people in the colonised country have to obey orders from the government of another country?

(d) When the country is independent and the people can choose their own government and laws, can you be sure that the rights of all the people in that country will be respected?

(e) Do people need to vote, obey the law and take an active interest in what goes on around them if everyone is to be able to enjoy their rights?

(f) What else do people in an independent country need to do to enjoy their rights?

4 Civic and social rights and responsibilities

Imagine you are a grown-up adult in your country. How important do you think it is for you and the well-being of your country that you and your friends should: [Six questions follow, to be answered VERY IMPORTANT, IMPORTANT, DON'T KNOW, UNIMPORTANT, VERY UNIMPORTANT; the seventh question is open-ended.]

(a) Vote in elections?

(b) Pay your taxes?

(c) Know what your Government is doing?

(d) Be free to join societies, political parties, trade unions, and to follow the religion of your choice?

(e) Support your Government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor?

(f) Act to support the homeless, health care, education, jobs and food even if the Government could not?

(g) Is there anything else you could do to strengthen social rights and responsibilities as a citizen in your country?

5 Consumer [buyer] rights

As a citizen of your country you use many products, read newspapers, and listen to radio or watch TV: [Five questions follow, to be answered STRONGLY AGREE, AGREE, DON'T KNOW, DISAGREE, STRONGLY DISAGREE; the sixth question is open-ended.]

(a) Do you think a consumer should get money back if a product is not what it claims, or cannot do what it says on the packaging?

(b) Do you think that advertising a product often involves exaggerating or lying about what it can do?

(c) Do you think that newspapers, radio and TV should give all sides of an event, and not only report what Ministers and officials have to say about it?

(d) Do you think it is always unfair/wrong if officials take bribes?

(e) Do you think that if a company or individual pollutes or damages their neighbourhood -- land, property, animals, water or air -- the company or individual should be prosecuted in court?

(f) Is there anything you would like to see done now to strengthen the rights of consumers in your country?

6 Violence

All countries suffer from fights and murders. Fights in the home can result in injuries. Violence is much worse where there is a war or civil war. Do you think:
[Ten questions follow, to be answered STRONGLY AGREE, AGREE, DON'T KNOW, DISAGREE, STRONGLY DISAGREE; there follow two other questions to be answered YES/NO; the final question is open-ended.]

(a) Violence is never necessary because it is always possible to settle an argument /issue peacefully?

(b) People who use weapons or violence do so because they think they are stronger?

(c) People who use weapons or violence do so because they know they could not persuade their opponents without using force?

(d) Friends and neighbours should do something if they think a husband is beating his wife?

(e) Friends and neighbours should do something if they think a wife is beating her husband?

(f) Friends and neighbours should do something if they think parents are injuring their child?

(g) Police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed?

(h) Children should not be bullied by other children?

(i) Children should not be bullied by their teachers?

(j) Children should not be bullied by their parents?

(k) Nearly all Commonwealth countries have adopted the United Nations Convention on the Rights of the Child. Have you ever been told in school what these rights are?

(l) Does violence of any kind worry you now?

(m) What do you think should be done to reduce violence?

7 Identity
Each of us is unique [special] and together we have rights under the constitution, by custom and practice, by law and international conventions [agreements].

(a) Put in order (1,2,3,4,5) which of these rights is most important to you. Give (1) to the most important and (5) to the least important:

The right to your name?

The right to your religion?

The right to go on living — the right to life?

The right to your own language and culture?

Your parents' right to bring you up as they wish, within the laws of the country?

(b) Choose the 5 most important words that describe who you are

8 Experience of human rights education at school

[NB This set of questions was put to the older, roughly 16 year old sample.]

As you know, you, you are taking part in an important study involving selected young people in four Commonwealth countries -- Botswana, Northern Ireland in Britain, and Zimbabwe. It aims to find out what you know about human rights and similar issues, and will assist schools in future.

(a) Have you discussed or learnt about human rights, and the sort of questions you have just answered, in any of the following over the past two years? [Answers YES/NO .]

In school?

In your family/home?

In talks with friends of your own age?

In listening to radio or watching TV?

In newspapers and magazines?

Anywhere else?

(b) In which of these have you heard <u>most</u> about these questions?

(c) Which of these sources has been <u>most helpful</u> to you?

(d) At school, do you think that your teachers are working together to make sure all students understand human rights, and the responsibilities that go with them?

(e) Is there anything more you think schools can and should do to help young people to understand the rights and responsibilities of a citizens?

2 Commonwealth Values in Education: International Project Meetings

The project was guided by an international steering committee, comprising the principal stakeholders, which met three times in three locations, as follows:

i) 23-24 November, 1995, International Centre for Intercultural Studies, London University Institute of Education, London WC1
Present were:

Professor Karuna Chanana, Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India
Mrs Naledi Ratsoma, Principal Education Officer 11 -- Curriculum, Curriculum Development Division, Ministry of Education, Botswana
Ms Melania Rukanda, Chief Education Officer (Standards Control and Professional Development), Ministry of Education, Zimbabwe
Dr Alan Smith, School of Education, University of Ulster, Northern Ireland

Commonwealth Secretariat: Professor Reg Austin, Director, Legal and Constitutional Affairs Division; Mrs Christine Mulindwa-Matovu, Head of Human Rights Unit; Dr Jasbir Singh and Ms Selina Mohsin, Education Programme, Human Resource Development Division

Overseas Development Administration: Mr Terry Allsop, Chair, Education Research Board

London University Institute of Education: Dr Jagdish Gundara, Head, International Centre for Intercultural Studies; Mr Richard Bourne, Co-Director, Commonwealth Values in Education Project

ii) 28-29 May 1996, School of Education, University of Ulster, Coleraine, Northern Ireland
Present were:

Professor Arjun Dev, Head of Department, Department of Education in Humanities and Social Sciences, National Council of Educational Research and Training, New Delhi, India
Mrs Naledi Ratsoma
Ms Melania Rukanda
Dr Alan Smith and Mrs Ursula Birthistle, School of Education, University of Ulster

Commonwealth Secretariat: Ms Madhuri Bose, Senior Programme Officer, Human Rights Unit, Legal and Constitutional Affairs Division

London University Institute of Education: Mr Richard Bourne

iii) 18-20 March 1997, Hotel President, Gaborone, by courtesy of yhe Curriculum Development and Evaluation Department, Ministry of Education, Botswana
Present were:

Professor Arjun Dev
Mrs Naledi Ratsoma
Ms Melania Rukanda
Dr Alan Smith and Mrs Ursula Birthistle

Commonwealth Secretariat: Ms Madhuri Bose

Overseas Development Administration: Mr Steve Cartwright, Development Officer, British High Commission, Botswana

London University Institute of Education: Mr Richard Bourne

3 Stoke Rochford declaration, 1996

One object of the Commonwealth Values project was to stimulate networking among teacher asociations in the Commonwealth for human rights education. Those associated with the project were pleased to participate in a three day conference on this theme at Stoke Rochford, Lincolnshire, England, from 31 May to 2 June 1996. It was jointly organised by the National Union of Teachers of England and Wales, the All-India Federation of Teachers' Organisations, and the South African Democratic Teachers' Union. It was attended by teachers from associations in 27 member states and inaugurated by Chief Emeka Anyaoku, Commonwealth Secretary-General. It issued a comprehensive statement, the responsibility of the conference and teacher bodies concerned (separate of course from the Commonwealth Values project itself), whose full text is as follows:

STOKE ROCHFORD DECLARATION, 1996

" *the importance of the role of teachers and of the education curriculum...cannot be overstated. The manner and extent to which human rights can be reflected in the curricula is very much a matter for the professional judgement of teachers themselves. But in reaching such a decision [teachers] will wish to be fully conscious of the public need and expectation that ordinary people should be empowered to be better able to defend both their rights and the rights of the wider society. [In]the curricula and teachings, a pride of place should be given to the acceptance of our common humanity.*"

Chief Emeka Anyaoku, Secretary-General, The Commonwealth

"*It is so easy to become cynical about our ability to change systems, about working for peace and justice, about human rights flouted in so many places throughout the world. Yet our young people ned not become tainted with that cynicism. They have the energy, the idealism, the courage to take the risks which working for human rights often demands. We have seen in South Africa how young people played a crucial role in the processes leading to change in our land. Without our young people it might never have happened. Many of these courageous young people did what they did because of their teachers.*"

The Most Reverend Desmond M. Tutu, Archbishop of Capetown

Commonwealth teachers, from their associations in more than half of all Commonwealth member countries, call on Governments, Ministries of Education, and all bodies responsible for educational development, to recognise that human rights are a crucial educational issue for our time.

Following the Harare Declaration of 1991, the return of a post-apartheid South Africa in 1994 and the suspension of the Nigerian military dictatorship in 1995, the Commonwealth is acquiring a unique status as an international

association whose Governments and Peoples are united in promoting human rights.

Now is the time for Commonwealth Ministers of Education, in cooperation with teachers and teacher organisations, to take practical steps to bring this commitment to life for every child in every school. After meeting for three days in working commissions at a pioneering conference at Stoke Rochford Hall, Britain between 31 May and 2 June 1996, Commonwealth teachers call upon all Ministers of Education in Commonwealth countries to give very high priority to the following:

1. Education as a Human Right
Education is a basic human right which must be available to all throughout life. All children are entitled to the good start in life that quality education can provide. As a first step, primary education should be compulsory and available, free, to all. Richer Commonwealth countries should face up to their responsibilities and assist other countries in enhancing their education services and should encourage the writing-off or reallocation of debt which hampers educational development in poorer members. All Commonwealth countries should spend a minimum of 6% of GDP on education by the year 2000. Commonwealth Governments should ratify all human rights conventions and be assisted by the Commonwealth Secretariat in their reporting obligations.

2. Rights of the Child
Commonwealth Ministers must ensure that the UN Convention on the Rights of the Child, 1989, becomes effective by the year 2000. In particular, children have the right to experience childhood and play, while protected against labour exploitation, racism, sexual abuse and pornography. They should all have access to proper health care and grow up free from poverty and homelessness. Within curricula promoting literacy and numeracy, children should be guaranteed mother tongue literacy, an international language, and good teaching and learning which includes an understanding of human rights, peace and health. Children, whether they are able-bodied or disabled, should be able to enjoy all their human rights. Children have the right, from birth, to a name and nationality.

3. Rights of the Girl Child
Schools must be equally accessible to boys and girls, economic barriers to girls must be removed, and the curriculum and textbooks should be overhauled to remove gender stereotypes. Specific measures should include safe access and subsidised transport to school, free primary schooling as a step towards free secondary schooling also, and enforcement of laws requiring parents to send their children, girls and boys, to school. All teachers should have access to high quality training in which the needs of the girl child are given emphasis. Promotion patterns in teaching should be monitored to ensure equal promotion chances of women teachers.

4. Teachers' Rights

Teachers should be accorded the same political rights as every other citizen in a democratic country -- namely the right to contest elections, to belong to a political organisation, to speak and write on political issues and to be free from victimisation. They should be free to join and actively participate in trade unions and all Governments should guarantee trade union rights. Teachers and their unions should be involved through consultation and negotiation in forming educational policies at every level. Teachers' professionalism and expertise in curricular matters should be respected and utilised as a valuable resource.

5. Development Rights

Development rights in education should avoid political control of the curriculum but give priority to basic skills including literacy. Governments should tackle the concentration of wealth, undertake land reform and promote transparency. Over-use of foreign consultants should be avoided. Encouragement should be given to local communities. Large and expensive Government bureaucracies should be reduced. Deleterious effects of economic liberalisation should be challenged. Education Ministers should make every effort to stop international financial institutions cutting public education expenditure as part of structural adjustment programmes. National monitoring of progress following the signing of international commitments (eg after the Rio Earth Summit, 1992, the Copenhagen Social Summit, 1995) should be regular and vigilant.

6. The Right to a Safe and Healthy Environment

All children are entitled to grow up in a healthy and safe environment. Children at school should feel free from intimidation and physical threat. School buildings should be clean, hygienic and well-maintained. Commonwealth Ministers should review school feeding programmes, with a view to enhancing their effectiveness and quality. The safety of students and teachers at school, and travelling to and from school, should be guaranteed as far as possible. Ministers should encourage Commonwealth cooperation in environmental education, especially in promoting materials such as videos, and the raising of awareness of positive achievements in member countries.

7. Sexual Orientation

Schools must enhance the understanding of all aspects of human rights, particularly for people whose rights have been neglected in the past, by virtue of sexual orientation. It is the duty of every teacher to educate against prejudice and discrimination. Commonwealth governments, which have successfully fought apartheid, now rightly seek to eradicate racism and sexism. In so doing they should remove other types of discrimination and see that their laws and educational practice match their international human rights obligations. It is unacceptable for students or teachers to suffer prejudice and discrimination because of their sexual orientation.

8. Education for Mutual Understanding

Education Ministers and the Commonwealth Secretariat, as part of a programme for education for mutual understanding, should arrange a Commonwealth-wide study to examine how "others" -- that is, those different from the majority group in any country -- are represented in school books and teaching materials. Education Ministers should ensure that the Commonwealth Secretariat devise a pilot programme for good intercultural teacher education to raise classroom teaching expertise, recognising the huge ethnic mix in many countries and joint commitments against discrimination. The educational rights of refugee children should be respected. The Commonwealth Secretariat should seek to reduce the number of young people growing up, and being educated, in segregated communities and strengthen its commitment to free, high quality education which respects cultural diversity.

SECTION 1V
Summary and recommendations

Summary
These are the findings of a three year study into the teaching and learning of human rights at the secondary school (and in India, also at upper primary school) level. It involved 473 male and 442 female students, a total of 915, aged roughly 14 and 16 in 23 schools in Botswana, India, Northern Ireland (Britain) and Zimbabwe. The study included an hour-long questionnaire completed by students, an in-depth interview with students, teachers and administrators, an audit of the curriculum, and a review of the materials and teacher education available. It is a key Commonwealth contribution to the UN Decade of Human Rights Education.

The project aimed to see:

a* how national commitments to human rights instruments are reflected in the school curriculum

b* whether young people are acquiring basic concepts in seven selected dimensions of human rights -- law and the administration of justice; equality of opportunity; history; civic and social rights and responsibilities; consumer rights; violence; and identity. (Older students were also asked about their experience of human rights education in school).

c* what difference approximately two years of study makes to the understanding of young people

d* whether there are any significant variations between countries, by gender, or between different types of school within the same country (for different school types were selected to provide contrasts in each)

e* what are the key priorities identified in the four country samples for strengthening this area of the curriculum

f* what scope there may be for Commonwealth cooperation in future

Because of the smallness of the overall sample the results should be regarded as suggestive and indicative rather than definitive, even for the four countries which participated in the project. They may, however, be regarded as thought-provoking in many countries, especially in the context of Commonwealth efforts to consolidate the human rights and responsibilities of young citizens, in the wake of the Harare Commonwealth Declaration, 1991.

The project was funded by the Department for International Development of the United Kingdom (until May 1997, the Overseas Development Administration), the Commonwealth Secretariat (Commonwealth Fund for

Technical Cooperation), and the Department of Education, Northern Ireland. It was coordinated by Richard Bourne and Dr Jagdish Gundara at the Institute of Education, London University. Collaborators in participant countries, responsible for national reports, were: Botswana -- Mrs Naledi T Ratsoma, Curriculum Development and Evaluation Department, Ministry of Education; India -- Professor Arjun Dev, Head of Department of Education in Social Sciences and Humanities, National Council of Educational Research and Training; Northern Ireland -- Dr Alan Smith and Ms Ursula Birthistle, School of Education, University of Ulster; Zimbabwe -- Ms Melania Rukanda -- Chief Education Officer, Standards Control Unit and Professional Development, Ministry of Education. The organisers are grateful to all the schools, individuals and institutions who gave of their time and resources.

The key findings were:

a* National commitments to human rights as reflected in the school curriculum

Only in one of the systems surveyed (in India) was there a reasonably exact reflection of the national commitment to international human rights instruments, although students in two others also were taught the national constitution. For example in Northern Ireland 93.5% of the secondary school sample said they had not been explicitly told what are the Rights of the Child, as set out in the UN Convention to which the United Kingdom is a party. Only just over half the Zimbabwe sample knew of the same UN Convention. In India, by contrast, 67.9% said they had been told about it. Although the situation varied between countries, in general it did not seem as though curriculum authorities had recently defined how and where the understanding of human rights and responsibilities should be fostered, and these findings are therefore being fed into reviews which are now in hand. In one country the key carrier subject was recognised as having low status, and no examination had ever been set for it. Special problems for the overall level of understanding arose where a cross-curricular commitment to human rights was not strong, or where relevant subjects were not compulsory.

b* Acquiring basic concepts

In the area of law and the administration of justice, where students were asked to imagine what might happen if a thief was caught, there was widespread understanding of due process. However in Botswana and Zimbabwe the samples did not understand that justice must be seen to be done in public, half of Indian students assumed there would be unlawful action by police, and there were significant minorities in Botswana and Zimbabwe which assumed there would be an element of bribery and extra-judicial measures taken against culprits. It was noteworthy that many students were able to distinguish between what ought to happen and sometimes unlawful acts of law enforcement agencies.

On equality of opportunity, where students commented on a hypothetical interview for a job, they were also able to distinguish between what they thought ought to happen and what they thought would happen. The majority thought the best interviewee and best qualified should get the job. But in

Northrn Ireland and Zimbabwe the majority thought the person most like the appointing group would get the job. In India, where equality of opportunity in public employment is a Fundamental Right, the answers showed a solid understanding of this principle.

In history, where the questions related to an understanding of colonialism, there was some ignorance of its nature and its impact on human rights. In Zimbabwe, for example, 37.5% of the 14 year olds disagreed or disagreed strongly with the statement that colonialism is now thought to be wrong "because the people in the colonised country have to obey orders from the government of another country". It would appear that a weakness in the teaching of modern national and world history, which is not always compulsory, may explain the ignorance of colonialism and the significance of political independence. However, most students in three of the four countries appreciated that political independence alone does not guarantee human rights, and only in Botswana did a majority share that belief.

For civic and social rights and responsibilities there was a high degree of similarity across the four countries. The samples thought it important and very important to vote in elections, to know what the government was doing, and to support the government and others when they try to provide homes for the homeless, better health care, more and better schools, jobs and food for the poor. These things were generally rated more highly than the need to pay taxes, the freedom to join societies, political parties, trade unions, and to follow your own religion, and to act or do something yourself to support the homeless, health care, education, jobs and food even if the government cannot. The idea that economic and social rights are less well understood or less strongly supported than civil and political rights is not justified in this Commonwealth sample.

With consumer rights there was a fairly high degree of awareness in India, Northern Ireland and Zimbabwe, but a much less rights-conscious response by the Botswana sample, even to a question about environmental pollution. It would appear that the explanation may lie not only in the fact that consumer rights are not covered in the Botswana curriculum, but because Botswana society is relatively peaceful and homogeneous.

On violence, students in the sample schools were generally worried, and strongly disapproving of bullying and domestic violence. Their proposals for reducing violence -- a mixture of security and police measures on the one hand, with dialogue and non-violent negotiation on the other -- mirror those obtaining in adult societies.

For identity, there were marked differences in the significance attached to different rights; although samples in three out of four countries put the right to life first, the Indian samples and the older Zimbabwe sample put "your parents' right to bring you up as they wish" second, which was third in Botswana and fourth in Northern Ireland and among the younger Zimbabwean group. Students saw themselves in terms of broader rather than narrower identifications, and there was a strong family identification in India compared with the more individualistic society of Northern Ireland.

c* The difference made by two years of schooling, between around 14 and 16, at the secondary level

In general the older respondents showed more sophisticated attitudes, but it was not clear that this was a product of educational progression in school, as compared with personal maturation, or the influence of media, peer groups and others. For example, in India 91.4% of 16 year olds but only 76.9% of 14 year olds strongly agreed and agreed that it is always wrong or unfair if officials take bribes. In Zimbabwe a significantly greater number of older rather than younger students thought that radio and TV should give all sides of an event and not only report what Ministers and officials have to say about it. In Northern Ireland, however, where 74% of the younger sample agreed and strongly agreed that "violence is never necessary, because it is always possible to settle an argument peacefully", only 49% of the older ones did so.

A major reason for caution in attributing the change of attitudes to the effect of schooling was that many more students in Northern Ireland and Zimbabwe said that they had heard most about human rights from radio and TV over the two previous years, and that this was more helpful than what they had heard in school. Although the Indian and Botswana samples rated school as the most significant, radio and TV were close runners-up for helpfulness in these countries also.

d* Significant variations

Inevitably, given the heterogeneous nature of the sample, there were significant variations between countries and within countries. One purpose of the inquiry was to see how far there could be a commonality of learning, given the variety of curricula as well as of resources available to schools. In general the responses from the Indian sample showed the greatest appreciation of the issues involved; these did not vary greatly across the diverse pilot schools and showed a growth in understanding over the two years; virtually all issues were covered somewhere in the Indian curriculum, and there is a strong rights component in the Indian constitution itself (which emphasises Fundamental Rights, Directive Principles and Fundamental Duties). By contrast, the weakest response came from the Botswana sample, for which there appear to be two main reasons: the outgoing syllabus (now being replaced) which these students had followed gave little attention to human rights; further, language difficulties in English may have handicapped the more rural students in particular.

Gender differences, and in Northern Ireland religious differences, were significant in some survey answers. For example, in Northern Ireland, the expectation that an alleged thief would have a lawyer in court was significantly higher (94.7%) in a "Catholic", all girls, urban secondary school as compared with a "Protestant", all boys, urban secondary school (71.8%). Both in Northern Ireland and India, males were more likely than females to agree that "police are right to use any necessary force to stop a crowd rioting, or to prevent property from being destroyed." Interviews with administrators and teachers suggest that in Botswana and Zimbabwe the rural schools may

be disadvantaged for resources and other reasons in human rights education, as in other curricular areas.

e* Key priorities for improvement

Emerging from the project as a whole -- student survey, student, teacher and administrator interviews, curriculum and materials audit -- are a series of priorities which seem to apply to all four countries and are likely to apply elsewhere in the Commonwealth:

-- a need to locate precisely where the human rights commitments are located in the curriculum and to further strengthen these commitments where they already exist
-- a need to assess student progress, if not by examination then by other types of inspection, assessment or impact study
-- a need to strengthen teacher education, both pre-service and in-service, so that all teachers have some knowledge of the content of human rights education and are aware of the implications for their own work
-- a need to strengthen resources, not only with materials, but by imaginative use of teacher networking, teacher associations and NGOs, and national human rights institutions where they exist
-- a need to take advantage of the special opportunity in 1998 of the 50th anniversary of the UN Declaration of Human Rights to review progress

f* Commonwealth cooperation in future

The Commonwealth, often regarded as an international civil society and taking a salient position for human rights since the Harare Declaration, 1991, is well-placed to give continuing leadership. The study found widespread support for growing Commonwealth cooperation, even though differences of curriculum and resources will persist. It is hoped that Commonwealth Ministers of Education and Commonwealth Heads of Government will endorse the importance of human rights education for member countries. Specific cooperation could lie:

-- in a joint call to celebrate the 50th anniversary of the UN Declaration by reviewing the place of human rights commitments in the school curriculum
-- in investigating the feasibility of a human rights education agency which could serve the Commonwealth as a whole, especially for materials and curricular support
-- in seeking appropriate action by the Commonwealth Secretariat, the Commonwealth of Learning and other Commonwealth bodies and governments, especially in exchanges of programmes, materials and experts
-- in encouraging other Commonwealth governments to replicate the present study in their own schools
-- in developing concepts of human rights and associated responsibilities at all stages of school education, including the primary school stage
-- in cooperating to promote pre-service and in-service education for teachers

Recommendations

The study has led to the following recommendations to Commonwealth Ministers of Education covering Policy, Curriculum, Resources, Teacher Education and Commonwealth Cooperation. These recommendations derive from the research findings, and are in the context of national commitments to the United Nations Declaration of Human Rights, 1948, the concluding declaration at the UN World Conference on Human Rights in Vienna, 1993, the Harare Commonwealth Declaration, 1991, and many specific international and regional human rights covenants and conventions to which Commonwealth states are party.

Policy

* Commonwealth countries need to review how they are carrying forward these commitments at national level, and in terms of internal educational policies and their implementation. They may need to appoint national officers in the Ministry of Education or to strengthen national curriculum agencies. National commitments and policies should be reflected in policy and practice at the school level.

* It would be fitting to launch this review in 1998, in celebration of the 50th anniversary of the UN Declaration of Human Rights. The opportunity should be taken to raise the status of human rights education.

Curriculum

* Commonwealth countries need to define precisely where in the curriculum their human rights commitments are being reflected in the teaching and learning of students. They should consider which educational strategies are most suitable to their own national circumstances.

* Ministers of Education and curriculum agencies should consider how human rights and associated concepts may be introduced at primary level, how this may impinge on the secondary curriculum, and how children's understanding develops as they grow up.

* Schools must endeavour to provide an environment which respects basic human rights norms, and which stresses the mutual responsibility of young citizens.

* Priority should be given to making students aware of the UN Convention on the Rights of the Child

* Ministries will need to undertake periodic impact studies, and should carefully consider an assessment of student progress which is appropriate to their national circumstances.

Resources

* Appropriate and adequate instructional materials must be identified, designed and, where they exist, coordinated and made accessible for schools.

* The significant role and critical understanding of the media should be taken into account when devising strategies to strengthen human rights education in schools. There are positive opportunities for utilising radio and TV to promote young people's understanding.

* Teachers' organisations have a creative role to play, through training and informing their members in schools.

* Schools should be encouraged to use the expertise of NGOs where appropriate.

* National human rights institutions should be regarded as a resource for schools where they exist, and schools will benefit from their services for public and non-formal education.

* The role of peer groups could be a resource rather than a handicap to a strengthened understanding of human rights by young people at school and in the community.

Teacher education
* Teachers must be educated in the content and methodologies appropriate to human rights. There should be provision which supports human rights education at pre-service, in-service, professional development and senior management levels.

* All teachers should be exposed to human rights concepts, because every curriculum area has a human rights dimension.

* Teachers should be encouraged to work together in school on human rights, to increase their effectiveness with their students. Where a cross-curricular approach is adopted, particular care should be taken that teachers are suitably prepared.

Commonwealth cooperation
* The possibility of a human rights education agency which could serve the Commonwealth as a whole should be investigated.

* Commonwealth Ministers of Education should encourage member states to utilise and/or replicate findings of the Commonwealth Values project, and should welcome appropriate proposals for follow-up.

* The Commonwealth of Learning should contribute to the solution of needs expressed, particularly through the offer of distance learning packages for serving teachers.

* The Commonwealth Secretariat's work in developing a strategy for the promotion of human rights teaching, by cooperation between the Human

Rights Unit and Education Programme, should be warmly endorsed. It should now focus on:

-- Development and exchange of instructional materials

-- Programme exchanges and the attachment of experts

-- Regional meetings of curriculum and examination agencies, concerned with transferring national commitments into curricular policy

-- Assisting Ministries, teacher bodies and schools to arrange student debates in Commonwealth regions

* The National Union of Teachers, the All-India Federation of Teaching Organisations and the South African Democratic Teachers Union should follow up their cooperation with other teacher bodies in the Commonwealth, to strengthen teacher networking and support