

South Asia Workshop on Human Rights Education in Schools

HURIGHTS OSAKA

A workshop on integrating human rights education into the school curriculum was held in New Delhi on 13-15 December 2005 with the participation of curriculum developers and other educators¹ from the Ministries of Education and government education institutes in India, Nepal, Pakistan, and Sri Lanka.²

HURIGHTS OSAKA organized the workshop in partnership with the Centre for Peace and Conflict Resolution of the Jamia Millia Islamia in New Delhi, India.

Workshop objectives

The workshop, designed for curriculum developers of the Ministry of Education, had the following objectives:

- To review international human rights standards, focusing on basic human rights documents including the Universal Declaration of Human Rights and the Convention on the Rights of the Child;
- To review experiences in India, Japan and the Philippines on integrating human rights education into the school curriculum;
- To undertake practical exercises on integrating human rights education into the school curriculum.

Opening ceremonies

Mr. Yoshio Kawashima, Director of HURIGHTS OSAKA,³ in his opening message stressed the importance of sharing ideas and experiences in the workshop. He said that while this workshop is meant to train the participants, it is also significantly designed to facilitate the

exploration of their wisdom and experience. It is therefore our fervent wish that this short three-day gathering would focus on sharing of ideas and experiences, reflecting on them in light of human rights principles, and developing sample curriculums that integrate international human rights standards.

Ms. Radha Kumar, Director of the Centre for Peace and Conflict Resolution of Jamia Millia Islamia, lamented the increasing number of human rights violations cases brought about by the “war on terror” as well as the weakening of the international human rights institutions particularly the United Nations Commission on Human Rights. She stressed the need for the strengthening of human rights education to counter this situation.

Workshop proceedings

The workshop proper started with the presentation on the international and regional contexts of the workshop. Mr. Jefferson R. Plantilla of HURIGHTS OSAKA presented some of the international developments that support human rights education including the United Nations (UN) Decade for Human Rights Education, the UNESCO conferences and the UN World Programme for Human Rights Education. He pointed out that there

are also a number of regional activities such as the annual workshop on Regional Cooperation for the Promotion and Protection of Human Rights in the Asia-Pacific organized by the Office of the UN High Commissioner for Human Rights, and the Asia Pacific Forum of National Human Rights Institutions (APF) organized by the national human rights institutions in the region. These two annual regional human rights activities declare support for human rights education. He also stressed that South Asian countries under the South Asian Association for Regional Cooperation (SAARC) have signed two major human rights instruments (regarding women and girls⁴) which call for efforts to increase public awareness on human rights. He therefore emphasized that the workshop supports all the international, regional and subregional initiatives on human rights or human rights education.

Ms. Zenaida Reyes of the Philippine Normal University, facilitated the session on the participants' concerns or issues about human rights. Most participants raised the problem of making human rights a reality. They cite the obstacles toward the realization of human rights in the school, at home, in the community and in the country as a whole. Some participants expressed concern about the lack of understanding of duties in addition to the understanding of human rights. Others expressed the problem emanating from the education system which is getting more competitive and focused on language, mathematics and science and very little on social issues such as human rights. They see this situation as a major obstacle to integrating human rights education into the school curriculum. The following issues came out in the discussion

- Conflict between culture, rights, duties
- Problem of adherence to human rights
- Violence in schools between teachers and students, including corporal punishment
- Less integration between education policies and teacher education resulting in lack of simultaneous change in teacher educa-

tion whenever education policies are changed

- Rights of teachers
- Gap between human rights theory and practice that should be filled
- Lack of mention of human rights in the textbooks
- Inadequate funds for the education system
- Psychological background of human rights problems
- Training of teachers before introduction of new curriculum
- Need for teachers to share experiences, rather than merely teach something, which inculcates the kind of attitude and awareness in students
- Discrimination against certain sections of society
- Four major problems of school education - inequality, discrimination, non-use of mother tongue, non-realization of education as fundamental right
- Social Justice
- Skills that school education should promote - communication skills, computer literacy
- Monitoring of violations of anti-discrimination rules and inclusive education
- Human rights being part of education and should not be isolated from other parts of education.

Presentations on the Universal Declaration of Human Rights (UDHR) and Convention on the Rights of the Child followed. The presentation on UDHR by Mr. Plantilla stressed the current context within which this international human rights document should be understood. He stressed the continuing trend toward greater freedom at various levels (self to country) and the international human rights system that evolved. He noted that human history has several trends such as the following:

- Discrimination (exclusion, distinction, restriction, preference) to Equality

- Colonization to Independence (personal bondage to freedom; foreign occupation to national independence)
- Progression towards fulfillment of human and community potentials (participation, empowerment)
- Proper mix of traditional ideas with modern international principles and procedures (internationally agreed human rights standards and processes)
- Protection (provision of remedies for violations against human dignity)
- Promotion of “All Human Rights for All.”

He also discussed the relationship between government and people in human rights terms. People (both as individuals and community) are rights-holders. They

- assert and realize their human rights
- seek protection from human rights violations
- respect/support the rights of others.

While the government is the duty-bearer which should

- not hinder the exercise of human rights (negative role)
- support fulfilment of human rights (positive role) - special measures, positive discrimination, affirmative action, legal/policy/program support.

The participants did a short exercise on re-organizing the manner by which the provisions of UDHR were written, as a way to understand the provisions. He also presented a possible way of presenting the provisions of the UDHR (lifecycle approach) to emphasize the point that there can be different ways of understanding human rights beyond the usual civil-political and economic-social-cultural categorizations. He presented the principles that support the full realization of human rights such as universality, indivisibility, and interdependence of human rights.

Mr. Abdulrahim P. Vijapur of Jamia Millia Islamia discussed the Convention on the Rights of the Child (CRC). He discussed the concept of the rights of the child, and the history of drafting the CRC to address some of the objections raised against it, and the particular rights provided for in the instrument. He cited the 4 major principles in the CRC, namely,

- Non-discrimination (Article 2)
- Best interest of the child (Article 3)
- Right to life, survival and maintenance (Article 6)
- Respect for views of child (Article 14).

He presented the rights under CRC as five sets of rights consisting of civil and political rights; rights relating to family environment and alternative care; basic rights of health and care; education, leisure and cultural rights; and rights involving children under difficult circumstances and in situation of emergency.

He also explained some problems relating to the implementation of the CRC due to the number of reservations registered by many countries, the delay in submission of country reports to the Committee on the Rights of the Child, among others.

The experiences of India and the Philippines on integrating human rights education into the school curriculum were presented by Mr. Arjun Dev, formerly of the Indian National Council for Educational Research and Training (NCERT) and Ms. Lolita Nava of the Philippine Normal University respectively. Both presentations pointed out specific subject areas that can be used to discuss human rights. They also mentioned briefly the results of a multi-country survey on educational policies and human rights awareness of students.⁵

Ms. Nava pointed out the constitutional as well as legal support for human rights education in Philippine schools. A number of executive and administrative issuances have been made that support human rights education in schools. She also discussed the Basic Education Curriculum 2002 which reduced the learn-

ing areas from nine to five (English, Filipino, Mathematics, Science and MAKABAYAN). The MAKABAYAN learning area includes Social Studies, Music, Arts, Physical Education, Technical and Livelihood Education and Values Education. Most of the entry points on peace and human rights concepts are in Social Studies subject. She explained how human rights are incorporated in the different subjects in primary and secondary curriculums. She also presented a sample lesson plan on human rights. She mentioned that there are several government projects on women, children and indigenous peoples which also provide avenues for teaching human rights. Finally she presented some highlights of the Philippine results under the 4-country survey on human rights awareness of students. She mentioned the school as being the primary source of knowledge on human rights, and that generally the students say they know human rights. But this awareness of human rights does not seem to result into human rights practice. Thus there is a gap between the claim of human rights awareness and practice. She also noted that students who come from areas where human rights violations are common seem to have higher level of human rights awareness.

Mr. Dev briefly discussed the development of the school curriculum in India from the 1970s to late 1990s. The first curriculum framework was adopted in 1975 which was not a national one and was meant for the first 10 years of education. In 1986 India had a landmark document in the form of a comprehensive policy of education which gave structure to Indian education, this was the National Education Policy (NEP). It envisaged much more clearly what should be the core ideological orientation of the school curriculum. He noted that in the 1990s some ideas began to constantly change and in 2002 a new curriculum framework and new textbooks came out. In-between 2002 and 2004 there was a controversy involving the curriculum, which actually started from 2000 onward. The controversy

involved the issue of *saffronization* that actually meant colonization instead of secularization. Some of the political parties started reversing the process of *saffronization* in 2004. In that year, when government changed, older history textbooks which were thought to be against our national values were brought back and then a new curriculum was framed.

He said that human rights are not taught as a separate subject in the curriculum. Various components of human rights are reflected in various subjects. The Indian school system has a very rigid curriculum and whatever is prescribed in textbooks is taught in schools. There is less creativity on the part of the teacher in this context. In most cases up to Grade X textbooks are also prescribed for each board/school system. Similar approach is even followed in case of environmental education. Up to Grade X, all subjects are compulsory and two to three languages are taught. Everybody does mathematics, science, physical education, and art education. At senior secondary level (Grades XI and XII), NCERT developed a core course that provides student with the freedom to choose subjects. It may be possible to consider human rights within the subjects and an integrated view of school education curriculum may be done up to Grade X. In subjects like history, geography, language, one of the objectives is to develop a sense of critical thinking among the students towards their own country. So in the case of human rights education, a critical view of society is being developed. All human rights issues become part of the curriculum. The only thing needed to do is to develop independent critical minds. If this is done, there is education in human rights. History is even full of instances of how Indians fought against various injustices – e.g. under British rule rights were violated, the Indian freedom movement was totally non-sectoral and free from racial hatred of the English people. The Indian struggle for freedom is important if it is taught to inculcate human rights to students. To understand the universality of hu-

man rights we need to understand the Indian freedom movement and struggle.

History is capable of providing examples to conceptualize human rights. There is no school curriculum in India, for example, which does not include post second World War racism.

At the primary level social studies subjects include biographies of great people both Indian and foreign like Martin Luther King, and Abraham Lincoln. A 1997 Commonwealth survey involving India, Zimbabwe, and some more countries revealed that the Indian curriculum is the only major curriculum which has included all aspects of human rights. The students' performance level in India was much more than those in other countries. He likewise presented some results of the India survey, under the recent 4-country survey on human rights awareness of secondary students. He noted that in some cases, students who come from less developed areas and schools are much more aware of human rights.

Ms. Pranati Panda, Reader of the NCERT, made the final presentation dealing with the concept of integration of human rights education into the school curriculum. She briefly presented the definition of human rights education as formulated by the United Nations. She stressed that human rights education

- Produces changes in values and attitudes
- Produces changes in behavior
- Produces empowerment for social justice
- Develops attitudes of solidarity across issues and nations
- Develops knowledge and analytical skills
- Produces participatory education.

She emphasized that at the core of the right to education is human rights education. Quoting Amartya Sen, she pointed out that the preparation of the children for "responsible life in a free society" can only happen when they are made responsible in an environment where they experience freedom.

She mentioned the different integration approaches, the link between integration of

human rights education into the school curriculum with its integration into teacher education curriculum, the need to relate to issues affecting students, and the use of participatory teaching/learning processes. A section of her presentation was later used as a guideline for the curriculum review exercise. On integration she presented the various approaches as follows:

Direct context: This involves inclusion of specific topics or subjects that focus on human rights into mathematics, science, or history subjects.

Indirect context: This involves the use of all school subjects as vehicles for human rights education. Some examples are (i) creating "learning units in human rights" in order to integrate the content of different subjects toward solving a particular problem and (ii) including human rights elements in every subject.

Implicit context: This involves the creation of a socio-cultural ethos in schools that will develop students' understanding of human rights.

She also explained the two perspectives of integration:

Curriculum – making a particular kind of interrelationship between subject matters; using a wide variety of ways of combining subjects; and blurring subject matter boundaries to pursue the topics holistically (using real life problems). In this way the lessons and topics become vehicles to convey human rights in a meaningful context.

Pedagogy - using the constructivist perspective that children construct knowledge holistically, when knowledge is embedded in appropriate context it becomes meaningful and enjoyable. The pedagogy provides context and connections to explore, think, reflect and internalize knowledge.

Participants presentations

During the second half of the workshop, the participants reviewed their school curriculums and presented what could be done to improve the integration of human rights education into the school curriculum. They were provided with the following guidelines, taken from the presentation of Ms. Panda, for developing curriculum with human rights content:

- Integrate human rights more expressly and comprehensively into the school curriculum
- Emphasize the interconnected nature of human rights and the interaction between human rights, peace, development and democracy
- Convey a balance between human rights and responsibilities in keeping with the international standards and a sense of universalism
- Promote a more bottom-up approach to human rights education by analyzing actual situations at the local level and using them as entry points for human rights principles and international instruments
- Utilize active teaching methodology which sensitizes one's conscience and involvement, include more "LEARNING BY DOING", audiovisual techniques, artistic expressions, field work and participation in community projects, while promoting multilingual information and multimodal methods.

They were also asked to make proposed human rights curriculum with the following characteristics:

- Stage-specific outline using the cognitive development of children - preschool to senior secondary
- Introduction of human rights in sequential, coherent, systematic, progressing manner

- Human rights concepts linked with present situation.

Nepal

The Nepali participants (Mr. Indra Bahadur Shrestha⁶ and Mr. Soviet Ram Bista⁷) presented the problem posed by the current internal armed conflict in Nepal which has been causing not only damage to school facilities but death and physical injury to students, teachers and education officials. They proposed to make all schools in Nepal as "Zones of Peace" in addition to supporting students and teachers at the community level.

In their paper "Effect of Conflict in School Education" they state that Nepal is now facing an armed conflict situation, which has never been experienced before.⁸ Since the conflict started in the mid-1990s, hundreds of thousands people have been affected badly across the country. The conflict started in the mid-western part of Nepal, which is considerably a poor area compared to other parts of the country. Communist insurgents have specifically targeted landowners, teachers, political leaders and other government employees. Most of the displaced people have either flocked to the main cities or fled to India. People who have been displaced are gathered in district headquarters, and big cities like Kathmandu, Pokhara, Nepalgunj, Surkhet, etc. Those who are displaced from their own villages, first stayed at district headquarters and then moved to the urban areas. The conflict situation has affected the education service delivery system.

They mentioned that the fifth of the twelve strategies adopted by the Dakar World Education Forum in 2000 explicitly focuses on the rights of children in emergencies. This strategy stresses the importance of meeting. "...the needs of education systems affected by conflict, natural calamities and instability and conduct[ing] educational programs in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict". They cited the call of Dakar Frame-

work for Action (UNESCO, 2009:9) for national Education for All (EFA) plans to include provision for education in emergency situations. Governments, particularly education ministries, have an important role to play in an area that has often been dominated by the actions of non-governmental organizations (NGOs) and United Nations agencies.

Most of the teachers in conflict-affected areas have been threatened by the insurgents. Thousands of teachers and students are being abducted. In this way the ongoing conflict in the country has created a number of problems in the urban/plain areas. Normally the classrooms in the urban areas are already crowded. There is already severe shortage of teachers in those areas. The influx of people from the mountain and hilly areas coupled with displacement due to the conflict has further worsened the already ailing teaching/learning situation across the country. This is particularly true in districts with overcrowded classrooms such as Bardiya, Banke, Kailali, Kanchanpur, Rupandehi, Morang, Jhapa, etc. Therefore, there is an urgent need to address the problems by building additional classrooms and providing the needed teachers. The insurgents attack school buildings every now and then. Unilateral truce provides comparatively more peaceful situation in the country.

The insurgency resulted into the following:

1. Displacement of students and teachers
2. Damage to school facilities
3. Threats against and torture of teachers and students
4. Closure of schools for a number of days
5. Hindered school management/monitoring/data collection/information system, etc,
6. Hindered curriculum transaction.

Information on the effects of the conflict on school education are broadly categorized into five areas, i.e., damage to buildings, damage to other properties, teachers affected, students affected, and other personnel affected.

The particulars are given below:

| | <i>Particulars*</i> | | <i>Total</i> |
|---------------------------------------|--|-------|--------------|
| A | Building damaged: | | 108 |
| | Schools | 70 | |
| | District Education Office (DEO)/Regional Education Directorate (RED) | 31 | |
| | Others (Education Training Center/Resource Center) | 7 | |
| B | Other properties damaged: | | 9 |
| | Vehicles | 9 | |
| C | Teachers affected: | | 842 |
| | Killed | 182 | |
| | Affected (arrested, kidnapped, wounded, warranted) | 233 | |
| | Deputed outside the district | 135 | |
| | Deputed within the district | 292 | |
| D | Students affected: | | 2,391 |
| | Killed | 11 | |
| | Affected (kidnapped, wounded, transferred, displaced) | 2,316 | |
| | Orphaned | 64 | |
| E | Other educational personnel (DEO/RED/SMC) | | 15 |
| | Killed | 5 | |
| | Kidnapped | 5 | |
| | Wounded | 5 | |
| * Information as of 21 November 2005. | | | |

The government has taken some steps to address the problem by collecting information from the affected districts and regions in order to assess the impact, allocating budget to assist

the affected people and to develop the schools as “zones of peace”,⁸ reviewing the national school curriculum to make Sanskrit an optional subject in lower secondary level, reassigning teachers to safer areas, providing affected students scholarship to continue their study, and keeping the schools open as much as possible

despite the difficult situation. The soon-to-be-finalized National Curriculum Framework for primary level (grades 1-12) has a provision supporting initiatives to address local needs. The government has formed a “Curriculum Reform Recommendation Committee” and the Committee has submitted its report to MOES.

Proposed Human Rights Curriculum

A. Primary Level (Grades 1 - 5)

| <i>Areas of Focus</i> | <i>Contents and Strategies</i> |
|--|---|
| 1. Review of existing human rights content in the curriculum (Learning Outcomes) | <ul style="list-style-type: none"> • Exchange of experiences on cooperation • Child rights and their practice • Awareness of fundamental rights and duties and their practice |
| 2. Proposed human rights education contents to be included in the curriculum | <ul style="list-style-type: none"> • Respect for people • Respect for culture • Uphold democratic norms and values and demonstrate them in behavior • Help the needy • Resolve conflict <p>Strategies follow Grades 1 to 5 from family to nation respectively</p> |
| 3. Issues to be dealt with | <p>Positive sense: Self-esteem, confidence, nationality</p> <p>Negative sense: Child abuse and discrimination case studies</p> |
| 4. Methodologies to be adopted | <p>Playway (games), story telling, role play, demonstration, self-exploration and other child-centered methods</p> <p>Teachers must consider the approach of nondiscrimination, inclusion and participation</p> |
| 5. Subject integration | Language, Social Studies, Creative Arts, Physical Education |
| 6. Implementation strategies | <ul style="list-style-type: none"> • Training and orientation program for teachers, head teachers and supervisors/resource persons in order to perform their roles in line with human rights knowledge, skill, attitude and practice (KSAP). • Raise awareness of parents, members of the School Management Committee (SMC) and Parents-Teachers Association (PTA) on human rights education. |
| 7. Other options | <ul style="list-style-type: none"> • Inclusion of human rights lessons into the textbooks • Inclusion of human rights education materials in the teacher resource materials (TRM) so that all teachers are able to access it • Seek the help of human rights activists in creating the human rights environment and ask them to work as watchdog. |
| 8. Evaluation and assessment | <ul style="list-style-type: none"> • Continuous Assessment System (CAS) • Observation • Regular test |

They explained that the current school curriculum includes the teaching of human rights in the form of rights provided for in the Nepali Constitution. The constitution guarantees the following human rights of every citizen:

- Right to equality
- Freedom of press and publication
- Right against arbitrary dispersal of public gatherings
- Right to information
- Right to property
- Right to culture and education
- Right against exploitation
- Right to religion
- Right to privacy
- Right to constitutional remedies
- Right against forced exile.

They also cite curricular objectives relating to the study of human rights at different year levels:

Primary level objectives

- students will be able to become aware and practice child rights and duties

Lower secondary level objectives

- students will be able to become aware

about civic responsibilities and practice their rights and duties.

Higher secondary level

- students will be able to know the constitutional provisions on human rights and duties.

In their proposal for integrating human rights education into the school curriculum, they would like to take up issues such as the development of self-esteem, self-confidence and sense of nationalism, and also child abuse and discrimination. They would like to focus on rights that respect people, culture, democratic norms and values, help the needy, and resolve conflict. These issues and human rights can be integrated into language, social studies, creative arts, and physical education subjects for primary level. Human rights relating to conflict resolution, privacy, inclusiveness, creation of human rights community (in school) are proposed to be integrated in all subjects in the secondary level curriculum.

Proposed human rights curriculum for primary and secondary levels are provided here on pages 94 and 95.

Proposed Human Rights Curriculum

B. Secondary Level (Grades 6 - 10)

The same pattern as in primary level is followed here

| <i>Areas of Focus</i> | <i>Contents and Strategies</i> |
|--|--|
| 1. Review of existing human rights content in the curriculum (Learning Outcomes) | <ul style="list-style-type: none"> • Civic responsibilities and practice of the rights and duties • Awareness of human rights organizations • Human rights and duties |
| 2. Human rights contents to be included | <ul style="list-style-type: none"> • Conflict resolution • Right to privacy • Inclusiveness • Creating human rights community (school-focus) |
| 3. Methodologies | <ul style="list-style-type: none"> • Case studies • Field work • Artistic expression • Participation in community projects • Discussion and so on |
| 4. Subject integration | All subjects |

Sri Lanka

The Sri Lankan participants mentioned, as a background, that a few years ago some teachers were protesting the teaching of human rights in schools due to alleged rise of indiscipline among the students, and likely also due to fear that they were liable to be sued for their actions to discipline students. The government however continued to support human rights education in Sri Lankan schools. The participants proposed the integration of human rights education into the primary curriculum through environment-related activities as well as subjects such as geography, civic education, science, esthetic education, and physical education. Environment-related activities can be used to learn human rights principles such as non-discrimination and equality, freedom of expression, right to culture, right to work, right to property, and equality before the law. In addition to teaching human rights within the subjects, they can also be taught through ways of teaching, and special projects (such as inclusive education, and education on other languages - Tamil for Sinhalese students or Sinhala for Tamil students). For the secondary level, the inclusion of human rights into the civics and governance subjects will be strengthened. Under the proposed civics and governance subjects, there is a specific topic on human rights and duties, as well as inclusion of human rights in other topics regarding government, law, the economic system and international relations.

The Sri Lankan participants separately presented the proposed integration of human rights education into primary and secondary curriculums.

Mr. Eriyagama Lekamalage Suranimala⁹ stressed that in integrating human rights concepts into the school curriculum, the following considerations were given weight:

- Stage of the child’s cognitive development and
- Stage of the child’s moral development.

He then explained how to introduce human rights into the primary education curriculum, as in the following table.

| Key Stage One | |
|---|---|
| Grade One | Grade Two |
| First Language | |
| Mathematics | |
| Religion | |
| Environment-related activities under Geography, Civic Education, Science, Esthetic Education, Physical Education subjects | Human rights concept can be effectively introduced in these subjects. |
| Co-curricular activities | |

| Key Stage Two | |
|---|--|
| Grade Three | Grade Four |
| First Language English Second national language | |
| Mathematics | |
| Religion | |
| Environment-related activities under Geography, Civic Education, Science, Esthetic Education, Physical Education subjects | Human rights concept can be effectively introduced in these subjects |
| Co-curricular activities | |

| Key Stage Three | |
|---|--|
| Grade Five | |
| First Language English Second national language | |
| Mathematics | |
| Religion | |
| Environment-related activities under Geography, Civic Education, Science, Esthetic Education, Physical Education subjects | Human rights concept can be effectively introduced in these subjects |
| Co-curricular activities Activities in relation to students' interest | |

He also explained the three-dimension model of introducing human right concepts used in this sample curriculum, consisting of

- What we teach in classrooms (Curriculum)

- The way we teach (Pedagogy)
- Special projects for reinforcement of learning

1. First Dimension

Integration of human rights concepts into environment-related activities

Grades One and Two

| Themes | Human Rights Concepts | |
|---------------------------------------|---|---|
| | Grade One | Grade Two |
| Our school | Article 2, UDHR Do not discriminate fellow students Equity | Article 2, UDHR Do not discriminate fellow students Equity |
| Our family | Articles 2, 3, 4 Equity | Articles 2, 3, 4 Equity |
| Animals in our immediate surroundings | | |
| Play activities with water | | |
| New Year Festival (Sinhala Hindu) | Article 2 Learning other's cultural values and habits Equity Article 19 Share ideas | Article 2 Learning other's cultural values and habits Equity Article 19 Share ideas |
| Sky | | |
| Food and drinks | Article 19 Share ideas | Article 19 Share ideas |
| Way of getting information | Article 19 Share ideas | Article 19 Share ideas |
| Changes in our environment | | |
| Like and dislike | | |
| Transportation | | |
| Play activities with light | Cooperative living with others | |

Integration of human rights concepts into environment-related activities

Grades One and Two (continuation of table)

| | | |
|---|------------------------------------|------------------------------------|
| Workplaces in our immediate surroundings (example, for farmers and doctors) | Equity Importance of labor | Equity Importance of labor |
| Differences in our environment | | |
| People who need our help | Empathy Sympathy Help others | Empathy Sympathy Help others |

Integration of human rights concepts into environment-related activities

Grades Three to Five

| <i>Themes</i> | <i>Grade 3</i> | <i>Grade 4</i> | <i>Grade 5</i> |
|-----------------------------|---|-------------------------------------|-------------------------------------|
| Plants in our environment | | | |
| Animals in our surroundings | | | |
| Things we use | Article 17 Right to own property | Article 17 Right to own property | Article 17 Right to own property |
| Our food and drinks | | | |
| We are Sri Lankan | Article 5 Right against torture (issue of bullying in school) | Law is the same for everyone | Law is the same for everyone |
| Protection | Article 5 Right against torture (issue of bullying in school) | | |
| Water | | | |
| Transportation | | | |
| Our garden | | | |
| Wind | | | |
| Earth and sky | | | |
| Cities | | | |
| People and information | Article 20 Right to freedom of assembly and association | Article 20 | Article 20 |
| Development | | | |

2. Second Dimension

Mr. Suranimala explained the second dimension - *Way of teaching* – as

- Capacity-building of teachers, providing them with the necessary information and training
- Improving the quality of teaching and learning activities by letting students experience the human rights concepts
- Listening to others
- Sharing ideas.

3. Third Dimension

The third dimension involves *special projects to improve the situation* by focusing on the following:

- Education as a right of children
- Essential learning competencies
- Remedial teaching activities for slow learners
- Inclusive education for children with disability
- Teaching second national language - Sinhala for Tamil students, Tamil for Sinhala students.

Mr. Abeywickrama Liyanage Sunil Abeywickrama¹⁰ explained the government efforts on human rights education and presented the integration of human rights into the secondary curriculum through Civic Education for Grades 6 to 9 and Civics and Governance for Grades 10 to 11.

He explained that the government of Sri Lanka is continuously accelerating the promotion of human rights education in both formal and informal education systems. The Ministry of Education and the National Institute of Education are jointly developing several programs relating to curriculum development, pre- and in-service training, and awareness-raising in support of human rights education. Human rights education has been included in the school curriculum more than two decades ago through

the National Curriculum (formal education). It is now in the form of subjects on “Civic Education” and “Civics & Governance” for Grade 6 -11 for secondary schools with major focus on CRC, UDHR and other human rights documents, and relevant institutions involved in human rights work. In addition, the government established a Ministry named Ministry of Disaster Management and Human Rights, which promotes human rights activities through comprehensive programs that enhance community development.

The following national and international (intergovernmental and non-governmental) institutions promote human rights in Sri Lanka:

National Child Protection Authority
 Center for the Study of Human Rights (CSHR), University of Colombo
 Children and Women Bureau
 Human Rights Commission of Sri Lanka
 Institute of Human Rights
 Department of Probation and Child Care Services
 Caritas Sri Lanka (SEDEC)
 Lawyers for Human Rights and Development
 Christian Children’s Fund
 Hope for Children
 Save the Children in Sri Lanka
 United States Agency for International Agency
 United Nations Children’s Fund (UNICEF)
 United Nations High Commission for Refugees.

Civics and Governance
Grades 10 - 11

Aim

This course is designed to enable students to understand principles of government and economic activity, along with their practice, with particular reference to Sri Lanka. Through this they should appreciate the importance of democratic and responsible structures and lifestyles

that contribute to the productive development of people within a social environment

Objectives

- Understanding of political concepts and their application in practice
- Appreciation of the goals of government and the functions of the various branches of government
- Ability to analyze critically the different political perspectives and priorities
- Knowledge of economic principles and different economic theories with the ability to analyze and assess them
- Critical evaluation of the powers required by institutions and individuals in terms of their functions and purposes.

Methodology

The syllabus consists of discrete areas in which students will be introduced to basic human rights principles. The historical development of human rights may be introduced whenever relevant to the issues, while students should be encouraged to analyze the application or non-application of such principles in the Sri Lankan context. Comparison with other countries should be facilitated through project work. The ability to distinguish between functions and structures should be developed, along with understanding of goals and the means whereby these can be pursued. The importance of democratic governance on the basis of accountability to the citizenry should be appreciated.

Topics to be covered

Grade 10 (90 Periods)

- Democratic government
- Decentralization and devolution of power
- Multicultural society
- Economic systems and relations
- Conflict resolution in a democratic society

Grade 11 (90 Periods)

- Law and justice
- Different layers of government
- Human rights and duties

Environmental problems and sustainable development
International relations

Please see pages 127 to 132 for details of Civic Education for Grades 6 to 9, and pages 133 to 137 on Civics and Governance for Grades 10 & 11.

The following learning methods are proposed in teaching the subjects Civic Education and Civics and Governance. Further information could be obtained from the teachers' guides and in-service training sessions. Teachers are free to use these learning methods as appropriate in the learning-teaching process in the classroom:

- Observation
- Discovery
- Gathering information through interviews
- Information analysis
- Field work
- Children's' parliament, welfare societies, voluntary free services (Shramadana campaign, etc.) and volunteer free service camps, cadet and scout camps
- Attending to the sick and management of contingencies
- Various societies: social welfare, conservation of environment, conservation of resources of historical value
- Projects
- Problem solving
- Inquiry methods
- Question and answer methods
- Wall newspapers
- Exhibitions
- Working jointly with other organizations set up in the region
- Working with national and international organizations
- Conduct workshop with the participation of resource persons
- Facilitatory services

**Civic Education
Grades 6 - 9**

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--------------------------------|--|---|---|--|
| GRADE 6 | | | | |
| 1. Our School | <ul style="list-style-type: none"> • Participates as an active member to develop the school "society" • Attends to duties and responsibilities as members of the school "society" • Agrees to customs, rules and regulations of the school culture | <ul style="list-style-type: none"> • Inception and progress • Organizational structure • School society • School culture • School identity • School song, school flag, school uniform, school crest, motto • Customs/Traditions • Rules and regulations • Duties and responsibilities of members of the school • Services rendered by the school • Relationship between the school and the society | Environment related activities, group work, field work, and different kinds of discussion, meeting, gathering are recommended | Teacher can use different methods as teaching and learning activities such as role play, group activity, field visit, case study, etc. |
| 2. Places where we live | <ul style="list-style-type: none"> • Uses both physical and human resources for the betterment of the society • Values, and works to conserve, the resources in one's locality • Exhibits the readiness to live cooperatively with residents in one's locality • Works with understanding that different types of people and institutions are needed in one's day-to-day life. | <ul style="list-style-type: none"> • Location <ul style="list-style-type: none"> - "Grama Niladari" Division - District - Province • Resources in our area <ul style="list-style-type: none"> - Physical resources - Human resources • Economic activities in the region/area • Instances where cooperation is highlighted among people in the locality • Services provided by religious institutions and societies in the area • People who help us such as "Grama Niladari," Samurdhi officer, midwife, public health officer, postman, police officer and voluntary organizations | | |
| 3. Qualities of a good citizen | <ul style="list-style-type: none"> • Shows the preparedness to work as a good member of society who possesses good qualities | <ul style="list-style-type: none"> • Environmental conservation • Protecting public property • Admiring local things/National heritage • Use of polite language | | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--|--|--|--|--------------------|
| GRADE 6 | | | | |
| | <ul style="list-style-type: none"> • Develops qualities to live as a good citizen in the society | <ul style="list-style-type: none"> • Use of resources with care • Discipline • Tolerating opinions of others and making correct decisions after discussion • Accepting what is good and rejecting what is bad in society • Respecting social customs, rules and regulations | | |
| GRADE 7 | | | | |
| <p>1. Family</p> <p>2. Our society</p> <p>3. Our culture</p> | <ul style="list-style-type: none"> • Understands that the family is the smallest unit in society • Understands one's duties and responsibilities through the interrelationship built among members of the family, and gets accustomed to love accordingly • Identifies the inter-relationships that exist in a society • Identifies well the duties and responsibilities of citizens and acts accordingly • Gets accustomed to enjoy rights without disturbing others • Develops skills necessary to value one's cultural heritage while valuing other cultures • Motivates towards safeguarding historical heritage, which generate cultural pride | <ul style="list-style-type: none"> • Definition of <i>family</i> (extended and nuclear) • Family members • Inherent customs, traditions and values • Duties and responsibilities of family members • Significance of the relationships existing between our family and neighbors • Inter-relationships existing within the society • Our duties and responsibilities in regard to society • How rights and responsibilities are implemented • Enjoying rights within the legal framework • Definition of <i>culture</i> • Special characteristics of different cultures • Common characteristics of all cultures • National identity and national unity • National anthem, national flag and state emblem • National flower and national tree • Ethics of a good citizen | <ul style="list-style-type: none"> • Observation • Discovery • Gathering information through interviews • Information analysis • Fieldwork • Children's parliament, welfare societies, volunteers free service camps • Cadet and Scout camps • Attending to the sick and management of contingency measures • Projects • Problem-solving • Inquiry methods • Question-and-answer methods • Wall newspaper • Exhibition | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|---|--|---|--|--------------------|
| | <ul style="list-style-type: none"> • Gives priority to building up national unity, while safeguarding one's cultural identity | | | |
| GRADE 8 | | | | |
| <p>1. Common services in our region</p> <p>2. Local government institutions and peoples' participation</p> <p>3. Provincial Councils and the Central Government</p> | <ul style="list-style-type: none"> • Understands the common services provided to our region • Identifies the responsibilities and duties of institutions providing common services to our region • Identifies needs/ requirements for local governments • Analyses the work processes and functions of local government bodies • Analyses people's duties and responsibilities with regard to services rendered by the local governments • Identifies the difference between the central government and the provincial councils • Understands the services provided to the region by the central government and provincial councils | <ul style="list-style-type: none"> • Common services provided to our region • Institution and officers connected with common services • Responsibilities and duties of citizens who make use of common services through field observation • Need for local government • Institutions connected to local government • Ways in which representatives are appointed to local government institutions • The working process and functions performed by local government • People's participation with regard to services rendered by local government institutions • People's duties and responsibilities with regard to services rendered by local government institutions • Differences between the central government and provincial councils • Composition of the central government and provincial councils • How representatives are appointed to provincial councils • The functions of the central government and the functions of the provincial councils | <ul style="list-style-type: none"> • Observation • Discovery • Gathering information through interviews • Information analysis • Fieldwork • Children's parliament, welfare societies, volunteers free service camps • Cadet and Scout camps • Attending to the sick and management of contingency measures • Projects • Problem-solving • Inquiry methods • Question-and-answer methods • Wall newspaper • Exhibition | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|---------------------------------|--|---|--|---|
| 4. Law and order of the region | <ul style="list-style-type: none"> Analyses the composition, powers and services performed by the provincial councils Understands how protecting peace and order contributes to the well-being of society Evaluates how the democratic way of life contributes to the well-being of society | <ul style="list-style-type: none"> The qualities which citizens should possess for the beneficial existence of society The need for self-discipline, respect for laws and human qualities Rights that students should have Child rights, with special reference to CRC Characteristics which should exist in a democratic way of life Respect for others' ideas, enduring opposing views, arriving at decisions through discussions The way in which democratic life patterns are helpful for the good of society The need to be accustomed to democratic way of life | | |
| 5. Multi-cultural society | <ul style="list-style-type: none"> Identifies the main features of a multi-cultural society Analyses the main characteristics of a multi-cultural society and the need to develop the required qualities to live in such a society | <ul style="list-style-type: none"> Characteristics of a multi-cultural society Multi-cultural society in Sri Lanka How multi-cultural society can contribute towards the development of the country Different cultural traditions, customs and festivals Customs existing in different ethnic groups Customs and festivals extending to different religions Value the customs and traditions in different cultures | | |
| GRADE 9 | | | | |
| 1. The society in which we live | <ul style="list-style-type: none"> Contributes actively to the formal administration of society | <ul style="list-style-type: none"> Society and formal administration Governance of the state Public administration | Organization of field programmes and educational tours | Students should work with society as much as possible |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|---|--|---|---|--------------------|
| 2. Current social changes | <ul style="list-style-type: none"> • Displays the preparedness necessary for the maintenance of good administration required for social progress • Acts with a sense of personal responsibility and duties towards social security • Conforms to the technological, economic and social changes that contribute to the well-being of society • Develops the ability to face future challenges successfully • Selects from among current changes that affect the development of the individual and society, and conforms to them | <ul style="list-style-type: none"> • The importance of technological changes and the responses shown to them • Changes taking place in the economy • Trends interlinked with the employment market | <ul style="list-style-type: none"> • Initiation of small-scale research projects • Conduct quiz programs, debates, exhibitions, etc. • Release of term announcements and wall newspapers • Working jointly with other organizations in the region • Working with national and international organizations • Conduct workshops with the participation of resource persons • Camps • Facilitator services | |
| 3. Local government institutions and public participation | <ul style="list-style-type: none"> • Analyses how the performance of local government institutions contributes to general well-being • Explores the performance of local government institutions • Demonstrates the procedures adopted in electing representatives to local government institutions • Fulfills one's obligation with respect to health and environmental conservation services carried out by local government institutions | <ul style="list-style-type: none"> • The need for local government bodies • Institutions connected to local government bodies • System of electing representatives to local government institutions • Structure, powers and functions of local government institutions • Public responsibilities and duties related to the services of local government institutions | | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|---|---|---|----------------------------------|--------------------|
| 4. Administration and peoples participation | <ul style="list-style-type: none"> • Contributes actively to the successful maintenance of a democratic system of administration • Identifies one's responsibilities and duties as a good citizen in a democratic society and is motivated to act accordingly • Cultivates qualities that a good leader of a democratic society should possess | <ul style="list-style-type: none"> • Franchise and elections • Political parties and leadership • The democratic system of ruling | | |
| 5. Current problems | <ul style="list-style-type: none"> • Contributes actively to the well -being of society • Identifies conflicts that hinder progress of society and contributes towards their minimization | <ul style="list-style-type: none"> • Conflicts that hinder progress of society • Identification of conflicts • Reasons for conflicts • Suggestions on resolution of conflicts | | |

**Civics and Governance
Grades 10 & 11**

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--|--|---|---|--|
| 1. Democratic Government (30 periods) | <ol style="list-style-type: none"> 1. Understands the nature and evolution of democracy 2. Analyses the main characteristics of democratic governance 3. Appreciates the distinction between the state and government, and the responsibilities of and to citizens | <ul style="list-style-type: none"> • Definition of the concept of democracy • Origins and evolution of democracy--direct and representative • Characteristics of democratic governance • Definition of the state and of government • Nature of the state and government • Role of the State • The importance of democratic government | Debate and discussion of the above should be encouraged, with students given projects that involve research that promotes comparison and contrast | <p>Role plays, group activities, field visits are encouraged</p> <p>Rights to vote, sovereignty and franchise</p> |
| 2. Decentralization and Devolution of Power (15 periods) | <ol style="list-style-type: none"> 1. Identifies the differences between concepts of decentralization and devolution 2. Explores structures, functions and powers of various units of decentralization and devolution 3. Evaluates the necessity of making structural changes in a modern state | <ul style="list-style-type: none"> • Introduction of the concepts of decentralization and devolution • Examples of decentralization and devolution in modern states, with exploration of structures, functions and powers of relevant units • Instances of structural changes in recent times in selected examples • History of devolution and attempts at devolution of power in Sri Lanka | Students should be encouraged to discuss the functions of government at different levels within a country, and explore allocations of power and responsibility in the context of fulfilling such functions efficiently. | Right to participate in the activities in the society should be emphasized |
| 3. Multi-Cultural Society (15 periods) | <ol style="list-style-type: none"> 1. Appreciates the nature of multicultural society 2. Explores the formation of a multicultural society and its basic characteristics 3. Identifies the importance of nation-building in a multicultural society | <ul style="list-style-type: none"> • Introduction of the concept of multicultural society and its basic features • Factors behind the formation of a multi-cultural society • Multicultural society and the modern state | Role-plays to evoke appreciation of different perspectives should be encouraged. | <p>Field visits and participation in cultural festivals, practices are highly emphasized</p> <p>Right to live in peaceful manner</p> |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|---|---|--|---|--------------------|
| | | <ul style="list-style-type: none"> • Possibilities of mutual benefit and good governance through respect for other political, socio-economic and cultural identities | | |
| 4. Economic Systems and Relations (15 Periods) | <ol style="list-style-type: none"> 1. Understands economic activity and basic problems 2. Explores various economic systems 3. Analyses economic systems in relation to development 4. Appreciates the impact of globalization on Sri Lanka | <ul style="list-style-type: none"> • Definitions of economic activity and related problems • Introduction to various economic systems - Socialist, Capitalist and Mixed • The concept of the market economy, and its various forms • Present economic system in Sri Lanka in the context of development • The relationship of the Sri Lankan economy to the world economy • Impact of technological developments and globalization on the world economy as well as Sri Lanka | | |
| 5. Conflict Resolution in a Democratic Society (15 periods) | <ol style="list-style-type: none"> 1. Understands various types of conflicts 2. Explores positive approaches towards resolving conflicts 3. Evaluates the importance of resolving conflicts in a democratic society | <ul style="list-style-type: none"> • Introduction of conflicts • Types and sources of conflict (political, socio-economic, ethnic) • Various methods of anticipating, containing, resolving conflicts • The advantages of avoiding conflicts and of resolving them peacefully | Case studies of at least a couple of other conflicts should be explored, with students making comparisons and contrasts to the Sri Lankan situation. Instances of successful conflict resolution, as well as the opposite, should be considered. Students should engage in role-plays to facilitate understanding both of the causes of conflict, as well as the difficulties and possibilities of peaceful resolution. | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--|---|--|---|--------------------|
| 6. Law and Justice (15 periods) | <ol style="list-style-type: none"> 1. Appreciates the requirement for citizens of the rule of law and an independent judiciary system 2. Understands different types of law - Criminal, Civil, Constitutional 3. Analyses the present judicial system in Sri Lanka and its development 4. Assesses the role of the judiciary in a democratic system and its relation to other branches of government 5. Examines alternative methods of resolving disputes 6. Understands the implementation of justice | <ul style="list-style-type: none"> • Different types of law, and the role of the state • Ensuring the independence of the Judiciary in a modern state with special reference to Sri Lanka • The current judicial system and its historical development • Role of Law Officials of the State - Chief Justice, Attorney General, Minister of Justice • Types of Courts and their functions and powers (Magistrate Courts, District Courts, High Courts, Court of Appeals, and Supreme Court) • Introduction of alternative dispute resolution methods: Counseling and Arbitration, Ombudsman, Human Rights Commission • Importance of the Rule of Law and implementing justice fairly and without delay | <p>Students should be encouraged to look at legal systems in other countries, and make comparative assessments of structures and offices, in terms of the functions and responsibilities of a judicial system.</p> | |
| 7. Different Layers of Government (15 periods) | <ol style="list-style-type: none"> 1. Understands the functions and powers of the Central Government, Provincial Governments and Local Government Institutions 2. Analyses the development of existing structures from a historical perspective as well as in the context of particular needs 3. Assesses possible changes in the current system in the context | <ul style="list-style-type: none"> • Powers and functions of the Central Government, Provincial Governments, and Local Government Institutions • Previous situations and the introduction of current structures • Reasons for delegating powers to peripheral units, and existing and potential problems • Effectiveness of Provincial and Local governments • Responsibility and accountability of different | <p>Students should deal with these topics not only from theoretical perspective but also from assessments of local needs in the context of the areas where they live. They should look at their earlier work regarding the role of the State, and consider the role of peripheral units with regard to the different areas they identified.</p> | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--|---|---|---|--|
| | of development and other requirements | layers of government to citizens and the corresponding duties and responsibilities of citizens | | |
| 8. Human Rights and Duties (20 periods) | <ol style="list-style-type: none"> 1. Understands concepts and definitions of human rights 2. Analyses measures taken with regard to protecting human rights in Sri Lanka 3. Appreciates the importance of the individual responsibilities and duties of citizens in the context of ensuring universal human rights 4. Applies the above understanding to particular issues including those of gender equity in Sri Lanka | <ul style="list-style-type: none"> • Introduction to United Nations documents regarding human rights, and the additional perspectives introduced since the Universal Declaration of Human Rights • Development of the constitutional provisions regarding human rights in Sri Lanka • Current status with regard to limitations and justiciability | Students should pay particular attention in studying the documents in relation to gender issues as well as children's rights. They should discuss the current situation with regard to the upholding of these rights, and suggest methods of strengthening this. They should also discuss ways in which understanding of rights can be promoted among citizens, together with commitment to upholding these as well as fulfilling relevant responsibilities and duties. Issues such as the importance of the right to information should be discussed in the context of ensuring transparency and accountability in government. | CRC, UDHR and other declarations are to be covered emphasizing day-to-day life |
| 9. Environmental Problems and Sustainable Development (20 periods) | <ol style="list-style-type: none"> 1. Appreciates the importance of protection of the environment 2. Recognizes potential threats to the environment and the impact of these on society 3. Understands the importance of ensuring | <ul style="list-style-type: none"> • Definition of the environment and awareness of potential environmental problems in the modern context • Impact of damage to the physical, social and biological environment • The concept of sustainable development and promoting solutions | Students should explore case studies relating to their immediate environment as well as other areas. They should also consider cases where solutions that ensured economic and social development while minimizing environmental damage | |

| <i>Topic</i> | <i>Competencies</i> | <i>Subject Content</i> | <i>Teaching/Learning Methods</i> | <i>Extra Notes</i> |
|--|--|--|---|--------------------|
| | <p>a balance between developmental requirements and environmental damage that will prevent sustainable development</p> <p>4. Explores solutions for environmental problems taking into account the importance of sustainable development</p> | <p>that minimize damage</p> <ul style="list-style-type: none"> • The responsibilities of citizens as well as the state regarding the environment | <p>were evolved. The importance of Environmental Impact Assessments, and statutory requirements concerning these should be stressed.</p> | |
| <p>10. International Relations (20 periods)</p> | <ol style="list-style-type: none"> 1. Appreciates the importance of international relations in the contemporary world 2. Explores the current state of international relations and the role of particular countries as they impact on Sri Lanka 3. Understands the structure of relevant international and regional organizations 4. Investigates the benefits for Sri Lanka of developing international relations for specific goals. | <ul style="list-style-type: none"> • Meaning and importance of international relations • Influential countries and potential impact on Sri Lanka • International institutions - UN and its related organizations • Regional organizations with special reference to SAARC and trade blocs • Modes of international relations - diplomacy, trade, war, foreign aid, donations, peace and development | <p>Students should explore the above with special attention to the current status of Sri Lanka and its relationship to the countries, organizations and institutions that bear on, or could bear on, our developmental prospects. Students should be required to prepare group projects on initiatives that could be taken to enhance these prospects through improving bilateral relations or other bases.</p> | |

School Policies and Programs

Schools exist to treat humankind with equity. It is the school that helps develop an understanding of the people of the world and the respect for human life and humankind. Likewise it is a duty of the school to develop individuals with wholesome attitudes and good behavior. While it is only through cooperative effort that the humankind could develop, the foundation is laid through the school. Therefore the Civic Education and Civics and Governance subjects should be taught as compulsory subjects in schools.

It is the duty of school authorities to provide an annual program appropriate for the region where every student can participate to transform the syllabus content into more effective learning experiences. At the beginning of the school year, it will be beneficial to produce a program which can be implemented in a practical way. Given below are some co-curricular activities which can be included in such program:

- Organizing field work programs and educational tours
- Starting small scale research projects
- Holding quiz contests, debates and exhibitions
- Producing wall newspapers and periodical publications
- Cooperating and working with other organizations in the region
- Working with national and international organizations
- Holding workshops with the participation of resource persons

Assessment and Evaluation

Examination and evaluation practices should take place in the following manner:

- Teachers in charge of the subject may organize school-based assessment. It is expected that assessment will be done according to the school-based

assessment scheme prepared by the National Institute of Education.

- Students should have mid-year and year-end examinations which are held at school, regional and provincial levels whereby their knowledge, understanding, application and high-level learning abilities could be measured.

Pakistan

The Pakistani participants explained the integration of human rights education into Pakistani school curriculum. Mrs. Rubina Victor¹¹ explained that human rights could be taught in social studies subject (which includes history, civics, and geography) and in Islamic studies subject. Ms. Sitwat Yusufzai¹² presented the experiences of one private school, specifically about the lesson plans on human rights for Urdu language subject.

They listed ideas (values) related to human rights that could be emphasized in several subjects (language, mathematics, science and social studies) covering Grades 1 to 10.

They also mentioned that the methodologies to be used depend on the subject and the topic being taught as mentioned in the guide for curriculum review. Aside from the materials listed in the guide, role-play, short storytelling, dramatic presentations could be added.

Curriculum review

According to the general principles governing the National Plan of Action for Human Rights Education developed by Pakistan's Federal Ministry of Education (Curriculum Wing) in collaboration with UNESCO Islamabad Office in 2001, there is a need to¹³

- Promote respect for and protect all human rights through educational activities for all members of society
- Promote the interdependence, indivisibility, and universality of human rights, including civil, cultural,

- economic, political and social rights and the right to development
- Integrate women's rights as human rights in all aspects of the national plan
 - Recognise the importance of human rights education for democracy, sustainable development, the rule of law, the environment and peace
 - Recognise the role of human rights education as a strategy for the prevention of human rights violations
 - Encourage analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards
 - Foster knowledge and skills to use global, regional, national and local human rights instruments and mechanisms for the protection of human rights
 - Empower communities and individuals to identify their human rights needs and to ensure that they are met
 - Develop pedagogies that include knowledge, critical analysis and skills for action furthering human rights
 - Promote research and the development of educational materials to sustain these general principles
 - Foster learning environments free from want and fear that encourages participation, enjoyment of human rights and the full development of the human personality.

The National Plan of Action also provides that all educational activities to be undertaken under it must foster:¹⁴

- Respect for and appreciation of differences and opposition to discrimination on the basis of race, nation or ethnic origin, gender, religion, age, social, physical, or mental condition, language, sexual orientation, etc.
- Non-discriminatory language and conduct

- Respect for and appreciation of diversity of opinion
- Participatory teaching and learning
- "Translation" of human rights norms into the conduct of daily life
- Professional training of trainers
- Development and strengthening of national capacities and expertise for the effective implementation of the plan.

The Federal Ministry of Education (Curriculum Wing) prepared in 2005 the Curriculum for Human Rights Education (Curriculum) based on the National Plan of Action.

The Curriculum is divided into three levels: primary, middle school and secondary. While the Curriculum primarily presents a subject on human rights, it strongly recommends integration of human rights issues into other subjects as well. Furthermore, it suggests methodologies to be utilized for the delivery of the lessons as are also a variety of activities that students can do in school, at home and in the community. Thus a holistic flavor has been added to what is basically a course in human rights.

At the primary level, the human right issues include individual rights, social rights and responsibilities, protection of societal/cultural values, and political and legal rights. Perhaps the provisions of CRC can be added at this level.

At the middle school level, the human right issues include individual rights and responsibilities, rights of people living in a community, protection of cultural/societal values, and protection of political and legal rights. Considering that the rights of muslims and non-muslim minorities are mentioned in this section, perhaps the addition of conflict resolution will not be inappropriate at this level. Again, the study and related activities based on the CRC can be added to the curriculum.

At the secondary school level, the human rights issues include respect for humanity, individuals' rights and responsibilities as members of society, protection of cultural/societal values, and political, constitutional and legal

rights. Perhaps at this level, since the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the 1994 Cairo Declaration on Population & Development, and the 1995 Beijing Declaration are being introduced, a study of the Universal Declaration of Human Rights during the three-year period would be beneficial in developing further focus on the entire curriculum.

For human rights education to succeed in its objectives, what is required in the formulation of curriculums is

- a human rights mindset
- a holistic approach
- consciousness of the knowledge, attitude, values and skills to be expressed
- comprehensive promotion of the principles of international understanding, co-operation, peace and human rights
- creation of a balance and clear linkages between the objectives to be met and the content
- awareness of the gradual progression required for adequate internalization of the concepts based on the varying levels of cognitive development.

The governing principles of the National Plan of Action cover almost all the suggested skills, values and attitudes listed in table below that should be integrated into the Curriculum. The “personal perspective on peace” at varying levels automatically covers those that are not specifically mentioned (e.g. the integration of women’s rights as human rights). Other principles such as interdependence, indivisibility, universality of human rights, democracy, sustainable development, the rule of law, the environment and peace, are all included in the Curriculum. Perhaps a study of the Constitution of Pakistan, which includes articles based on the Universal Declaration of Human Rights, can be inserted into the Social Studies curriculum of Grades 8 and 9.

The Curriculum certainly implements the

National Plan of Action especially in the development of knowledge, skills, attitudes and values for a holistic, meaningful approach to human rights.

One question about the National Plan of Action is whether or not there will ever be enough resources to introduce human rights education in schools. It thus appears imperative “that the teachers be trained to internalize the human rights perspective and then be able to take up the issues in the classroom.”¹⁵ Teacher training, to an extent, meets the needs of another principle governing the National Plan of Action. An appropriate learning environment generated by an appropriately trained teacher ensures adequate participation of students in absorbing human rights concepts, while all stakeholders develop the required attitude towards human rights education.

Skills, values and attitudes to be integrated into school curriculum for internalizing human rights concepts are enumerated in a table on pages 141-142.

The Social Studies concepts are the same as those to be integrated for Languages (see column for Languages). These concepts may be simultaneously introduced into the Languages and Social Studies subjects at every grade level.

Skills, values and attitudes would be integrated into the existing school curriculum without effecting changes in it. By focusing on the concepts to be woven in, lessons would be picked up from the various subjects into which they could suitably be incorporated into. The improvement being envisioned is that no matter which subject or theme is to be integrated, the basic practices to be developed would be inquiry-based learning and critical thinking.

The progression of each concept has to be clearly kept in view while integrating the skills, attitudes and values into lesson plans so that awareness of the concepts increases, according to grade level.

| Skills, values and attitudes to be integrated into school curriculum for internalizing human rights concepts | | Grade 10 | Grade 9 | Grade 8 | Grade 7 | Grade 6 | Grade 5 | Grade 4 | Grade 3 | Grade 2 | Grade 1 | Year Level |
|--|---|--|--|--|---|--|---|--|--|---|---|------------|
| Science | <ul style="list-style-type: none"> • Respect for self • Honesty • Respect for life • Awareness of environment | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism • Interconnectedness | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism • Interconnectedness | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism • Interconnectedness | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism • Balance in nature | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism | <ul style="list-style-type: none"> • Critical thinking • Honesty • Sustainable development • responsible consumerism • Cooperation | <ul style="list-style-type: none"> • Critical thinking • Honesty • Respect for life • Rational decision-making | <ul style="list-style-type: none"> • Critical thinking • Honesty • Respect for life • Participation • Discipline • Appreciation of the environment | <ul style="list-style-type: none"> • Critical thinking • Honesty • Respect for life • Self-reliance • Appreciation of nature • Respect for self | <ul style="list-style-type: none"> • Respect for self • Honesty • Respect for life • Awareness of environment | |

India

The Indian participants (Prof. S. Nagpal,¹⁶ Dr. G. K. Joneja,¹⁷ Ms. Seema Srivathava,¹⁸ Dr. S. Fawzianadeem¹⁹) involved in developing the school curriculum in India and emphasized the need to integrate human rights education both in the school and in the teacher education curriculum. A study on the experience on values education in a private school was also presented in the workshop.

India is a free nation with a rich history, an extraordinary complex cultural diversity, and a commitment to democratic values and well being for all. The National Policy of Education of 1986 proposed a national curriculum framework as a means of evolving a national system of education, and recommended a core component derived from the vision of national development enshrined in the Constitution. In 2005, the National Curricular Framework was adopted (NCF 2005) with the broad aim of maintaining an education system guided by the constitutional vision of India as a secular, egalitarian and pluralistic society, and founded on the values of social justice and equality. NCF 2005 was prepared with the help of a National Steering Committee, which was supported by 21 national focus groups dealing with 21 core themes:

- > Aims of education
- > Systemic reforms for curriculum change
- > Teaching of Indian Languages
- > Teaching of English
- > Teaching of Mathematics
- > Teaching of Science
- > Teaching of Social Sciences
- > Habitat and learning
- > Art, Music, Dance and Theatre
- > Heritage crafts
- > Work and education
- > Health and physical education
- > Early childhood education
- > Problems of Scheduled Castes and Scheduled Tribes Education
- > Gender Issues in Education

- › Educational Technology
- › Education of Groups with Special Needs
- › Education for Peace
- › Curriculum Syllabus and Textbooks
- › Teacher Education for Curriculum Renewal
- › Examination.

The guiding principles for NCF 2005 are:

- Connecting knowledge to life outside school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for over-all development of children rather than remain textbook-centered;
- Making examination more flexible and integrated with classroom life; and
- Nurturing an overriding identity formed by caring concerns within the democratic policy of the country.

Keeping in view these guiding principles of curriculum development, learning and knowledge are differentiated in the following ways:

- The correspondence between learner development and learning is intrinsic to curricular practices
- Knowledge is different from information
- Learning experiences are needed for the construction of knowledge and the fostering of creativity, and also to develop critical perspectives on social issues
- Connecting knowledge across disciplinary boundaries leads to insightful construction of knowledge
- Constitutional values and principles should mediate the plurality of textbooks and other materials incorporating local knowledge.

The in-depth analysis and critical appraisal at the micro- and macro-levels of the above premises of NCF 2005 reflect Indian concern for human rights education, whether directly

or indirectly taught. In all the four familiar areas of school curriculum, i.e, language, mathematics, science and social sciences, significant changes are recommended with a view to making education meet present and future needs and in order to alleviate the stress that children are coping with today. NCF 2005 recommends the softening of subject boundaries so that children taste integrated knowledge and the joy of understanding. Home language/mother tongue has to be considered as the best medium to build a foundation for education. Teaching mathematics can focus on the development of the child's resources to think and reason, to visualize abstractions, and to formulate and solve problems. Teaching science can be changed to enable learners to acquire methods and processes, curiosity and creativity. Social science while considered from a disciplinary perspective can emphasize an integrated approach in the treatment of significant themes (such as human rights education). As a paradigm shift, the study of social science is proposed to be seen from the perspectives of marginalized groups. Gender justice and sensitivity towards issues related to Scheduled Caste (SC) and Scheduled Tribe (ST) communities and other minorities must inform all sectors of social sciences. NCF 2005 draws attention to other four curricular areas such as arts, heritage crafts, health and physical education and peace education, which form critical components of school education. They are not separate subjects but highly integrated components. The potential of peace education for socializing children into a democratic and just culture can be actualized through appropriate activities and judicious choice of topics in all subjects and at all stages.

School ethos is discussed as a dimension of the curriculum as it predisposes the child towards the aims of education and strategies of learning necessary to succeed in school. As a resource, school time need to be planned locally and in a flexible manner - flexible school calendars and timetables which permit time slots

of different lengths required for different types of activities such as project work and outdoor excursion to natural and heritage sites.

In the context of systemic reforms, NCF 2005 emphasizes strengthening Panchayati Raj Institutions (PRIs) by having more streamlined approach that encourages community participation as a means of enhancing quality education and accountability. Further, there is need to reconceptualize textbooks, teacher handbooks and other materials based on new perspectives and use of interactive technologies. There is also a need to use productive work as pedagogic medium in school curriculum from pre-primary to secondary stages, and emphasize vocational education to a great extent. Examination reforms highlight shift from content-based testing to problem-solving and competency-based assessment and examinations of shorter duration, with flexible time limits. NCF 2005 highlights the significance of partnership between schools and civil society groups (NGOs, etc.).

In teacher education, radical steps are required to reverse the recent trends toward the dilution of professional norms, and ensure professionalism and accountability. Pre-service training programs need to be more comprehensive and lengthy, incorporating sufficient opportunities for observation of children and interaction of pedagogic theory with practice through school internship.

Human rights education in schools is made possible through all the school activities includ-

ing subjects of teaching, morning assembly, literary activities, sports, performing arts, cultural activities, social service programs and school celebrations. The components of human rights education are emphasizing three aspects, i.e., knowledge, attitudes and practice. The learning of the three aspects begins very early as children. Therefore, they experience human rights and learn to respect human rights both in school and out of school. Of course, formal knowledge about human rights can be imparted slowly at higher (secondary) stage. Before that it is important to educate students about human rights through various school practices both related to direct subject teaching and development of non-cognitive areas of learning emphasizing personal and social growth. In this way, the students would be able to develop human rights-related attitudes and values such as equality, co-operation, scientific temper, humanism, service to others, peace, understanding and respect for cultural differences and pluralism, democratic participation, spirit of respect and caring for elders, physically challenged, the disadvantaged.

In India, many schools are directly and indirectly imparting education for human values of which human rights education forms a part. The development of attitudes and some knowledge about human rights can be seen in the curriculum, teaching strategies adopted in the classes, all the school activities, and ethos. Some of these are summarized in the table below.

| | |
|--------------------------------|--|
| <p>Subject Teaching</p> | <p>The teachers plan lessons and try to relate with the immediate environment of the students. For example</p> <ul style="list-style-type: none"> • Teaching a unit on 'Environment Awareness' with group discussion on 'Pollution in India and CNG [compressed natural gas] in the buses and other transport means in Delhi • Selecting passages, essays emphasizing human rights in languages • Emphasizing practice of constitutional values through enacting youth/student parliament or formation of the same in the school as part of social science syllabuses • Learning, playing and singing songs of different regions, languages, cultures and religions in music classes • Learning reasoning and unbiased approach of mathematics. |
|--------------------------------|--|

| | |
|-----------------------------------|--|
| <p>School Assembly</p> | <p>The inputs for the morning assembly include national anthem, patriotic/cultural/devotional songs, thought for the day, community singing, presentation of news of the day and some physical exercises or yoga or aerobics. Special assemblies to celebrate important national festivals and anniversaries are arranged.</p> <p>Attitudes and values such as oneness of humanity, citizenship, equality, peace, respect for different religions and cultures, discipline, punctuality are developed.</p> |
| <p>Fine Arts</p> | <p>The students learn to draw and paint and make <i>rangoli</i> (traditional art work done on the ground using powder of different colors), etc., independently based on their observation and creativity on the common universal themes which further strengthen attitudes and values like creativity, imagination, freedom, happiness, appreciation and self-confidence.</p> |
| <p>Performing Arts</p> | <p>The inputs include:</p> <ul style="list-style-type: none"> • Drama on communal harmony, social issues • Short plays/skits on political scenario, social and educational issues • Music – patriotic songs, folk songs, regional language songs <p>Attitudes and values hence developed lead to creative thinking, appreciation of cultural values i.e., sense of identification, appreciation, respect for cultural differences, teamwork, and open-mindedness.</p> |
| <p>Literary Activities</p> | <p>The main inputs include:</p> <ul style="list-style-type: none"> • Debates on social and political issues such as child rights, girl child, terrorism, population explosion, CNG usage, brain drain, and giving homework to students • Story writing/story telling on human-rights-related issues • Collection of quotations • Essay writing on issues such as 'Role of women in empowerment of nation', 'Current status of women in society', 'Blasting of Buddha's statue in Afghanistan', etc. <p>All these activities enhance attitudes and values concerning human rights, sensitivity to social, educational, environmental and political concerns, quest for knowledge, democratic values (freedom of expression, leadership, responsibility, critical thinking and openness).</p> |
| <p>School Celebrations</p> | <p>Indian schools celebrate many important days throughout the year. These are Independence Day, Children's Day, International Peace Day, National Integration Day, Quit India Movement, Republic Day, Teacher's Day, World Literacy Day, World Food Day, International Women's Day, Parents Day, Grandparents Day, Annual Day, Christmas, Helping Hands Day, Birth Anniversaries of important national leaders and prophets (such as Jayanti, M K Gandhi, Lal Bahadur Shastri, Guru Nanak, Valmiki, Mahavir, Guru Gobind Singh, Vivekananda, Subash Chandra Bose, B.R.Ambedkar, Rishi Ved Vyas, Goswami Tulsi Das, Lala Lajpat Rai, and Shivaji). Schools celebrate important national festivals such as Deepavali, Lohri, Holi, and Basant Panchami, etc.</p> <p>The celebration inputs include speeches on the personality/day/festivals, skits, songs, dramas, dances on the theme and pledge, etc. These all lead to the development of attitudes and values of secularism and love for all religions, open-mindedness, concern for others, team spirit, respect for distinguished personalities, women and elders, patriotism, social responsibility, pride in cultural heritage, etc.</p> |

| | |
|---------------------------------------|--|
| <p>Games and Sports</p> | <p>Ensuring participation of each student in at least one game/sport promotes in them many qualities such as honesty, sportsmanship, team spirit, tolerance, courage, and confidence.</p> |
| <p>Social Service Programs</p> | <p>The schools involve the students in social service programs to develop in them positive attitude towards life and society. Some of the examples of the programs are:</p> <ul style="list-style-type: none"> • Helping Help Aged India Organization • Collecting funds for poor students/free education for 25% of student population consisting of needy students • Environmental awareness campaign, traffic awareness campaign, literacy campaign • Fund raising for earthquake and tsunami victims • Organizing fairs to raise money for non-governmental organizations (NGOs) working in the area of health, literacy, child care, etc. • Neighborhood programs for cleanliness, literacy, etc. of the area (community work). <p>These relate to the attitudes and values of concern for the poor and needy, sense of responsibility, care, compassion, democratic values, equality, leadership, teamwork, etc.</p> |

Pre-requisites for human rights education in schools

The school management must take interest in the school offerings and encourage the principal, teachers and students to plan activities to promote human rights. Sports, games and all the other school activities must ensure maximum student participation in order to promote the concept of equality, justice, etc.

The students need to be provided opportunities to work together and relate meaningfully to the world they live in through activities related to science, environment, history, art and culture, etc. The role of schoolteachers, principal, parents should be articulated strongly in undertaking human rights education in schools.

Human rights education in schools and teacher training institutes

Human rights education needs a multi-pronged approach. Schools, teachers, parents, communities, teacher-training institutes and all scholars of society have to work together in

creating a multiplier effect in spreading human rights awareness.

Teacher education institutes on primary education are involved in training, material development, and research activities in school education.

The present curriculum of Elementary Teacher Education Diploma for two years has about 32 papers including sociological foundation papers, content and others like Educational Technology, Work Experience, Art Education, Health and Physical Education, Population Education, Value Education, etc.

Interestingly the course has one optional paper 'Value Education' which includes many areas of human rights education. Some examples of the curriculum of primary teacher education courses, subjects (social studies), activities, and exercises are narrated below. Unless prospective teachers are sensitized and trained by teacher educators on human rights education, it may not percolate/filter down to school practices. Different exercises, projects, assignments etc., can be included to make it interesting and applicable to real life situations.

Hence the curriculum at teacher-training level needs to be analyzed in this light and teacher educators trained to practice it in real situations. Interesting action researches, projects and assignments can be included in the curriculum with objective assessment criteria for the actual implementation of human rights practices at school level. Efforts should be made to integrate different aspects human rights education (components of UDHR and CRC) in the present curriculum of teacher training.

1. Value Education (Elementary Teacher Education) – 2nd Year

The Elementary Teacher Education Curriculum has a paper on value education, which has significant coverage on human rights education. (See details below) This paper is taught in the second year of Elementary Teacher Education program. It is very important to stress that this paper is taught as an optional paper. Hence, it is the prerogative of student-teachers to opt for this paper or not. Therefore, also, there is a need for either a compulsory paper on human rights or the integration of human rights across the theory papers and practical activities.

| |
|--|
| UNIT 1 - Concept of Value Education (value types, moral and social) |
| UNIT 2 - Perspectives on Value Education <ul style="list-style-type: none"> • Indian culture • Unity in diversity • Spirit of tolerance • Assimilation and synthesis • Values enshrined in Indian constitution, democracy and rational morality |
| UNIT 3 - Universal Declaration of Human Rights (UDHR) |
| UNIT 4 - Human Rights <ul style="list-style-type: none"> • Need and importance of human rights education • UDHR • Human rights and the Constitution of India • Education for peace, cooperation and nonviolence • Role of the Indian National Human Rights Commission and other internal agencies |
| UNIT 5 - Self-realization and Yoga |
| UNIT 6 - Approaches, strategies and methods of Value Education <ul style="list-style-type: none"> • Community services - Empathy development |
| UNIT 7 - School Climates <ul style="list-style-type: none"> • Teacher's role in moral development, interpersonal relations, professional ethics, code of conduct • Cultural climate • School climate - captions, pictures, status and physical climate • School climate and respect for human rights • Practical work/projects related to human rights education • Compilation of articles/papers on moral education/human rights/child rights, etc. Newspaper clippings, cases/case study (scrap binds/collection) • Preparation of relevant teaching/learning materials • Compilation of stories, poems related to human rights and moral values |

2. *Child Development – 1st year*

Nature and approaches to understand Child Development

CRC can be included to throw light on what are child rights and how they can be protected, how they are violated, and who to contact in case of violation.

Methodology → Situations → Classroom/school situations, community, parents, faculty, peer group, teachers, etc.

Situations can be given to children in different groups. On given situations the children can be asked to respond and react and then ideal strategy/solutions can be given.

E.g. Matching/Batching can be done (column I - human rights and column II - situation)

| Column I | Column II |
|-----------------------|---|
| a. Right to life | i. A Dalit person was refused entry into a temple |
| b. Right to liberty | ii. A person in the custody of the police dies |
| c. Right to equality | iii. A parent refuses to serve a child to make her/him behave |
| d. Right to health | iv. A convicted person is killed by an inmate |
| e. Right to education | v. A mother fails to have her child vaccinated at appropriate time |
| | vi. A patient's condition deteriorates in hospital due to neglect of medical care |
| | vii. A person is driven out of his state |

Foundation Papers:

Human Needs

Examine situations where human needs have been adversely affected resulting in human rights violations:

- A child's scholarship was stopped because her/his father displeased her/his teacher
- A teacher deprives the child of mid-day meal for not doing her/his home work
- A student shuts her/his classmate in school bathroom in the presence of other students in anger
- A student was reprimanded for wearing dirty school uniform in the class
- A teacher rebukes/abuses a student for not depositing fees on time
- A child is denied admission in school near to her/his residence at primary level
- A child is asked to slap another child in the event of fight between them.

True/False situations can also be given.

E.g.:

- All human beings are equal (T/F)
- Government always protects child/women and men (T/F)
- A child may be refused admission on the basis of caste (T/F)

Few curriculum examples

Primary

Social Science topics:

- Small society, family life, school and community
- Big society – community, country, state
- Forms of government
- The United Nations
- The world today – East-West problem, armaments, events at international level
- The world around us – studies of individual countries
- Religion and philosophy of life, analysis of different religions, traditional beliefs and practices.

Upper secondary

Sample lesson:

Topic:

Disarmament

The possession of arms causes international tension and hinders the peaceful existence of humankind.

General Objectives:

Make the students

- Understand the meaning of arms race
- Understand the reasons why some nations are in this race
- Explain its implications
- Support public opinion in condemning arms race
- Appreciate efforts to divert the expenditure on armaments to developmental aspects.

Procedures:

1. Show pictures on world wars and its effect on people
2. Ask students to react and reflect their feelings on the pictures (How would they feel if they are all victims of war?)
3. Interview people who have witnessed war or armed conflict and analyze the findings.

Group Work =====> Exercise

Other topics:

- Prohibition of slavery
i.e., Prohibition of slavery and servitude
- History - Imperialism; Feudalism
- Effect of dumping of goods by economically advanced countries into the developing countries in the name of globalization
- Right to freedom of thought, expression and religion → Civics - Constitution (Fundamental Rights, Fundamental Duties)
- Right to education and to choose kind of education → Civics - Constitution - State policy or Directive Principles

**Economics - Class IX – X
Human-rights-related**

UNIT- I

Economy → Classification of economies into developed, developing, underdeveloped categories

Classification on the basis of stages of development, character of economic activities (agrobased/industrialized)

The origin of human rights phenomenon explained in a historical perspective.

Examples:

Discussion on the following historical periods in relation to human rights

Renaissance

French revolution

Nazism under Hitler’s regime, Fascism under Mussolini

Japan – atomic bombing in Nagasaki and Hiroshima

Industrialization process - the Industrial Revolution and Intellectual Property Rights can be discussed by emphasizing the rule of class-conflict capitalism, which promotes low wages, unhealthy working conditions, etc.

UNIT – II

Population → Growth, causes, density, per capital income, standard of living/quality of life.

→ Status of unemployment (global perspective) – relate with human rights à Right to employment

→ Right to health

“Developing Training Inputs to Key Persons for the Psycho-Social Development of SC/STs”

Primary Level - Storytelling

Language - Lessons

Debates - Human rights, girlchild, friendship, human spirit on any current issue - terrorism, population explosion, pollution

Essay writing - current status of women, role of women’s “empowerment” in the nation

Discussions

Stories

Dramas, role play

Self-confidence, self-expression, equality, self-discipline, human rights, universal fellowship, humanism

Self-confidence - Learning to construct knowledge through observation, inquiry, experimentation, honesty, and truthfulness in reporting observations, perseverance, protection of environment (directly related to the rights of those affected)

Perseverance - Continuous effort to achieve the outcome desired (application to human rights)

- problem solving ability
- application of knowledge to life, solve day-to-day problems

Water - resource management, conservation, distribution wastage, encroachment on rights of others

Logical reasoning is the basis of self-confidence. Therefore, self-confidence is aimed at developing ability to exercise rights.

Primary level - appreciation of nature, development of scientific temper and attitudes through curiosity and creativity. Human rights education can be integrated in the following subjects:

| | |
|---------------------------------------|--|
| Math | <ul style="list-style-type: none"> Way of thinking, reasoning - importance of mental mathematics. Relating content to daily lives of child (e.g., pupil loss, etc.) makes it a) relevant to life, b) shows respect for appreciating child's background and therefore help build child's self esteem |
| Social Studies | <ul style="list-style-type: none"> All subjects are human rights based |
| Geography | <ul style="list-style-type: none"> Respect for regional, physical and life style diversities, promote acceptance and respect them Resources distribution - availability requirements and places from where needs could be met Further discussion can be on children's own environment where they reflect upon how their handling of various resources affects others' rights This is how they learn to respect the needs of others and fair and just distribution of resources |
| History | <ul style="list-style-type: none"> Past and present concerns. They learn about various events influencing violation or promotion of human rights, e.g, <i>sati</i> (burning of the widow), dowry, casteism, communalism, invasions, etc. Rights of different groups - deprived, disadvantaged, neglected, etc. and finding the way to life of dignity |
| Civics | <ul style="list-style-type: none"> Respect for democracy, its functions, citizens' (students') role in democratic institutions, local bodies/public institutions, their functions, how helpful to you and how you can help them Student parliament - developing leadership qualities through enacting role of parliamentary elected body |
| Economics | <ul style="list-style-type: none"> Understanding economy, economic development and its role in employment and the country's development. Everybody's participation in economic life of the country, i.e., growing up as a thinking individual |
| Physical Education | <ul style="list-style-type: none"> Feeling of togetherness, fellowship, sportsmanship |
| Heritage craft, arts and music | <ul style="list-style-type: none"> Not just lifeskills but respecting diversity, cultural heritage |

Other components in the school system: some suggestions

| | |
|---------------------------------------|--|
| Activities related to Subjects | <ul style="list-style-type: none"> • Debates • Group Discussions • Role play - primary level • Drama |
| Co-curricular Activities | <ul style="list-style-type: none"> • Assembly • Social service • Literary contests • School celebrations (festivals, Jayanti's days, Parents' Day, Republic Day) • International days • Performing arts (dance, music, drama, songs, folk etc.) • Campaigns for social environmental causes • Foster Mother scheme |
| School Ethos | <ul style="list-style-type: none"> • Management • Principal • Teachers • Human rights activists |
| Practice | <ul style="list-style-type: none"> • Respect children, parents • Fair treatment • Just opportunities • All students to participate and be included in different stages of an activity |

The workshop was indeed an exercise on sharing ideas and experiences. It also helped stress the importance of having explicit, if not comprehensive, inclusion of human rights into the school subjects. Some participants shared their games and songs including a song about child rights used in teacher training in Nepal. See Annex 1 for the English version of the song sung by SR Bista during the workshop.

Some issues

Discussions during the workshop revealed a number of important issues relevant to the content, process of development and support system for the integration of human rights education into the school curriculum.

In the context of South Asia, the concept of fulfilling one's duty as a primary concern is a major issue on human rights discussions. Mahatma Gandhi's 1947 letter to UNESCO²⁰

commenting on the draft Universal Declaration of Human Rights is often cited as an endorsement of the duty-first concept. The workshop discussions however showed a change of perspective. One questioned the fairness of this concept as applied to the Dalits, who are relegated to serving upper castes. And a new view was explained saying that one's duty cannot be performed well unless one's human rights are respected. The discussions on the duty-first concept are important in talking about human rights contextualized in the South Asian socio-cultural terrain.

The current trend among the countries in South Asia, as in other countries in Asia as a whole, is to emphasize language and computer technology in the school curriculum. Parents demand that their children learn English in school as early as possible, and that they also learn communication and information technology in order to equip their children with skills

useful for their work in the future. While learning English is important, the question is when should it start? English-language teaching at the primary level may go against the view that learning is more effectively acquired through mother-tongue instruction. These discussions relate to the role of school in learning about human rights. Can school curriculum accommodate human rights education in the context of the demand for greater emphasis on language and communications technology education? Or will issues such as human rights fit into a curriculum that emphasizes learning for future work?

Increasing human rights awareness of students is not a monopoly of schools. This was revealed in a survey done in the Philippines and India. The family remains to be a major source of such awareness. The survey likewise shows that children who go to public schools in areas where human rights violations are rampant have higher human rights awareness. This supports the notion that those who suffer from human rights violations are likely to have higher human rights awareness. From this perspective, harnessing the human rights awareness of students and steering it towards a more complete and meaningful understanding and practice of human rights within the school and beyond is a challenge to be faced.

In support of the proper and effective implementation of school curriculum that integrates human rights education, the teacher education curriculum must likewise have human rights education. Those who are training to become teachers should have the proper knowledge, attitude and skills required for human rights education. Thus a parallel effort at integrating human rights education into the teacher education curriculum is needed to ensure that teachers can facilitate human rights learning.

Endnotes

¹ The participants from Pakistan consisted of a school principal in a public school and a teacher in a private school.

² Invited participants from Bangladesh could not attend due to difficulties in securing official permission as public officials to travel outside the country. There could have been participants from Maldives if not for budgetary limitation.

³ Mr. Yoshio Kawashima was not able to go to Delhi due to other commitments. A staff of HURIGHTS OSAKA read the opening message on his behalf.

⁴ The two instruments are the following: South Asian Convention on Preventing and Combating Trafficking in Women and Children for Prostitution (January 2002), and the SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia (January 2002).

⁵ This survey involves 4 countries (India, Japan, Philippines and Sri Lanka) which are assumed to have considerable experience in implementing human rights education programs in schools.

⁶ Deputy Director, Teacher Training Section, National Center for Educational Development (NCED), Ministry of Education and Sports, Sanothimi, Bhaktapur, Nepal.

⁷ Deputy Director, Department of Education (DOE), Sanothimi, Bhaktapur, Nepal.

⁸ The situation in Nepal improved in May 2006 when the parliament was restored and a ceasefire was declared between the government and the Communist Party of Nepal.

⁹ *Annual Work Plan and Budgets of the Department of Education*. In the current fiscal year, 2062/063, the government allocated the budget of 36.1 million Nepali rupees (over 500,000 US dollars) in SESP and 4.6 million Nepali rupees (over 65,000 US dollars) in Education-For-All programs.

¹⁰ Head, Primary education, Curriculum Development Division I, National Institute of Education, Maharagama, Sri Lanka.

¹¹ Project Officer, Department of Social Sciences, National Institute of Education, Maharagama, Sri Lanka.

¹² Headmistress, Government Girls Syed Baz Mohd. Shah School, Hyderabad, Sindh, Pakistan.

¹³ Representing Grammar School Rawalpindi, Rawalpindi, Pakistan.

¹⁴ National Plan of Action for Human Rights Education, Ministry of Education, Islamabad, pages 4-5.

¹⁵ *Ibid.*, page 5.

¹⁶ *Ibid.*, page 4.

¹⁷ Department of Psychology and Educational Foundation, National Council of Educational Research and Training.

¹⁸ Reader, Department of Psychology and Educational Foundation, National Council of Educational Research and Training.

¹⁹ Lecturer in Education, District Institute of Education and Training.

² Lecturer in Education, Department of Educational Foundation, Jamia Millia Islamia.

²¹ Letter of Mahatma Gandhi to Dr. Julian Huxley, then Director General of UNESCO.

Annex 1

Children are Zones of Peace

Soviet Ram Bista

Children are zones of peace, it is our duty to ensure this

School is a garden and students are flowers
Flowering them to full bloom duty of ours
They're our heartbeat symbol of creation
They are future of the country, builder of the nation

Children are zones of peace, it is our duty to ensure this

Let us develop our students by touching their feelings
Give them happy learning stop them from weeping
Love them with smile and give them respect
Think always of the children and their progress

Children are zones of peace, it is our duty to ensure this

Children's learning takes place in joyful way
It helps them achieve their aims of life
Encouragement and motivation choose the ways
Throw the stick from today far away

Children are zones of peace, it is our duty to ensure this

Let us smell off the blood and gunpowder
Stop the sound of ambush and gun either
Let us cast away fear and bloodshed from schools
Protect child rights, do not abuse

Children are zones of peace, it is our duty to ensure this

Fear and anxiety away from the children
Get the opportunity to foster their talents
If talents of children would foster
"Children are zones of peace" becomes real

Children are zones of peace, it is our duty to ensure this.

Note: This is the English translation of a Nepali song written by Mr. Soviet Ram Bista and used in the Child-Friendly School training program in Nepal. The training program started in April 2005 and continues till the present. It is supported by Save the Children Norway.