

Teaching and Learning Human Rights:
Maltese Teachers' and Students' Perspectives

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Abstract

Teaching and Learning Human Rights: Maltese Teachers' and Students' Perspectives

This research project is concerned with the teaching and learning of human rights. It provides an insight into the official and formal efforts that support human rights education in Malta and critically reflects and discusses students' and teachers' own understandings of human rights education. The first stages of this study trace back human rights education as it has developed within the local Maltese context bringing to light formal attempts at introducing human rights awareness in schools. An exploration of the important texts and documents such as syllabi, locally published school text books and official letter circulars as well as international documents about human rights education provide an account of historical socio-cultural settings through which teachers and students' perspectives of human rights education can be understood. The research also focuses on the development of human rights education in the West through an overview of important literature related to the area of study. It discusses notions of human rights education as well as the particular teaching methods proposed in a critical manner so as to highlight their particular constructions within prevalently westernized norms and values. This discussion underlines the complexities of human rights teaching and learning that seek to educate students into human rights through the very same right of children to have quality education; one that does not simply inform students of their rights. The outcomes of the conversations with teachers and questionnaires for students are presented to further the debate about human rights education through teachers and students own voices. In general, participants' responses are a reflection of human rights education which focuses more on creating awareness and imparting knowledge of human rights rather than encouraging questioning, problematization and critical engagement of human rights. This study argues for an enhanced critical approach to human rights through an education that provides engaging teaching and learning experiences.

Rita Gauci

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**To my dear daughter
And all those who are very
dear at heart.**

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Introduction

Introduction

In a Europe reemerging after Second World War and the Nazi holocaust, the protection of human rights came to symbolize the culmination of a civilized Western world. ‘The spirit of “Never again” (Lohrenscheit, 2006:17) dominated, on one hand invoking the establishment of the UN in 1945 and the enforcement of trials for the crimes committed within the concentration camps and on the other directing a general movement towards the promotion of human rights. Human rights were transformed from a reflection of equality into the symbol of legal righteousness. Governments worldwide were urged to protect and promote the rights of the individual as established by the 1948 United Nations Declaration of Human Rights and later by the 1950 European Convention for the Protection of Human Rights and Fundamental Freedoms. Even more significant was the European reaffirmation of such rights as being legally binding and backed by a Court of human rights (1950).

Yet legal efforts do not necessarily change people’s way of perceiving themselves. As UNESCO's constitution declares 'since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed' (UNESCO, 2006:1). This clearly underlies the important role of education in guaranteeing ‘the dissemination of human rights values to ‘new generations’ through educational activities’ (EMHRN 2008:6). It also accentuates the capacity of education in strengthening the implementation of human rights and particularly in promoting a form of human rights education

‘not only for disseminating human rights culture in general but also in the context of current political and cultural reform as well as social advancement.’

(EMHRN 2008:6)

This study traces the education of human rights in Malta and takes up the task of exploring the pedagogical aspects of formal education in human rights. In Malta, studies concentrating on human rights education are few. The masters dissertation by Gravina (1990) “Human rights teaching in Secondary Schools”

is the earliest, consisting of a philosophical study of human rights education and presenting ways through which human rights education could be implemented through formal teaching, the hidden curriculum and extra curricular activities (Gravina, 1990:27). Other more recent undergraduate dissertations focus on Human rights and religious education (Buhagiar, 1997, Goldberg, 2002), English Literature and Human Rights (Ellul Galea 1999) and the integration of Human Rights in Primary Schools (Caruana 1995).

All these dissertations are mostly concerned with the rationale behind the development of human rights education, including a discussion of subject content and suggesting methodological approaches to human rights teaching in particular areas. This research is also concerned with the teaching and learning of human rights however it attempts to locate

- In what ways did human rights education develop in Malta?
- What structures supported its implementation?
- What teaching approaches and pedagogies are relevant to a critical development of human rights education?

In doing so, this research does not only refer to the documents and literature related to human rights education in general but in line with the aims of educational research, it tries to widen understanding of the impact of human rights education by giving a voice to respondents participating in study. Using interviews and questionnaires which were simultaneously collected at the end of the scholastic year 2007-2008, it seeks to speak with teachers who teach human rights as part of European Studies at Form 4 level and to explore the perspectives of two groups of Form 4 students related to their experience of learning human rights. Teachers' sample used in this study includes all the teachers that teach European studies in participating Junior Lyceums. Students' sample consist of Junior Lyceum students at Form 4 level who experience the learning of human rights as part of their optional subject, European studies and a randomly selected group of Form 4 students attending the same schools as those taking the option.

In the first chapter, this study presents background knowledge of how human rights education has developed within the local Maltese educational contexts. Using historical research methodology, and the accentuated need for the use of primary sources, this research looks at Education Department correspondence circulars to try to bring to light attempts at including some form of human rights education in Maltese schools. It also looks at important references to human rights education in official school social sciences syllabi (Social studies, History and European studies), and in locally published school text books which are often linked to curricular content to be covered at school. In general, local human rights education focused more on creating an awareness of human rights rather than encouraging a critical engagement of human rights.

The second chapter includes a critical review of the role of official bodies like United Nations, Council of Europe and non-Governmental Organizations in promoting human rights education. The importance of controversial debates about human rights and critical approaches to the understanding of human rights is discussed. It identifies the critical approach towards human rights taken namely by child, feminist and race theorists and discusses the implications of such discussions on human rights education. This chapter also focuses on the Maltese Government's approaches to locally implement human rights education and to satisfy the rights of the child to such education.

The Maltese government identifies 'Social studies, European studies, History and Personal and Social Education' (UNHCHR, 2003) as the subjects responsible for human rights teaching. This study however concentrates mainly on European studies. As a teacher teaching this subject in a local secondary school, a Junior Lyceum, for the last five years I have become more aware of the issues that are related to human rights and their teaching. I started to critically reflect on my usual taken for granted aims in teaching human rights in particular and became intrigued by how other teachers perceive and experience their work as educators of and into human rights.

- What do other European Studies teachers understand by human rights education?

- What is their own vision of the notion of human rights is?
- What do they perceive as educational in the teaching and learning of human rights in Malta?

As a teacher I have a good perception of the meanings my students give to human rights. However I became interested in the experiences of other students beyond my class and school. A questionnaire was designed to get most responses from European studies students in local Junior Lyceums where the choice of this option is available. This questionnaire was set to explore:

- What is European studies students' idea of human rights?
- Do students see Human Rights as relevant to their own life experiences and to those of their community?
- Do students see rights as laws which go hand in hand with our local Maltese values and customs (OHCHR, 2003), protecting individuals within our state?
- Do students consider it beneficial that human rights in Europe are enforceable by law in all European countries members of the Council of Europe?
- Do students consider the learning of human rights as an educational right?
- Is there a difference in the meaning given to human rights by those who study them as part of their option studies and those who come in contact with this issue as part of their general studies?

My desire to converse with other European Studies teachers as well as my curiosity about other students understandings of human rights education coincided with one of the main requirements of the course of study in Educational Research which is the use of mixed research methodology of data collection. A mixed method could realize my political and ethical commitment to voice the ideas of teachers and students about human rights and their teaching and learning and the need to generate debate and critical reflection through the data gathered itself. Chapter 3 concentrates on these

methodological aspects to discuss the choice of semi-structured interviews as a tool for qualitative research and questionnaires as a resource for quantitative data collection. This chapter also discusses educational aspects involved in this study and refers to ethical considerations necessary for the study as ethics play a key role in any type of research and the issue of ethics has a lot to do with rights. A summarised evaluation of data collected from teachers and students is included within this chapter.

The final chapter discusses issues that emerge from the data collected. Such discussion is intended to provide an insight into the interaction between official effort and classroom realities. It also makes claims for an enhanced critical approach to human rights and the teaching of human rights. Students at Form Four level are highly aware of both the importance of human rights and human rights education irrespective of gender or option. However they are more concerned on their individual rights rather than collective rights. This is a reflection of teaching methods that are highly effective in imparting knowledge of human rights but lack questioning and problematization. Whilst acknowledging some of the limitations of this study and the requirement of further research, this chapter highlights the need for a change in the way human rights are taught.

Chapter 1

Educational efforts in promoting human rights education in Malta

Chapter 1

Educational efforts in promoting human rights education in Malta

This chapter discusses official attempts at promoting awareness of human rights in Malta. It identifies “educational” provisions made since 1948 by the local educational system to formally address the teaching and learning of human rights. My initial effort at tracing evidence of human rights education was based on a search for school syllabi that incorporated human rights as part of the programme of study. School syllabi provide a good source for exploring the educational progression in the teaching of human rights in Malta. I have used them to reconstruct the milestones in the local educational endeavour. Although syllabi do not indicate what actually happened in the classroom, they can help in creating a reliable and trustworthy picture of formal efforts to provide a context from which the later chapters related to students’ and teachers’ perspectives of human rights can be read.

The 1986 Social Studies syllabus was the earliest printed syllabus referring directly to human rights, indicated as a topic of study designed for Form 5 (Education Division Syllabus, 1986:77). This syllabus also indicates the main text books to be used with the syllabus; *Bis-Sahha ta’ Xulxin, Marbutin Flimkien* and *Ir-Republika Taghna* (Mintoff, 1975). *Ir-Republika Taghna* (Mintoff, 1975) and text books that were published later, *Madwar is-Socjeta: Noti fl-Istudji Socjali* (Masini, 1987) and *Introducing Social Studies* (Baldacchino 1988) defined human rights, gave some detail of the development of human rights declarations and pinpointed at rights supported by such declarations. These text books only seem to target the development of students’ awareness of human rights and reveal no attempt whatsoever to encourage exploration. Yet, one cannot exclude the possibility of teachers using textbooks as a starting point to explore other pedagogical practices.

The need to find evidence of any local endeavours in the promotion of human rights teaching closer to the 1948 Universal declaration of Human Rights led me to a search into Education Division (see Appendix 1) correspondence

circulars (see Appendix 2 for a selection of circulars), as primary sources of evidence. In Malta, the use of education circulars goes back to the British colonial period. Circulars were established during Canon Pullicino's 'three decades' (Sultana, 2001:80) in office and were intended as a communicative tool between the education division and schools. The practice of sending letter circulars never died and today they are still a principal means of top down instruction to heads of schools and teachers.

1.1 Practices of commemoration

An analysis of letter circulars for schools issued within the post-war period 1948 and 1955 indicate no references to human rights. The first letter circular to mention to Human rights (circular 80/56) was issued on 19th October 1956, instructing schools to commemorate UN day through a short talk on UNO. This particular instruction indicated history teachers as those responsible for passing on information about the UNO to a large audience during assembly activities. Notes to be dictated were provided through a second circular issued on the subsequent day (circular 81/56). These notes do not speak directly of human rights, but identify UNESCO as a contributor to "human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations" (circular 81/56:2). The same procedure was repeated in 1957 (circular 94/57) in commemoration of the same occasion. Dictation methods not only strengthened but also reinforced the reproductive top-down trend through which commands from the education division were executed. It is clear that such methods left a lot to be desired where freedom of expression is concerned and allowed little if any sense of pedagogical exploration or initiatives encouraging questioning by teachers and students.

During the 70s, instructions to celebrate human rights in schools were rare. However one can perceive a marked change both in reference and approach to human rights. Human rights are no longer treated as if they belong to organizations such as UN but as something that needs attention within its own right. Besides being given instructions to commemorate the 25th and 30th

anniversary of the Declaration of Human Rights (circulars 160/73 and 61/78), schools were allowed a degree of freedom in the manner in which the events were celebrated. This perceived degree of freedom can be however questioned, since schools were asked to notify the education department of the activities organized (circular 61/78). Such demand for evidence of activities through reports by the school is even evident in the 21st century highlighting surveillance, authority and control by the education division (see Appendix 2).

Commemoration of special days through educational messages established itself in Malta during colonial rule. Commonwealth day was constantly remembered through educational messages sent by the British queen. In the late 80s, coinciding with the political changes that were taking place over Europe and with the fall of communism, this method of celebration was reassigned to commemoration of other events including particular days identified by the United Nations such as Human Rights day (10th December) (circulars 157/87, 193/88, 277/88, 142/93, SILC 81/01, SILC 121/03). This method of educational commemoration of human rights depended on the specific importance given by the incumbent Ministers of education or by a particular education officer. Eventually, it gave way to schools being encouraged to develop their own reflective messages and to organize extra curricular activities directly related to human rights (DCM 42/2001, SILC 103/07, DCM 88/2005, DCM 112/2006, DCM 149/2007) or to related themes such as peace and non-violence (SILC 6/97, SILC 2/2000, SILC 02/03, SILC 04/04, SILC 171/06), holocaust memorial (SILC 10/06, SILC 08/07), women (SILC43/07) and children (SILC 184/05, SILC 185/05).

The idea of democratic citizenship had also left its mark by the mid 2000s (Grech, 2005). Schools were provided with a Democratic Citizenship and Human Rights calendar that encouraged schools to ‘Think globally, act locally’ (SILC 188/06, SILC 103/07). The calendar attached with the circular identified commemorative events and celebration dates, conferred background information and the main focus of theme as well as internet web sites that would help the school in organizing celebrations. Circulars also give evidence of a drive to exploit human rights in order to ascertain a more inter-curricular

approach. Circulars SICL6/97 and SICL 2/2000 reminded schools of the UN's Human Rights Decade and the need for all teachers to include a human rights dimension within their lessons, irrespective of the subject taught. On a positive note, this constant position of the Education Division in reminding schools to commemorate human rights points towards the importance this department gave to the promotion of human rights. On the other hand, circulars highlight the importance of external pressures, coming mainly from the UN, to encourage this form of education within schools. It also points to a lack of belief in teachers' initiatives to teach about and for human rights without the need for external pressures, a position possibly accentuated through the occasional demand for evidence of activities.

1.2 Projects and a competitive element in Human Rights education

More informal but definitely more teacher and student friendly initiatives towards human rights education were school projects and competitions. Participation in such projects was left to schools' particular initiatives thus giving schools a degree of freedom. Moreover, participation celebrates the role of students in achieving success while putting at the background the function of the teachers. In most cases, one can identify official bodies like the UN and Council of Europe behind initiatives taken to encourage student participation, as is the case of Maltese schools' participation in UNESCOs' associated school project (ASP). The first circular referring to participation in this school project goes back to 1969 (circular 142/69); however a 1991 circular (circular 120/91) identifies 1953 as the year when the UNESCO school project was established in Malta.

These, initiatives to further involve students in human rights activities can be described as more educative rather than informational. Apart from identifying themes of study related to human rights (circulars 232/70, 120/71, 138/82, 2/85, 72/86), these projects were also a source through which official bodies like the UNESCO and local NGOs promoted innovative ideas into schools. For example, in 1998 (circular 118/88), schools were encouraged to participate in an ASP Human Rights exhibition through photographs. Commemoration of

the fiftieth Anniversary of the Universal Declaration of Human Rights (DCM 40/98 Parts I & II) and an Internet Award Scheme aimed at establishing 'a net of school partnership to work on themes of common European interest' (SILC 140/04) promoted Internet use.

A competitive spirit was often included within such projects to further encourage participation. Essay competitions with human rights related themes were frequently held. An essay competition held in 1966, by the *Moviment Azzjoni Socjali* (M.A.S.) (a social catholic movement which today would be regarded as a local campaign group), was the first to focus on rights and duties as part of the Catholic Social Principles (circular 128/66). As an organization, M.A.S. held other essay competitions on principles very closely related to human rights such as justice, workers' rights (circular 33/71) and respect for human dignity (circular 15/72). References to such competitions are interesting because they point towards the power of the Catholic movement to penetrate schools at a time when the political-religious conflict in Malta was at its peak. At the same time, these competitions reinforce the idea that human rights were in line with the Catholic way of thinking.

Choice of subject matter, of both projects and competitions clearly did not lie in the hands of students but by those outside schools proposing the project/competition. Thus, human rights themes identified can be considered as a reflection of time and a mirror of the importance particular rights were given at that point of time. Themes focused upon in the late 80s and 90s were close to those proposed by MAS (cited above) in the late 60s and early 70s (circulars 16/88, 22/89, 35/92, 21/97). During the 90s and the early 2000, competitions focused on issues such as slavery (SILC 93/03), tolerance (SILC 31/04), and rights of the child (SILC 78/06).

1.3 Formal teaching

Before 1968, no circular gives evidence of any support towards focused teaching on human rights. Circular 8/68 informed schools of the setting up of a committee to organize celebrations of Human Rights Year. Later, schools were

informed that a Conference on Public Education (circular 237/68) had identified education as the tool to encourage respect for human rights and identified curricular subjects like geography, history, civic and moral instruction (circular 237/68: 3/4), co-curricular and extra curricular activities (circular 237/68: 5) as tools for the promotion of human rights. Except on singular occasions, circulars rarely served as a tool for informing teachers about syllabus content. (Prior to the development of an education division website that includes all school syllabi, syllabi were usually sent to heads of schools who were in turn responsible for updating teachers.)

Circulars however give an insight into the subjects regarded responsible for teaching human rights. In the absence of Human Rights education as a subject, Social Studies (circular 55/72, 77/94, DCM 86/2007), Environmental studies (circular DCM 86/2007), European Studies (circulars DCM 99/2005, DCM 103/2006) (see Appendix 3) and PSD (Personal Social Development) (circular DCM 87/2007) became responsible for projecting human rights ideals. This reveals a highly academic approach to the teaching of rights with the exception of PSD, which contributes towards a more practical approach to the transmission of knowledge based mainly on discussion (Education Division, 2009).

1.4 Training teachers for human rights

A communication from UN's secretary general in 1969 brought to teachers' attention the need to teach about structure and activities of UN in 'particular reference to human rights ... the training of teaching staff ... progressive instruction ... in curricula' (circular 110/69). Today, the responsibility for teacher training falls in the hands of the Faculty of Education however, in-service training of practicing teachers falls under the responsibility of the department of education. Until late 1990s however, little seems to have been done towards the education of practising teachers except for providing the possibility to attend an international course in civics and European Citizenship (circular 29/69) and a voluntary seminar on citizenship education (circular 3/77). It was only then that in-service courses were organized to address

human rights and implications for the child and curriculum (circulars 77/94, 12/96). After 1998, the trend to include in-service course titles within department's circulars ceases. Circulars were only issued to inform schools of the availability of In-service Course Catalogues.

The 90s and the early years of the 2000 presented several opportunities for Maltese senior education public officers and teachers to participate in training sessions for trainers held outside the country. Senior officers were invited to participate in short courses held by the French *Ecole Nationale d'Administration* addressing the protection of human rights (DFA 30/2003, DFA 32/2004). In 2006, European workshops about 'Exercising the children's rights in kindergarten' and 'The Holocaust; History and memory' organized in Slovenia and Croatia respectively were intended for educating European directors, assistant directors and education officers (DCM 65/2006).

1994 marks the first reference in circulars to overseas training opportunities in the field of human rights for Maltese teachers. Teachers were given the chance to apply for the Robert Schuman scholarship (Educ. Circular 91/94). Later, the Hubert Humphrey fellow programme also provided non-degree, fellowship programmes for professional training in the field of human rights education (DFA 67/2002, DFA 47/2003, and DFA 65/2005). A UNESCO in-service teacher training course in Spain targeted the 'global value of human rights and peace at educational level in a sustainable way' (DCM 16/2004). Appendix 3 cites the Council of Europe's in-service training sessions in various member countries on topics related to human rights, children's rights, the fight against intolerance and xenophobia and inter-cultural understanding and peace education. The Council of Europe's training sessions targeted a whole range of grades ranging from directors to teachers working within the education department. In 2007, the Council of Europe also invited young teachers to take the opportunity of training in the field of human rights education through the Euro-Mediterranean training course which aimed at 'Human Rights education for enhancing intercultural dialogue with Young People' (DCM 39/2007).

Conclusion

Official letter circulars as sources of evidence confirm a slow but persistent development of approaches to the spread of human rights education in Malta which continue in the new millennium. Still the Education Division's role was to direct and inform schools of human rights activities but there is some evidence of innovative ideas. For example, in 2006, children were encouraged to bring forward their views about 'The Rights of the Child' at a Children's corner activity during a national celebration to commemorate Children's Day (SILC 200/06). Innovation often came from outside the education division including also the involvement of local campaign groups and NGOs (the Jesuit Refugee Service (JSR) (SILC 93/07 SILC113/07) STOPoverty, Kopin and Global Action schools (DCM 106/7007, DCM 148/2007).

The most ground-breaking moves towards human rights education took place between 2005/2007 with Malta's entry into the European Union (2004) and the establishment of the Commission for Children (2003). In 2005, the Commissioner for children invited children to become part of the Commissioner's council (SILC 101/05) leading to the organization of an extra-curricular Rights 4U course (OPS 35/2006). This course invited students between 14 and 16 to participate in a 'live-in' to discuss the rights of children and youth. The National youth parliament (OPS 45/2007) provided the same 'live in' opportunity which focused on diversity and human rights.

This brief account of attempts at promoting human rights education though the use of primary documented sources seeks to convey some insights into official efforts by the education division to formally and informally increase human rights awareness in schools. However, this research intends to go beyond official sources. It is carried out to locate the meanings of the individual experience of teachers and students who have perceived the reality of teaching and learning within the sphere.

Chapter 2

Literature review

Critical debates in human rights education

Chapter 2

Literature Review: Critical debates in human rights education

Back in 1974, UNESCO proposed that human rights documentation could be used to establish 'major guiding principles of educational policy' (UNESCO, 1974: 2) worldwide. This was the first concrete commitment to establish and promote practical/actual human rights education beyond the western context in which they had developed and to the expansion of these principles at an international level. Within the context of an (officially) ever-increasing number of children globally being provided with compulsory education, schools were assigned a major role in diffusing the ideals and values of society.

In 1987, a UNESCO world congress on the teaching of human rights was held in Malta (UNESCO, 2004) to discuss the aims and objectives of human rights teaching. It proposed that all countries should express the need for an 'intensification of efforts to develop human rights teaching and education' (UNESCO, 2004:1). This was followed by the 1993 Vienna Declaration and Programme of Action (in particular, para. 33 of Section I), which renewed this call by advocating 'states and institutions to include human rights ... as subjects in the curricula of all learning institutions in formal and non-formal settings' (OHCHR, 2006). Moreover, the United Nations, promoted the United Nations Decade for Human Rights Education (1995-2004), with the intention of building on the realization of human rights education

'to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.'

(OHCHR, 2006:1)

UNESCO establishes that knowledge of rights can enrich people's quality of life and can show learners 'how to inform themselves about their rights, responsibilities and duties and it helps them to use ... (rights to) make a

difference,' (Council of Europe, 2006: 5). Human rights education empowers learners (Lohrenscheit, 2006, Wood in Holden & Clough, 2005). It raises individual's respect of oneself, giving both a personal value and self-esteem. Furthermore, it enhances the potential of participation and decision-making abilities. Envisaged in this way, human rights education becomes an instrument essential for reaching the goals of personal development (Cardenas, 2005, Frantzi, 2004, Koren, 1997), thus gaining an intrinsic value (Robeyns, 2006) and becoming a right in itself:

'Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.'

(art.26 - Universal Declaration of Human Rights, 1948)

The Council of Europe also identifies human rights education as a tool for social development. Youngsters are helped to mature and to respect others as humans and as equals. They also 'develop the skills, competencies and attitudes that they need for school and family life, while giving them knowledge for the future' (Council of Europe, 2006). In "*Learning and Living Democracy for All Education for Democratic Citizenship and Human Rights Education*", Terry Davis, Secretary General of the Council of Europe emphasized that education 'cannot perform miracles' but it does allow for the transmission of a culture based on the values of democracy and Human Rights 'to new generations' (Council of Europe, 2006: 1).

Slowly, apart from the official bodies of the United Nations and Council of Europe, other principal establishments became contributors towards the promotion of human rights, including several NGOs and some universities. Amnesty International, for instance, promotes human rights education as the initial step towards greater respect, promotion and defence of those rights. It also attributes the responsibility and duty of human rights teaching to schools and governments (Amnesty International, 2006), and advocates its supporters to take action and moreover to insist with their governments to amalgamate

human rights into their countries' curricula.

Action towards the promotion of Human Rights education is often complemented by lesson plans and classroom activities presented by UN, CoE and NGOs. Such material 'seek(s) to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action' (Council of Europe, 2006). This has been a response to the need of developing appropriate human rights pedagogical methodology. Writing in the context of the Cold War, Torney and Gambrell (1980) advocate the development of tools that are independent of text books to impart knowledge, motivate discussion and attention, influence and change behaviour.

‘It is hoped that students will acquire knowledge concerning the nature of human rights and their international protection, will experience empathy with victims of violations, will recognize links between political/civil and social/economic rights, will express respect for human rights in their own behaviour, and will develop and express respect for human rights in their own behaviour, and will develop and express opinions that contribute to the strengthening of human rights practices by their own governments.’

(Torney and Gambrell, 1980:392)

Today, educational programmes presented by international bodies like UN and CoE concentrate both on teaching about and for (OHCHR, 2003) human rights education. They present teachers with materials and practice-oriented methodology, intended to facilitate implementation of human rights education within the classroom environment. These programmes are both very accessible and also widely diffused especially through websites available on Internet. Internet has helped increase the width, rapidity and accuracy of distribution of human rights material (Benedek, Zagar & Madacki, 2008, Brophy & Halpin, 1999), cutting costs and ‘barriers of time and distance, facilitating the finding of information in a way previously impossible’ (Brophy & Halpin, 1999: 353). Yet despite these benefits, Internet has largely restricted access to information for those who do not have Internet facilities and for those unable to understand

the language used (a conservative estimate of '85% of communication on the Internet is in English) (Brophy & Halpin, 1999:362). Benedek, Zagar & Madacki, (2008:2) identify a 'digital divide' resulting from the gap between the availability of material and its accessibility. Getting to know about the availability of such material often depends on the personal initiative of educators and the ability of teachers to use Internet.

Compass (Council of Europe, 2002), *Composito* (Council of Europe, 2008), *ABC: Teaching Human Rights - Practical activities for primary and the secondary schools* (OHCHR, 2003) are three of the various human rights programmes intended for classroom use. These programmes vary in their approach to human rights education, however they practically all share a common target: 'the familiarization of children with human rights concepts' (OHCHR, 2003: 9) and the construction of 'a human rights culture ... into the whole curriculum' (OHCHR, 2003: 9). Programmes provide several source materials, suggest activities and present pedagogies that teachers could employ with different age groups within a classroom context. These feature brainstorming, case studies, creative expression, discussions, field trips and community visits, interviews, research projects and independent investigation, role-plays and simulations amongst others.

Most of the proposed human rights educational programmes present very useful teaching reference points and can inspire teachers about new methods of teaching. They can also provide grounds for an increased chance to attract students' attention, to complement comprehension of what human rights are, to elicit student's interest, participation and motivation as well as to develop several skills (Frantzi, 2004). Yet, such programmes, at times described as 'a "cookbook" full of lessons and activities' (FMHRN, 2008:6) do not encourage a critical approach towards human rights content (Cross refer to pg 71). They focus on the educational methods of how the law could be taught without encouraging discussion of whether the law should be there or not and without encouraging reflection on the contexts in which these laws were formulated. Furthermore, unless incorporated in national educational curricula, human rights education programmes do not bind anyone to follow them. Their

successful enactment and practical applicability depends largely on governmental and policy maker support not to mention the readiness of teachers to take up initial approaches as part of human rights education.

2.1 Governmental Support towards the teaching of human rights

The Convention of the Rights of the Child entails that governments ratifying such convention have a duty to consider the child as a ‘legal subject’ (Verhellen in Osler, 2003: 37). Verhellen (in Osler, 2003:37) suggests that this does not only involve the assignment of rights, but requires a balance between informing children about their rights and educating them in ways to be able to “enforce” their rights by putting them in practice. Lindahl (2006) also refers to such obligations but also poses the following question: “What conditions are necessary for the enjoyment of the right and who should provide these conditions?” (Lindahl, 2006:7). This entails that the teaching of rights needs to be paralleled by the assurance of having conditions and contexts that are human rights friendly and that aspire for the respect of rights. It also implies that human rights education goes beyond the usual formal teaching methods and presents the challenge of attaining informal groundwork for the reinforcement of the rights that have to be embraced.

Most national governments are in the perfect position to realistically incorporate human rights education in educational curricula (Cardenas, 2005, Frantzi, 2004, Nutbrown, 2003). Attempts to boost human rights education were promoted by UNHCHR throughout the *Decade for Human Rights Education*, with initiatives being published in a *Summary of National Initiatives Undertaken Within the Decade for Human Rights Education (1995–2004)* (2003). Cardenas (2005) hints at the possibility of bias within this summary since it is based on direct governmental self reporting. Reference to the summary also indicates that there are no specifications as to how states have fulfilled their obligations and in some cases, large discrepancies exist. Some states barely satisfy their obligation to provide human rights education, while others attempt to enhance their local human rights education through the establishment of educational bodies responsible for the promotion of practical

ideas to be incorporated into education curricula (HREOC, 2005).

In European schools, 'human rights provide a solid foundation for democratic citizenship' (Naval, Print & Veldhuis, 2002:115). Human Rights education is incorporated explicitly into school curricula as part of Citizenship education in France (Kiwani, 2005), Britain (Pykett, 2009, Kiwan, 2005, Naval, Print & Veldhuis, 2002, Crick, 1999) and Spain (Naval, Print & Veldhuis, 2002). 'Citizenship education is about enabling citizens to make their own decisions and to take responsibility for their own lives' (Citizenship foundation, 2009) and is intended to assist 'students to acquire the knowledge, skills, and values needed to function effectively within their cultural community, nation-state, and region' (Banks, 2008: 129). Thus educating for a climate of respect towards human rights on a national level is directed towards the development of individual political and social skills that are seen as beneficial for social development of a country. Learning about rights allows for political education which is over and above party politics (Kiwani, 2005, Lohrenscheit, 2006), creating active citizens while avoiding the 'obvious risks' of 'lawlessness within society' (Crick, 1999: 338).

However one has to note, as Heyneman (2000) and Banks (2008) do, that educating in the norms, attitudes and values of society can serve as a tool in governments' hand to promote social cohesion rather than 'benefit the individual actor' (Heyneman, 2000:176) because sometimes 'the rights of groups are detrimental to the rights of the individual' (Banks, 2008:129). Spencer (in Osler, 2003) suggests that human rights education can promote an understanding of law and eventually might increase respect for law and encourage a sense of citizenship based on an awareness of the existence of rights and of corresponding duties (Spencer in Osler, (2003).

'International human rights standards provide that framework of values. They have an authority beyond any code of ethics agreed at national level and, being a balanced package of rights and responsibilities, entirely fit the objectives of education for citizenship.'

(Spencer in Osler, 2003 :23)

Tibbitts (2006) also proposes that human rights education can help to address problems of 'political and social interaction in democracies' (Tibbitts, 2006:23) originating from intolerances.

Aspiring for the benefits of human right education contributes towards a society which is very much in line with De Ruyter' s (2003) discussion on the meaning of ideals and their value in education. Human Rights education is a form of ideal-laden education which can contribute 'direction and meaning to people's lives' (De Ruyter, 2003: 474) and 'lead towards excellence' (De Ruyter, 2003:468). The same author points out this does not eliminate harmful consequences, as educating for ideals can be radical and can result in harmful and dangerous situations both on a personal and a community level. Human rights education can induce indoctrinating contexts where rights are hammered into the minds of students as laws, leading to a situation where rights are over-stressed and responsibilities under-stressed (Unterhalter, 2007, Robeyns, 2006, De Ruyter, 2003). Students may know the content of rights but not when it is appropriate to use them.

Similarly, discussions also concentrate on the implication of incorporating human rights education as part of citizenship education. Lohmann (2006) and Tibbitts (2006) observe that such integration can be restrictive because the principal aspirations behind the two subjects can be contradictory. Kiwan (2005) maintains that the focus of citizenship education is 'on participation and involvement' whilst the very concepts behind human rights are global in approach 'based on the notion of all human beings belonging to an ethical rather than a political community' (Kiwan, 2005:47). Citizenship makes one aware of nationalist aspirations and rights originating from nationhood, which is quite conflicting with the proposed human right as originating from simply being a person.

Cardenas (2005) argues that whilst 'HRE has become part of the modern state's human rights repertoire ... enhance(ing) a state's international image' (Cardenas, 2005: 375) there tends to be a gap in the relationship between state proclamation and implementation of human rights education. She maintains

that states focus on the political benefits of human rights education in creating a sense of community and fostering ‘social tolerance, a democratic citizenry, and a climate wherein human rights abuses are less likely to occur.’ (Cardenas, 2005:364). In contrast, educating people about their rights is ‘inherently revolutionary: if implemented effectively, it has the potential to generate social opposition, alongside rising demands for justice and accountability’ (Cardenas, 2005:364). This implies that at times, schools can be considered as the states’ ‘reproducing apparatus’ (as cited earlier in the discussion on circulars) that promote the states’ international image and create social cohesion while doing little to raise consciousness of the powerful agency of the individual through these rights.

2.2 Controversial debates about human rights and critical approaches to the understanding of human rights

The literature review so far presents human rights education as a beneficial, highly desirable form of educating. However, both human rights and human rights education also stir a certain degree of controversy. Human rights, are sceptically regarded and highly contested by groups such as child, feminists and race theorists (Roose & Bouverne-De-Bie, 2007, Moller Okin, 1998, Fox, 1998) because they are conceived as culture-bound tools that spread the idea that humans are a homogeneous group and very often fails to see the particulars of different groups of people and the variations of experiences within different groups or cultures.

‘The universalizing impulse that lies behind the appeal ... cannot account for the fundamental differences within human existences – in the plural’.

(Todd, 2009:15)

Human rights are not interpreted within a culture, thus giving the impression of a "universal human nature" when in fact no worldwide consensus of their acceptance really exists (Todd, 2009, Unterhalter, 2007, Yacoub, 2005, Figueroa in Osler, 2003).

‘The concept of the universality of human rights, which is presented as undeniably valid for all humans, we realize that it is limited and invalid, its fault being that it is too utopian and unrealistic.’

(Yacoub, 2005:79)

The trend toward universalization, a clear example of this being the universalization of human rights education proposed by UNESCO referred to in the first paragraph of this chapter, promotes a western conception of human rights (Yacoub, 2005, Vizard, 2000). A process of westernization occurs through which outsiders impose their standards/values on others or a reinforcement of the othering; the uncivilized others who still have not adopted the civilized rationalization of the West. This could result in the devaluation of the culture of others and in 'conflicts of values, of cultures, of rights' (Osler, 2003: 56).

Elliott (2007) defines human rights as the ‘cult of the individual’ (Elliott, 2007: 343) whereby humans are ‘fundamentally sacred and inviolable ... the locus of rights that must be guaranteed by legitimate global actors’ (Elliott, 2007: 350). He argues that the universalization of such a ‘cult’ is ‘a form of cultural imperialism’ (Elliott, 2007: 357) through which the ‘superior’ western ideology is imposed despite clashes with the collective goals of other societies. Woodiwiss (2002) also maintains that human rights discourses are westernized perpetrators of ‘civilizationally asymmetrical power relations ... an instance of what Michel Foucault termed ‘power/knowledge’ (Woodiwiss, 2002: 140). Neves (2007) also discusses human rights in terms of power, presenting them as a symbolic force based on ‘normative expectations’ (Neves, 2007:417) whereby the acceptance and legalization of rights by ‘peripheral states or those that do not share western values is merely a colonized and inadequate copy of models from dominant countries’ (Neves, 2007:248).

Furthermore, human rights fail to draw on the experiences of concrete and particular marginalized individuals, even within Western cultures (Neves, 2007). The development of the idea of human rights for instance, did not occur in a society where women and racial groupings, were important (Unterhalter,

2007). As feminist theorist, Moller Okin (1998) points out

'The original conceptions of international "human rights" ... were formulated with male family heads in mind. They were conceived of as rights of such individuals against each other and, especially, against the governments under which they lived.'

(Moller Okin, 1998: 2)

Another issue to consider is that despite having been advocated for nearly a century, especially in the Western world, human rights have not guaranteed complete eradication of discriminatory practices or racial and sexual marginalization. Benhabib (2004) for example, explores contradictions within European states commenting that 'every nation has its others, within and without' (Benhabib, 2004: 18) and those others very often have their rights threatened.

These controversial issues are closely related to human rights education. If human rights education is valuable because it teaches values, one needs to ask: "Whose values are taught?" and "In what way are these values taught?" Lohrenscheit (2006) specifies that whilst the foundation of all forms of education is the right to education, different countries manoeuvre education within different contexts, priorities, values, norms or ideology. Yates (2006) substantiates this position, arguing that 'the form that 'education' takes (that is, its curriculum) is never neutral' (Yates, 2006:88) and decisions towards implementation of a particular form of education through the curriculum are political in nature and closely related to issues of power.

'Usually even 'basic' education involves ... selections about what 'things that should be known' – particularly messages ... often messages about the political ideology of a country'.

(Yates, 2006: 89)

Other argumentative issues related to human rights education concern the ability of immature minds to focus on the abstract constructions of such laws

(Listner, 1991) and the possibility of ignoring issues related to responsibility. 'There is sometimes a fear that teaching young people about human rights will fill them with assertive confidence about their own rights while ignoring the responsibilities they also have to respect the rights of others'. (Spencer in Osler (ed), 2003: 24). However, as a teacher of human rights I am particularly preoccupied by the following issues:

- to what extent are students conscious of human rights?
- how aware are students that human rights are products of a particular socio- cultural context?

2.3 Human rights education in classroom context

'Each nation and each individual has a role in world affairs; that teachers deal with attitudes as well as facts; that attitudes are acquired; they cannot decide the fate of the world, but that their influence can help achieve the fullest measure of peace and well being in this world.'

(Dratz, 1958:15)

Beyond the international obligations to be maintained by states, it is within the school environment that education can foster both personal development and individual responsibility for public good. OECD (2005) distinguishes the capacity to recognize self-interests, to have knowledge of rights and to be able to advocate one's rights to assert and defend both self and others as one of the major competencies students must acquire through education. Schools have to construct students' conception of rights and associated values whilst teachers have both the responsibility and the micro-power to engage in a revolutionary rather than social cohesive aim of human rights education.

Robeyns (2006) assigns to education a non-instrumental role as it uses socialization processes to influence surrounding society. Living in a society that is respectful of human rights and human rights education, allows children

to 'learn to live in a society where people have different views of the good life, which is likely to contribute to a more tolerant society' (Robeyns, 2006:71). Eide (1983) proposes that whilst ideas about human rights are the result of cultural, political and social realities, it is within society and through the informal context in which the child lives, that actual respect for human rights has to be nurtured. He suggests that effective human rights education should 'debate about human rights ideals, human rights in law and legal practice, and the reality of human rights' (Eide, 1983:108). Frantzi (2004) argues that educators can exploit children's 'receptiveness to social information' (Frantzi, 2004:5) to develop a sense of empathy and openness to diversity and diverse views. She also sees human rights education as a tool to develop reflection, to implement a critical attitude that can challenge pre-existing attitudes and sources of political information and to illuminate students to see alternative choices and consequences.

I think that within the classroom context, teachers are in an ideal position to strike a balance between theory and practice. They can develop a pedagogy which fosters human rights education (Rathenow & Weber in Holden & Clough, 2005) and to bridge the gap between human rights aspirations and actual reality. Teachers have the individual responsibility to advocate concern for human rights and to uphold adequate social sensitivity. At the same time, they have to construct students' awareness of the diversity of points of view of others and an ability to question human rights and their implementation.

2.4 Human rights education in the Maltese context

The first chapter of this research project attempted to look at local official departmental efforts intended to implement human rights education. Responsibility for children's human rights education always seems to have fallen on the Ministry of Education, ranging from increasing human rights awareness, providing training for educators to promoting curricular initiatives. Further evidence of official attempts to foster human rights education can be found in the Maltese NMC (1999), which promotes values that human rights education programmes identify as essential. These include respect for others,

respect for differences and diversity, social justice and solidarity; these issues are also acknowledged as the challenges of Maltese education (NMC, 1999: 18). The need of an awareness of rights and responsibilities is stressed both in the curricular principles and educational objectives. Direct references are made to specific human rights conventions, including the United Nations' Convention on the Abolition of all Forms of Discrimination against Women (CEDAW) and the European Convention on Human Rights (NMC, 1999: 42). While the promotion of 'respect for human rights and the rights of other species' and the development of 'a sense of what is just and good' are articulated as the Specific Aims for the Maltese Educational System as from Early Childhood Education. (NMC, 1999:53)

This explicit reference to human rights within the Maltese NMC provides a convenient starting point for the strengthening of human rights education across the curriculum. Yet, as already pointed out in the first chapter, human rights education within the curriculum is so far not a subject within its own right but is taught as part of certain subjects. Most students, in secondary schools, come in contact with human rights issues but it is only the few that take specific option subjects like European Studies that study this topic in detail. Here, human rights are presented not only as laws that respect the individual but as a must for all countries allowed membership in both the Council of Europe and the European Union. Through interviews, this study attempts to discover the perceptions and experiences of European Studies teachers who as a group are very much responsible for the teaching of human rights. The survey method is also used to explore the meanings given to human rights by students. It also tries to trace differences in meanings given by those who study human rights as part of their option studies and by those who come in contact with this subject as part of their general studies.

Chapter 3

Research into the perspectives of teachers and students

Chapter 3

Research into the perspectives of teachers and students

This study explores perspectives into the teaching and learning of Human Rights, particularly those of students and teachers in Maltese Junior Lyceums. A critical discussion of the relevant literature as well as the brief exploration of the official educational documents that help contextualize human rights teaching provides good theoretical ground from which the ideas of teachers and students about this subject can be explored. My discussion of the idea of human rights in the second chapter highlights the need for a critical approach to human rights rather than adhering to them in a law abiding fashion. In that chapter, I argued that human rights cannot simply be translated into a practice of inculcation that ensures students are unquestionably familiar with their rights and reassures teachers that rights are respectively adhered to.

Being aware of the importance of the critical engagement in teaching and learning of human rights as well as the traditional role of the teacher to act as a transmitter of knowledge presented in a law like manner, this study seeks to: give a voice to teachers and students, analyse their ideas of teaching and learning human rights to enhance debate and gather information about teaching and learning perspectives. Consequently my research methodology has been shaped by the commitment to present the ideas of teachers and students about human rights and their teaching and learning. Such obligation is also shaped by the same European Convention for the protection of Human Rights which states that

‘Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference.’

(COE, 1950 Article 10)

3.1 Data collection

This study, conducted in May 2008, was based on the use of mixed

methodology (Greene, 2005, Tashakkori & Teddlie, 2003, Creswell, 2003). The use of such method was a basic course requirement but it also allowed participants to articulate their views of human rights and human rights education. Rather than reproducing educational strategies that insist on knowledge of this subject, this study aimed to generate debate and critical reflection through participants' understandings of human rights. Besides through the articulation of the diverse teachers' and students' perspectives meaning could emerge from within respondents (Holstein & Gubrium, 2003). This is very much in line with what Griffiths (1998) identifies as the purpose of educational research: gaining power through the use of personal autonomy (Roose & Bouverne-De Bie, 2007, Cohen et al. 2005, Griffiths, 1998, Wright, 1992). The voice of respondents is heard, thus increasing their awareness of their capability to play a role in the generation of knowledge. Oliver (1999) uses Bob Dylan's verses to confer the potential of giving voice

'Through the wild cathedral evening the rain unravelled tales:

For the disrobed faceless forms of no position
Tolling for the tongues with no place to bring their thoughts
All down in taken-for granted situations ...

An' we gazed upon the chimes of freedom flashing.

(Bob Dylan – Chimes of Freedom from the CD *The times they are a-changin'*
cited in Oliver, 1999)

In this sense, I consider this research process as inherently educational not only in the usual sense, where research takes place in educational settings and findings are communicated to improve related pedagogical approaches. Rather, it is geared towards further understanding of experiences to highlight the importance of learning human rights and argues for particular ways of doing so. As Griffiths (1998) explains, educational research has an educational purpose that can be geared towards change, a change from which not even the researcher is immune.

Semi-structured interviews based on pre-structured questions (see appendix 5) were used as the starting point for qualitative data collection. These questions led to conversations with participating European studies teachers intended to highlight their views about learning human rights and to present arguments for particular ways of tackling in class. Option teachers (like me) usually experience the teaching of human rights as a solitary activity. Thus, most teachers do not get to debate rights issues within current events with other mature persons. These conversations gave the seven European Studies option teachers who participated an opportunity to express 'their beliefs and attitudes' (Carr & Kemmis, 1986:128) without the constraints of having to adjust to student ability to enhance participation and understanding. This qualitative data collected gives a set of snapshots that reveal the perceptions of a group of teachers who is responsible for presenting human rights education as part of the academic subject they teach.

Meanwhile, quantitative data collection consisted of a questionnaire (see appendix 6) presented to groups of students attending the eight local Junior Lyceums (four boys' and another four girls' schools) that agreed to participate. The sample consisted of one group of students taking European studies as an option; the other group was randomly chosen from the rest of Form Four students attending the same school. No particular sampling technique was used to select students taking European studies option, considering that the number of such students is very limited. In fact, the total questionnaire sample consisted of 69 students who take European studies as an option (40 boys and 29 girls) and another group of 78 students who do not (38 boys and 40 girls). Table 1 below shows the frequency distribution of participants in the study described in terms of gender and option. This sample provided a homogenous group of students taking European studies as an option and having studied this subject for a year, and a heterogeneous group in terms of not being taught by the same teacher and in terms of gender. The group not taking European studies was a homogenous group in terms of having all students attending Form 4, the same form as those studying European studies for a year and heterogeneous in terms of gender and option studied.

Table 1: Participants in terms of gender and option.

		Percent (F)
Gender	Boys	53.1% (78)
	Girls	46.9% (69)
	Total	100.0% (147)
Option	Option	46.9% (69)
	Non-option	53.1% (78)
	Total	100.0% (147)

The choice of 14/15 year olds as participants for the study was based on the fact that human rights are included as part of the Form Four European Studies programme of study (see Appendix 4). The UN Convention on the Rights of the child identifies participation rights of children (articles 12-16) (Roose & Bouverne-De Bie, 2007) and values youngsters ‘as meaning makers’ (Verhellen in Osler, 2003:35). This study is framed on the principle that students particularly at this age can be very ‘reliable informants of their own experience’ (Danby & Farrell, 2005:49), and can be ‘regarded as active, competent and vocal members of society’ (Maitles and Deuchar, 2006:250).

3.2 Ethical considerations

As stated earlier, the research methodology employed here is grounded in the ethical, political and epistemological practice of giving students and teachers a voice. This vision coincides with the ethical and political aspects of rights, and here in particular the rights of participants to being given an opportunity to express an opinion and to a fair hearing (Article 6 of COE Convention, 1950) of their experience. It also coincides with the ethical guidelines of BERA

which state that those researched, including children, ‘should be granted the right to express their views freely in all matters affecting them’ (BERA guidelines, 2004:7)

Stringer (2004) points out that participants should be informed about the nature and purpose of study. Prior to the actual interviews for this study, an introductory letter was sent to participating teachers to explain the aims of the study. Informed consent was also requested from students (Danby and Farrell, 2005, Doyle in Campbell & Groundwater Smith, 2007) and parents/guardians (see attached consent forms in appendix 7). The consent form included both a description of the nature of the research in advance and a clarification that participation was optional and that the students have a right to refuse to participate (Grieg, Taylor & Macay, 2007). All participants were ensured privacy, and concealment of identity, especially due to the easy identification and accessibility of the researched. Despite provision for privacy some students still refused to participate. Others did not return parental consent forms despite reminders, so their response was not included in the following research data presentation.

Apart from the children’s right to consent, access to the field ultimately depends on acceptance by the gatekeepers who act as the intermediary between the researcher and the researched (Cohen et. al. 2005, Campbell & Groundwater-Smith, 2007). Initial consent to carry out this research depended on UREC approval and the acceptance of the Education Division (see Appendix 8). Once permission was granted by the local educational authority, a letter of consent was written to the head teachers of the respective schools where research was to be conducted to proceed (see Appendix 9).

3.3 Research analysis

‘To analyze the contents of a document ... categories must be developed that will allow the researcher to identify and then count and compare elements that he or she thinks are important.’

(Wallen & Fraenkel, 2001: 408)

In this study, themes for data analysis focus on students' and teachers' notions of human rights as embodied in declarations of human rights and perspectives into human rights education. These themes were inspired both by issues that emerged from the literature review which was the starting point for the formulation of questions used for interviews and questionnaires and from the analysis of data collected.

Research methods used in this study were chosen to give more space to teachers' and students' voice to provide a deeper insight into the socially constructed realities and perspectives of participants. Interpretation of data was then drawn on 'to produce a set of propositions that explain... the phenomenon' (Fankfort-Nachmias & Nachmias 2005:295). In reading through this data interpretation, one has to bear that research interpretation is not devoid of social differences (Atkinson, 2005) and in particular my differing perspectives that emerge from my particular theoretical and political perspectives in the teaching of human rights. This data analysis includes a reflection of a critical engagement with ideas that emerge from teachers and students and which sometimes urgently required reading between the lines.

Such research is valid because it bridges between the official need to establish some form of human rights education (see chapter 1) in order to satisfy international commitments (see chapter 2) and the impact of translating such policy into practice on the perceptions of students and teachers through which ideas for change originate. It is only for clarity's sake, that in the data analysis of both themes identified above, I first focus on data gathered from students and then on that gathered from teachers. All the statistical calculations in this study were computed using SPSS Version 17. Every frequency table included below first shows percentages (%), followed by frequencies (F) in brackets. Further discussion of issues arising from data collected follows in chapter 4 to engage in a deeper discussion bringing teachers' and students' perspectives together and to compare and contrast.

3.4 The notion of human rights

3.4.1 Students' notions of human rights

The first stages of this study attempted to address what students understand by the term human rights and their awareness of human rights documentation. Through the questionnaire presented, students were asked to tick a statement they associate with human rights.

Table 2: Frequency distribution of students' identification of statements they associated with human rights. (n=147)

	% (F)
Rights that you have because you're a person	81.6% (120)
Rights that you have because you're born in a particular country	5.4% (8)
Rights that you have because you're a European citizen	12.9% (19)
Total	100.0% (147)

Table 3: Crosstabulation of students' categorization of statements associated with human rights in terms of gender and option.

(n values for boys = 78, girls = 69, option group = 69, non-option group = 78)

	Gender		Option	
	Boys	Girls	Option	Non-option
	% (F)	% (F)	% (F)	% (F)
Rights that you have because you're a person	70.5% (55)	94.2% (65)	75.4% (52)	87.2% (68)
Rights that you have because you're born in a particular country	7.7% (6)	2.9% (2)	4.3% (3)	6.4% (5)
Rights that you have because you're a European citizen	21.8% (17)	2.9% (2)	20.3% (14)	6.4% (5)
Total	100 % (78)	100% (69)	100% (69)	100% (78)

Table 4: Crosstabulation of students' categorization of statements associated with human rights in terms of gender and option.

(n values for: boys = 40, girls = 29, option group = 38, non-option group = 40)

	Gender		Option	
	Boys	Girls	Option	Non-option
	% (F)	% (F)	% (F)	% (F)
Rights that you have because you're a person	62.5% (25)	93.1% (27)	78.9% (30)	95.0% (38)
Rights that you have because you're born in a particular country	7.5% (3)	0.0% (0)	7.9% (3)	5.0% (2)
Rights that you have because you're a European citizen	30.0% (12)	6.9% (2)	13.2% (5)	0.0% (0)
Total	100 % (40)	100% (29)	100% (38)	100% (40)

Table 2 above shows a frequency distribution of the information communicated by data (Heiman, 2003:1). 81.6% of respondents acknowledge that human rights entitlement is subject to the individual being a member of humanity. However, one cannot ignore the 12.9% who consider human rights to be acquired through European citizenship.

Further exploration of data through crosstabulations of students' feedback by gender and option (see Tables 3 & 4) shows that girls are more aware that human rights arise due to humanity. Boys, on the other hand, assume that human rights result from European citizenship more than girls. Students taking European Studies option are more likely to associate human rights with European citizenship than those in the non-option group. This could be because students taking European studies option study the European Convention of human rights in a lot of detail. Students were also asked if they are aware of the existence of an official document that sets forth human rights for everyone worldwide. Table 5 shows a frequency distribution of responses. This reveals that 59.2 % of the all participants are aware of the existence of such documentation. 32.6% appear to be not sure of the existence of such documentation while 8.2 % of students are not aware of such actuality.

Table 5: Frequency distribution of participants' feedback indicating students' awareness of the existence of an official document setting forth human rights. (n=147)

	%	(F)
Yes	59.2%	(87)
No	8.8%	(13)
Not sure	32.0%	(47)
Total	100.0%	(147)

A frequency distribution of the total positive responses that specify awareness of the existence of human rights documentation (see Table 6) reveals that 80.4% of the sub-group responding positively can identify the Universal Declaration of human rights as the official documentation. Another 19.6% could not name such documentation.

Table 6: Frequency distribution of participants' feedback in crediting human rights official documentation after positively acknowledging the existence of such documentation. (n=87)

	%	(F)
Universal Declaration of Human Rights	80.4%	(70)
The Constitution	3.4%	(3)
The Bible	1.2%	(1)
Other	1.2%	(1)
Not sure of the name	13.8%	(12)
Total	100.0%	(87)

Table 7: Crosstabulation of students' response distinguishing human rights documentation as evaluated in terms of gender and option.

(n values for boys = 42, girls = 45, option group = 53, non-option group = 34)

	Gender		Option	
	Boys	Girls	Option	Non-option
	% F	% F	% F	% F
Universal Declaration of Human Rights	78.6% (33)	82.2% (37)	84.9% (45)	73.5% (25)
The Constitution	2.4% (1)	4.4% (2)	5.7% (3)	0.0% (0)
The Bible	2.4% (1)	0.0% (0)	1.9% (1)	0.0% (0)
Other	0.0% (0)	2.2% (1)	1.8% (1)	0.0% (0)
Not sure of the name	16.6% (7)	11.1% (5)	5.7% (3)	26.5% (9)
Total	100 % (42)	100% (45)	100% (53)	100% (34)

Table 8: Cross tabulation of students' response distinguishing human rights documentation as evaluated in terms of gender and option.

(n values for boys = 25, girls = 28, option group = 17, non-option group = 17)

	Option		Non-Option	
	Boys	Girls	Boys	Girls
	% (F)	% (F)	% (F)	% (F)
Universal Declaration of Human Rights	84.0% (21)	85.7% (24)	70.6% (12)	76.5% (13)
The Constitution	4.0% (1)	7.1% (2)	0.0% (0)	0.0% (0)
The Bible	4.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Other	0.0% (0)	3.6% (1)	0.0% (0)	0.0% (0)
Not sure of the name	8.0% (2)	3.6% (1)	29.4% (5)	23.5% (4)
Total	100 % (25)	100% (28)	100% (17)	100% (17)

Tables 7 & 8 present crosstabulations of the positive responses confirming our awareness of the existence of an official document setting forth human rights. Within the option group, over 80 % of students verify that they are conscious of the existence of the Universal Declaration as compared with over 70 % within the non-option group. Still, 15.1% of the option group indicates that they either do not know or are not sure of the name of such documentation, 26.5% of the non-option group are not sure of the name. Gender differences are slight (3.6%), with girls being more aware than boys of the existence of human rights documentation.

The existence of human rights documentation was confirmed and students who initially indicated doubt about such documentation were once again asked if they had ever heard of this documentation. Another 20% of the total number of students who originally maintained they had never heard of human rights or were not sure about it affirmed that they had heard of human rights. However, 80.0% of those who gave a negative response in the first instance (see Table 9) confirmed their response in the filter question. Crosstabulation of this response to identify differences by gender and option could not be worked as the numbers were very limited (60 respondents).

Table 9: Frequency distribution of participants naming human rights official documentation after initially responding negatively to the existence of an official human rights documentation. (n=60)

	%	(F)
Had heard of the Universal Declaration before	20.0%	(12)
Not sure if I heard of the Universal Declaration before	35.0%	21)
Never heard of the Universal Declaration before	45.0%	(27)
Total	100.0%	(60)

Beyond knowledge of the existence of rights, this study also attempted to look into students' perspectives of human rights. These points of view were

collected through the presentation of a series of statements designed to help students reflect on issues related to human right realities. Answers were recorded using a five point Likert-scale ranging from ‘Strongly disagree’ to ‘Strongly agree’. Each issue was first analysed in terms of ‘differentiation of response’ (Cohen et al. 2005:253) through a frequency distribution table. Then it was analysed through a two-way ANOVA to show ‘the combination of the levels of one factor with the levels of another factor’ (Heiman, 2003:521), thus highlighting the role of gender, option and their interaction on students’ perception. Analysis of students’ responses towards each statement is considered and commented upon separately.

1. You consider human rights important for you as a secondary school student.

Table 10: Frequency distribution exhibiting the degree to which students consider human rights important for them as secondary school students (n=147).

	%	(F)
Strongly Disagree	2.0%	(3)
Disagree	4.1%	(6)
Neither agree nor disagree	12.2%	(18)
Agree	51.7%	(76)
Strongly Agree	29.9%	(44)
Total	100.0%	(147)

A frequency distribution of students’ response to this statement (Table 10) shows that most participants (51.7%) in the study agree that human rights are important for them as students. A smaller percentage say they strongly agree (29.9%) with this statement whilst 12.2 % say they neither agree nor disagree. Only 6% of the participants view human rights as not important for them as secondary school students. A significant gender effect is present (see Table 11), showing that girls (mean 4.243) consider human rights more important for them as secondary school students than boys (mean 3.857).

Table 11: ANOVA summary table of students' response to the statement asking them if they consider human rights important for them as secondary school students.

Source	Sum of Squares	df	Mean Square	F	p-value
Sex	5.382	1	5.382	224.841	.042
Option	.937	1	.937	39.142	.101
Sex * Option	.024	1	.024	.032	.858
Error	106.750	143	.747		

2. You consider human rights important for the Maltese community.

Table 12: Frequency distribution describing the importance students attribute to human rights for the Maltese community. (n=147)

	%	(F)
Strongly Disagree	2.7%	(4)
Disagree	4.1%	(6)
Neither agree nor disagree	6.8%	(10)
Agree	45.6%	(67)
Strongly Agree	40.8%	(60)
Total	100.0%	(147)

A frequency distribution of students' response to this statement (see Table 12) shows that the largest segment 86.4%, either agree or strongly agree that human rights are important for the Maltese community. If grouped together, those who said that they neither agree nor disagree and those who disagree or strongly disagree amount only to 13.6% of all respondents. No significant gender, option or gender*option interaction effect was found (see Table 13).

Table 13: ANOVA summary table of students' response to the statement asking them if they consider human rights important for the Maltese community.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	3.583	1	3.583	48.357	.091
Option	.437	1	.437	5.891	.249
Sex * Option	.074	1	.074	.088	.768
Error	121.061	143	.847		

3. Human rights as laws go hand in hand with our local Maltese values and customs.

Table 14: Frequency distribution showing how far students consider human rights as laws that go hand in hand with our local Maltese values and customs. (n=147)

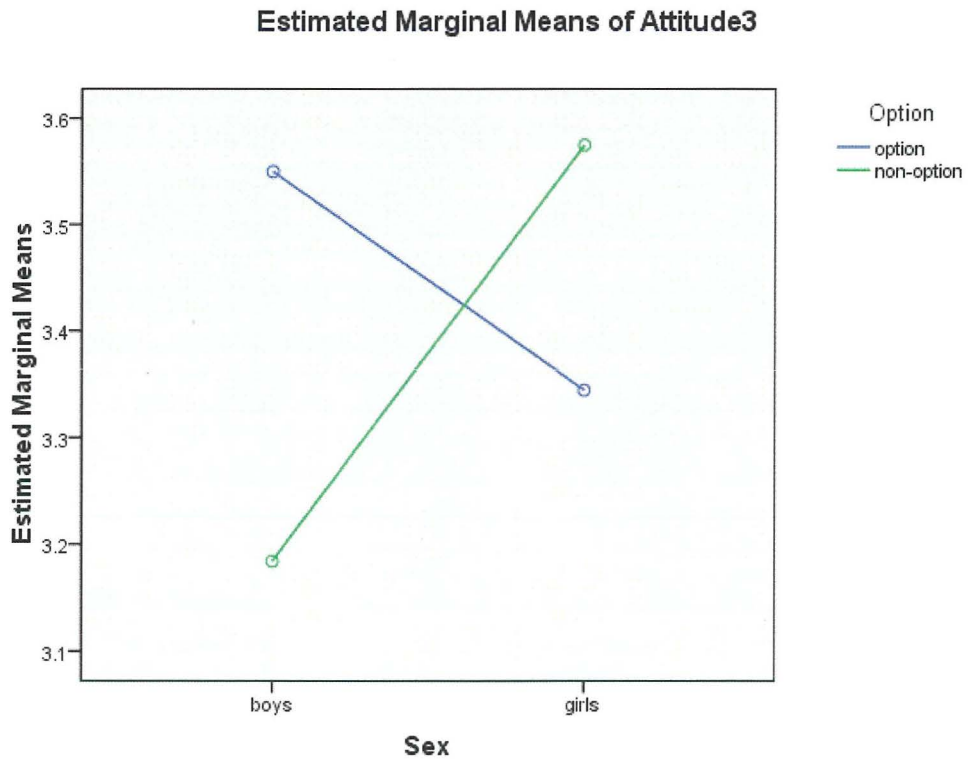
	%	(F)
Strongly Disagree	2.7%	(4)
Disagree	8.8%	(13)
Neither agree nor disagree	39.5%	(58)
Agree	41.5%	(61)
Strongly Agree	7.5%	(11)
Total	100.0%	(147)

As indicated by Table 14, the majority of students agree that human rights as laws go hand in hand with our local Maltese values and customs (41.5 %), while an almost equivalent percentage (39.5%) neither agree nor disagree. In this case those who report that they strongly disagree, disagree or strongly agree are by far less than those who agree or neither agree nor disagree.

Table 15: ANOVA summary table of students' response to the statement asking them if they think that human rights as laws go hand in hand with our local Maltese values and customs.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	.311	1	.311	.097	.808
Option	.166	1	.166	.052	.858
Sex * Option	3.206	1	3.206	4.410	.037
Error	103.937	143	.727		

Graph 1: Interaction between gender and option of the dependent variable: Human rights as laws go hand in hand with our local Maltese values and customs.



A significant interaction effect between sex*gender (see Table 15) is present, as

boys in the option group see human rights as laws that go hand in hand with our local values more than girls taking the option. Meanwhile, girls in the non-option group regard human rights as laws that go hand in hand with our local values more than girls taking the option (see Figure 1).

4. Human rights are a source of protection of the individual within the Maltese state.

Table 16: Frequency distribution exhibiting the degree to which students consider human rights to be a source of protection of the individual within the Maltese state. (n=147)

	%	(F)
Strongly Disagree	2.0%	(3)
Disagree	6.1%	(9)
Neither agree nor disagree	16.3%	(24)
Agree	45.6%	(67)
Strongly Agree	29.9%	(44)
Total	100.0%	(147)

Table 17: ANOVA summary table of students' response to the statement asking them if they think that human rights are a source of protection of the individual within the Maltese state.

Source	Sum of Squares	df	Mean Square	F	p-value
Sex	1.189	1	1.189	33.260	.109
Option	.068	1	.068	1.914	.398
Sex * Option	.036	1	.036	.040	.843
Error	129.323	143	.904		

The largest percentage of students in the study (see Table 16) confirmed that they either agree or strongly agree (75.5%) that human rights are a source of protection of the individual within the Maltese state. 16.3 % could not confirm if they agree or disagree whilst only 8.1% do not view human rights as a source of protection within our state. No significant gender, option or the gender*option interaction effect was found (see Table 17).

5. Human rights conventions often claim universality (that they apply everywhere around the world). Do you agree?

Table 18: Frequency distribution exhibiting the extent of students' agreement with human rights' claim of universality. (n=147)

	%	(F)
Strongly Disagree	16.3%	(24)
Disagree	19.0%	(28)
Neither agree nor disagree	17.7%	(26)
Agree	24.5%	(36)
Strongly Agree	22.4%	(33)
Total	100.0%	(147)

Table 19: ANOVA summary table of students' response to the statement asking them if they agree with human rights' claim of universality.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	.054	1	.054	.025	.901
Option	6.113	1	6.113	2.818	.342
Sex * Option	2.169	1	2.169	1.114	.293
Error	278.402	143	1.947		

The response to the claim of universality is distributed into almost five equal groups (see Table 18). As seen in chapter two, this claim is highly debatable even in literature and is discussed further in the last chapter. No significant gender, option or the gender*option interaction effect was found (see Table19).

6. Human rights in Europe are enforceable by law in all European countries members of the Council of Europe. Should this be so?

Table 20: Frequency distribution exhibiting the extent to which students consider it important for human rights to be enforceable by law in European countries. (n=147)

	%	(F)
Strongly Disagree	3.4%	(5)
Disagree	7.5%	(11)
Neither agree nor disagree	13.6%	(20)
Agree	34.0%	(50)
Strongly Agree	41.5%	(61)
Total	100.0%	(147)

Table 21: ANOVA summary table of students' response to the statement asking them if they consider it appropriate that Human rights in Europe are enforceable by law in all European countries members of the Council of Europe.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	2.184	1	2.184	7.572	.222
Option	1.386	1	1.386	4.807	.272
Sex * Option	.288	1	.288	.248	.619
Error	166.499	143	1.164		

Table 20 indicates that the majority of students participating in the study strongly agree (41.5%) or agree (34%) that human rights should be enforced by law in all European countries members of the Council of Europe. 13.6 % could neither agree nor disagree whilst only 10.9% of all participants disagree or strongly disagree with law enforcement. No significant gender, option or the gender*option interaction effect was found (see table 21).

Students were also asked whether they see human rights as useful and why. Table 22 shows that the majority of students see human rights as useful.

Table 22: Frequency distribution of students' response indicating if they see human rights useful. (n=147)

	%	(F)
Yes	86.4%	(127)
No	13.6%	(20)
Total	100.0%	(147)

Table 23: Crosstabulation of students' response in commenting about usefulness of human rights (n values for: boys n=78, girls n=69, option group n= 69 and non-option group n=78).

		Gender		Option					
		Boys	Girls	Option	Non-option				
		%	F	%	F	%	F		
Usefulness	Yes	82.1%	(64)	91.3%	(63)	91.3%	(63)	82.1%	(64)
	No	17.9%	(14)	8.7%	(6)	8.7%	(6)	17.9%	(14)
Total		100 %	(78)	100%	(69)	100%	(69)	100%	(78)

Table 24: Crosstabulation of students' response in commenting about usefulness of human rights in terms of gender and option (n values for boys = 40, girls = 29, option group = 38 and non-option group = 40).

		Option		Non-Option					
		Boys	Girls	Option	Non-option				
		%	F	%	F	%	F		
Usefulness	Yes	85.0%	(34)	96.6%	(63)	78.9%	(30)	82.5%	(33)
	No	15.0%	(6)	3.4%	(1)	21.1%	(8)	15.0%	(6)
Total		100 %	(40)	100%	(29)	100%	(38)	100%	(40)

Crosstabulation of students' response (see Tables 23 & 24) shows a positive response to human rights usefulness ranging between 82% and 92% across both groups. Girls within both the option and non-option groups were more responsive than boys.

In their open-ended response, some students identified the usefulness of human rights through the identification of specific rights including the right to live, vote, not to be tortured and enslaved, liberty (Student 8), participation and freedom to join any group (Student 35), education (Student 49) and health care (Student 81) among others. However, most students appreciate that human rights' usefulness lies beyond the statements of specific rights. Some students distinguish human rights as 'vital for every day's life' (Student 28) and 'for the future' (Student 111) and if 'obeyed, it will be a better world' (Student 136) as human rights promote 'equality' (Student 101) because they 'treat everyone the same' (Student 1).

Human rights 'reduce discrimination' (Student 103), 'promote respect' (Student 16), 'justice and give the same possibilities' (Student 6) irrespective of, 'race, sex, country and religion' (Student 76) and of being 'poor or rich' (Student 4). In addition 'a human would be safer in a country that practices human rights' (Student 18) and where 'everyone has his rights and also his

duties' (Student 72). Human rights protect a person's 'personality' (Student 10), 'an individual has certain rights which protect me and which no one should break' (Student 98). Such protection is guaranteed 'by law' (Student 127), thus if 'you know your rights and you can fight to have them' (Student 143).

The reaction to the open-ended question about the usefulness of human rights contrasts drastically with that to the question asking about human rights violations. As shown through frequency distribution (see Table 25), 94.6 % of students are aware of human rights violations. They are also aware that violations occur both locally and abroad (see Table 26).

Table 25: Frequency distribution showing students' awareness of the existence of human rights violation. (n=147)

	%	(F)
Yes	94.6%	(139)
No	2.0%	(3)
Not Sure	3.4%	(5)
Total	100.0%	(147)

Table 26: Frequency distribution indicating territories where they think human rights violations occur. (n=147)

	%	(F)
In other countries	13.6%	(20)
In Malta	2.7%	(4)
In both	80.3%	(118)
Total	96.6%	(142)
No response	3.4%	(5)
Total	100.0%	(147)

However, only a small number (ten students) could identify human rights violations that occur in Malta. These students identified ‘racism’ (Student 66) and ill-treatment of sub-groups including ‘gays and illegal immigrants’ (Student 107) as the main occurrences of human rights violation locally. In addition, they also commented on work-related rights referring mainly to working conditions including unreasonable payment, long hours of work and lack of safety measures (Student 32).

3.4.2 Teachers’ notions of human rights

Analysis of students’ responses above shows that participating students know about the meanings of human rights and the existence of human rights documentation. They also accept human rights’ value both for them as individual and for their community and see no problem with law enforcement of human rights. These visions of human rights mirror on teachers’ reflections of human rights that students actually come in contact with in their classrooms. Conversations with teachers show that teachers’ notions of human rights endorse their faith and belief that these rights are the universal and inalienable entitlement of each individual ‘regardless of their race, gender and culture have certain basic human rights’ (Teacher 5) because they ‘underlie our freedom’ (Teacher 5) and ‘ensure a decent living to every person’ (Teacher 1). They also stress the importance of the need for recognition and implementation of these rights to ‘protect us from abuse’ (Teacher 5) and to ensure that each individual is ‘secure within himself and the society around’ (Teacher 7).

‘I believe that it is a shame that today there are still people who are not recognized as human beings. Human rights are everybody’s from the moment they are born and nobody has the right to deny them to anybody. I may live in an idyllic world of my own, but this is my philosophy of life, one that I try to deliver through my lessons’

(Teacher 4).

Most teachers emphasized the interdependence and interrelation of rights. However, some teachers make a prioritization of rights identifying rights they

consider as more essential than others, making a difference between basic rights and other right. Basic rights identified include ‘shelter, food (those) on which the existence of a person depends and which are related to poverty, even absolute poverty ... then come other rights that are not so basic like health care and education... it’s a question of life or death all other rights are useless if you don’t have the basic rights’ (Teacher 3). Teachers give a wider dimension to the topic through discussion of political, civil, economic, social and cultural rights (Teacher 2, Teacher 7).

Teachers also verify the importance they give to the issue of violation of rights when expressing their concern on limitations in granting rights. Teachers say that they try to make students aware of existing violations through the use of current affairs and specific ‘practical’ (Teacher 3) examples of cases of human rights violations such as ‘social rights in Burma and the rights of women in Muslim countries like Saudi’ (Teacher 2). At the same time teachers show concern as ‘racism, xenophobia and intolerance can at times manifest itself in the classroom’ (Teacher 5) and can lead to human rights violations within ‘Europe and even Malta’ (Teacher 3).

Despite the assertion of existing concerns, teachers point out that within our western context it is easy to learn about human rights because they occur within a socio-cultural environment that is very similar to the values of the surrounding society. One teacher commented ‘I have learnt from home and school ... even my mother who has never studied has learnt these from everyday experience ... we are living in a society which includes human rights as part of it’ (Teacher 6). However there is a danger that within Maltese society and the rest of the ‘western world (human rights) are taken for granted since all countries agreed that certain rights belong to everyone, but to acquire such rights there had been a struggle, they weren’t found already there’ (Teacher 7).

Notwithstanding this awareness of the westernized construction of human rights teachers do not discuss or question this aspect in the classroom. They do not develop a pedagogical approach that highlights or explains who and in

whose interests human rights are presented as universal. Thus students' response to the question that focused on the issue of conformity between local values and customs with human rights went halves between agreeing/ strongly agreeing (48%) and finding it difficult to agree (52%). Students' response to universal applicability of human rights was almost equally distributed between strongly disagreeing and strongly agreeing. Students' are not aware that human rights have 'often included the dissemination, sometimes the imposition of a western, often eurocentric vision of society' (Byram & Guilherme in Osler, 2000:162). Raising questions as to why teachers do not tackle such issues within the classroom though they are aware of them. Is it because they perceive their role as reproducers of knowledge about human rights or is it because they do not want to risk inculcating doubts about a subject that they deem dangerous to question? This point will be explored further in the next chapter.

3.5 Human Rights education

3.5.1 Students' notions of Human Rights education

The promotion of human rights education and human rights has already been discussed in Chapter 2. In that chapter (cross refer to pg 15) human rights education was discussed as instrumental in achieving the goals of personal and social development. This study attempts to locate when our students come in contact with human rights education. The largest percentage of students in this study (46.9%) reported that came in contact with human rights education at primary level, whilst 19% identified the first years of secondary schooling as their first contact with issues of rights (see Table 27). The majority of students confirm having learnt about human rights during their educational process irrespective of sex or option group (see Tables 28 & 29). Girls in the non-option group confirm that they have learnt about human rights in the primary school more than boys. The majority of option students (who study human rights documentation in detail) report that they encountered human rights as part of their option. Four students identified other sources of knowledge about human rights including the media, parents and home as their source of

information.

Table 27: Frequency distribution exhibiting students' response indicating stages in their education where they have learnt about the existence of human rights.

	%	(F)
Primary school	46.9%	(69)
Form 1-2	19.0%	(28)
European Studies option	23.8%	(35)
Never	4.1%	(6)
State others	6.1%	(9)
Total	100.0%	(147)

Table 28: Crosstabulation of students' response indicating learning about the existence of human rights in terms of gender and option (n values for boys = 78, girls = 69, option group = 69 and non-option group = 78)

	Gender		Option					
	Boys		Girls					
	%	F	%	F				
Primary school	46.2%	(36)	47.8%	(33)	30.4%	(21)	61.5%	(48)
Form 1-2	19.2%	(15)	18.8%	(13)	14.4%	(10)	23.1%	(18)
European Studies option	17.9%	(14)	30.4%	(21)	51.0%	(35)	0.0%	(0)
Never	7.8%	(6)	0.0%	(0)	2.8%	(2)	5.1%	(4)
State others	8.9%	(7)	2.9%	(2)	1.4%	(1)	10.3%	(8)
Total	100 %	(78)	100%	(69)	100%	(69)	100%	(78)

Table 29: Crosstabulation of students' response in indicating learning about the existence of human rights in terms of gender and option (n values for boys = 40, girls = 29, option group, non-option group = 40)

	Gender		Option	
	Boys	Girls	Option	Non-option
	% F	% F	% F	% F
Primary school	37.5% (15)	20.7% (6)	52.6% (20)	70.0% (28)
Form 1-2	17.5% (7)	10.3% (3)	21.1% (8)	25.0% (10)
European Studies option	35.0% (14)	70.0% (20)	0.0% (0)	0.0% (0)
Never	5.0% (2)	0.0% (0)	10.5% (4)	0.0% (0)
State others	5.0% (2)	0.0% (0)	15.8% (6)	5.0% (2)
Total	100 % (40)	100% (29)	100% (38)	100% (40)

Asked if they feel that they should be learning about human rights, 95.9% of all students reply that they must have such education (see Table 30). There were no substantial differences in response across both gender or option groups (see Table 31). 71.4% of all students confirmed that they were presently learning about human rights (see table 32).

Table 30: Frequency distribution showing if students feel that they should be learning about human rights (n=147).

	% (F)
Yes	95.9% (141)
No	4.1% (6)
Total	100.0% (147)

Table 31: Crosstabulation of students' response indicating if they should be learning about human rights in terms of gender and option (n values for boys = 40, girls = 29, option groups = 38, non-option groups = 40)

		Option		Non-Option	
		Boys	Girls	Boys	Girls
Perception of learning about human rights		% F	% F	% F	% F
	Yes	100.0% (40)	100.0% (29)	89.5% (34)	95.0% (38)
	No	0.0% (0)	0.0% (0)	10.5% (4)	5.0% (2)
Total		100 % (40)	100 % (29)	100% (38)	100% (40)

Table 32: Frequency distribution of response indicating present learning of human rights. (n=147)

	% (F)
Yes	71.4% (105)
No	28.6% (42)
Total	100.0% (147)

Table 33: Crosstabulation of students' response confirming if they are presently learning about human rights in terms of gender and option (n values for boys = 78, girls = 69, option group = 69 and non-option = 78).

		Gender		Option	
		Boys	Girls	Option	Non-Option
Learning now		% F	% F	% F	% F
	Yes	66.7% (52)	76.8% (53)	9.9% (62)	55.1% (43)
	No	33.3% (26)	23.2% (16)	0.1% (7)	5.0% (35)
Total		100 % (78)	100 % (69)	100% (69)	100% (78)

Table 34: Crosstabulation of students’ response confirming if they are presently learning about human rights in terms of gender and option. (n values for option boys = 40, option girls = 29, non-option boys = 38, non-option girls = 40)

		Option		Non-Option	
		Boys	Girls	Boys	Girls
Learning now		% F	% F	% F	% F
	Yes	82.5% (33)	100.0% (29)	7.4% (18)	57.5% (23)
	No	17.5% (7)	0.0% (0)	52.6% (20)	42.5% (17)
Total		100 % (40)	100 % (29)	100% (38)	100% (40)

Crosstabulation of this response by gender (see Table 33) shows that almost an equal number of boys and girls confirm that they are receiving such education. Crosstabulation by option shows that almost all option group students and nearly half of the non-option group are learning about human rights, indicating such teaching in different subjects. Within the non-option group however, girls are more aware that they are presently learning about human rights than boys (see Table 33 & 34).

Using the sub-sample whose response confirmed that they are receiving human rights education, students were asked if they feel that schools should give human rights education. A frequency distribution of this sub-sample’s response (see Table 35) shows that 90.3% feel that it is good for school to teach about human rights, but 6.8 % are negative or question the role of schools in this field. Crosstabulation of this response indicates that 90.9% of the boys taking the option think it is good for school to teach about human rights as compared to the 76.5% of the non-option group. All girls, both in the option and non- option groups agree that it is good for school to teach about human rights (see table 36).

Table 35: Frequency distribution of the perception towards human rights education of those who confirmed they are receiving human rights education (n=103).

	%	(F)
Its good for school to teach you this	90.3%	(93)
It's not good for school to teach you this	2.9%	(3)
Not sure if it is good for school to teach you this	3.9%	(4)
Total	97.1%	(100)
Non-Respondents	2.9%	(3)
Total	100.0%	(103)

Table 36: Crosstabulation of the perception towards human rights education of those who confirmed they are receiving human rights education by sex and option. (n values: for boys = 33, girls = 27, option = 17, non-option = 23)

	Gender		Option					
	Boys		Girls		Option		Non-option	
	%	F	%	F	%	F	%	F
Its good for school to teach you this	90.0%	(30)	100.0%	(27)	76.5%	(13)	100.0%	(23)
It's not good for school to teach you this	3.0%	(1)	0.0%	(0)	4.3%	(3)	0.0%	(0)
Not sure if it is good for school to teach you this	6.1%	(17)	0.0%	(0)	11.8%	(14)	0.0%	(0)
Total	100 %	(33)	100%	(27)	100%	(17)	100%	(23)

Frequency distribution of data resulting for those students who alleged that they are not learning about human rights shows that 53.3 % wish that school would provide such education whilst 46.7% do not wish this or are not sure (see

Table 37). Crosstabulation of response given by this sub-group shows that only seven boys within this group assumed that they were not learning about human rights. Within the non-option group more boys than girls confirmed they wish school would teach about human rights whilst a small percentage indicated that they do not wish or are not sure if they want school to teach about human rights (see Table 38).

Table 37: Frequency distribution of the perception towards human rights education of those who confirmed they are not receiving human rights education (n=45).

	%	(F)
You wish school did teach you this	53.3%	(24)
You do not wish school did teach you this	15.6%	(7)
Not sure if you wish school to teach you this	31.1%	(14)
Total	100.0%	(45)

Table 38: Crosstabulation of the perception towards human rights education of those who confirmed they are not receiving human rights education by sex and option.

	Gender				Option			
	Boys		Girls		Option		Non-option	
	%	F	%	F	%	F	%	F
You wish school did teach you this	57.1%	(4)	0.0%	(0)	47.4%	(9)	42.9%	(6)
You do not wish school did teach you this	28.6%	(2)	0.0%	(0)	21.1%	(4)	7.1%	(1)
Not sure if you wish school to teach you this	14.3%	(1)	0.0%	(0)	31.6%	(6)	50.0%	(7)
Total	100 %	(7)	0.0%	(0)	100%	(19)	100%	(14)

Students were also asked for their response towards human rights education as an educational right. As indicated by Table 39, the largest percentage of students (88.4%) either strongly agree or agree that human rights education is an educational right. However, 4.7% strongly disagree or disagree with this standpoint and 6.8% take no position. Further analysis of this response through two-way Anova shows that no significant interaction based on gender, option or the gender*option interaction (see table 40) is present.

Table 39: Frequency distribution of the responses considering learning about rights as an educational right. (n=147)

	%	(F)
Strongly Disagree	2.7%	(4)
Disagree	2.0%	(3)
Neither agree nor disagree	6.8%	(10)
Agree	41.5%	(61)
Strongly Agree	46.9%	(69)
Total	100.0%	(147)

Table 40: ANOVA summary table showing students' response to the statement asking them if they consider learning about Human rights as an educational right.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	3.442	1	3.442	4.664	.276
Option	.125	1	.125	.169	.752
Sex * Option	.738	1	.738	.946	.332
Error	111.583	143	.780		

When asked if they agree that all students should have access to human rights education, the majority of students either agree (35.4%) or strongly agree (27.2%) that they should have such access. However, one cannot ignore the standpoint of the 19% who could neither agree nor disagree and the 18.4% who either disagree or strongly disagree with this idea (see Table 41). No significant gender, option or the gender*option interaction effect was found when students were asked if they consider that all students should have access to human rights education (see Table 42)

Table 41: Frequency distribution of the responses confirming human rights education as an educational right. (n=147)

	%	(F)
Strongly Disagree	4.1%	(6)
Disagree	14.3%	(21)
Neither agree nor disagree	19.0%	(28)
Agree	35.4%	(52)
Strongly Agree	27.2%	(40)
Total	100.0%	(147)

Table 42: ANOVA summary table showing students' response confirming human rights education as an educational right.

Source	Sum of Squares	Df	Mean Square	F	p-value
Sex	1.799	1	1.799	107.739	.061
Option	1.799	1	1.799	107.739	.061
Sex * Option	.017	1	.017	.013	.910
Error	186.951	143	1.307		

3.5.2 Teachers' notions of Human Rights education

The inherently positive students' attitude towards human rights education evident through the data presented above is not the main focus of teachers' initial response to their understanding of human rights education. For teachers, this was mainly a process of imparting legalistic knowledge of documentation and the specification of rights (Teacher 1) to students. Teachers have to 'identify rights, ask who has these rights and identify what happens if a country does not respect those rights and what happens if they don't' (Teacher 1) but they also have to use discussion about rights 'to encourage (the) promotion of a democratic society' (Teacher 5). Within the option, human rights education always starts at the same place: the European Convention of Human Rights and the historical development of human rights and a discussion of what human rights are. It is impossible not to study 'the actual conventions and laws ... as expected by the European Studies syllabus' (Teacher 4). The syllabus exposes students to exams that often focus on human rights' definitions and documentation.

Conceptualizing human rights as examinable information creates the difficulty of having to teach theory as 'law' (Teacher 6), unless teachers employ syllabus content to help students realize that human rights can be considered as a turning point within the European context and to establish what should be acknowledged as basic human rights.

'It is important that you show the documents of human rights from the historical perspective of the development of human rights from the French Revolution, United Nations, Council of Europe and European Union. Apart from these highly theoretical aspects, we explore how human rights are put into practice.'

(Teacher 3)

In the teaching of rights, a dichotomy is created by teachers between what comprises the theory of human rights and the practicality of human rights implementation that increases students' interest and participation (Teacher 1, Teacher 3, Teacher 4, Teacher 6). As confirmed by data collected through

students' questionnaires, the majority of students come in contact with human rights either during their primary years or during the first years of their secondary education (cross refer to pg 51/52). Thus, students taking European studies already have some idea of human rights. However, at Form Four level the teaching of human rights moves beyond the presentation of facts and details, giving way to a more holistic approach which allows for 'examining today's changing perspectives of humanity' (Teacher 4) and 'promote(s) a healthier, and more understanding society, as it is important to learn to live together' (Teacher 5). Creating an awareness of human rights can be achieved 'in the classroom, during assemblies' and through commemoration of 'special dates' (Teacher 6). However, human rights become more meaningful if students interact with human rights realities that actually surround them. It is only a real conceptualization of the practicality of rights that helps to shape attitudes that are accepted by society, to develop their students' sense of values that encourage social responsibility and to cultivate a culture of critical consciousness.

'Human rights education is about helping youngsters to accept everybody, be it their classmates, their nationals or anybody in the world. Human rights education is not only about the European Convention of Human Rights or the United Nations Universal Declaration on Human Rights, but also about the interpretation of such rights in our day-to-day life.'

(Teacher 4)

Most teachers in this study emphasized that human rights do not gain meaning in a vacuum, but become real when they become a part not only of what they are studying but of what they are living. Teachers rely on perspectives into the experiences and understandings of human rights that surround their students to bridge the gap between human rights legislation and the underlying themes of human rights. Thus as I shall explain later on, they develop methodologies that help students discover their own views on complexities that surround them and to form their own understanding of social realities.

To integrate human rights concepts, issues and principles teachers refer to the use of overall pedagogies which are quite similar to practices proposed by Council of Europe and non-governmental organizations referred to in the

second chapter. Real life examples (Teacher 7), problem-solving (Teacher 4, Teacher 5), role plays (Teacher 3, Teacher 5) and practical actions like 'forming petitions' (Teacher 3), encourage student involvement to convey a better understanding of human rights. However, the main tool for implementing human rights education is the use of discussions. Discussions depend on personal experience and are more relevant for students as they allow for an interpretation of everyday life experiences (Teacher 5, Teacher 7) that have both human rights implications and personal relevance (Teacher 5).

Teachers explain how practice-oriented discussions that usually rely on the students' individual experiences of human rights encourage dialogue. Placing certain human rights documents about a context of concepts in current events and present ways of life fosters a deeper awareness around topics and issues that affect students' experience. This often means that the conversation in general follows the topics of discussion locally and internationally at the time, and often touches on controversial and conflicting topics.

The most common issues mentioned by teachers include the issue of illegal immigration as a major current concern of Maltese society and challenges arising from it. The presence of illegal immigrants and refugees is often reflected when discussing human rights with teachers. A teacher recounts a story of outright abuse towards an illegal immigrant that a student witnessed and her expressions of anger (Teacher 5). Students' are highly concerned about balancing between rights as presented by official declarations and the laws of the country vis-à-vis the economic concerns that illegal immigration brings with it. 'At times students put forward their ideas about how these immigrants are a burden for Malta and that these people are taking the jobs of Maltese, particularly in the case if someone has a brother or father who is unemployed' (Teacher 7). Such concerns are also evident in the open-ended response given by students in the questionnaire. Students do not question the rights of illegal immigrants as people, 'every person in the society I live (in) have the same rights, like me even though he/she has a different race' (Student 133) but are concerned on issues of conflicting rights 'we help people in need but not bring them in our country to ruin us' (Student 48).

Educating in human rights provides further advantages to teaching realities because they appeal to students' 'common interest' (Teacher 1) and thus latter 'really look forward to this part of the syllabus' (Teacher 3). Students like human rights as they like the idea that they have at least some control over their experiences because 'they have rights' (Teacher 6). This positive response is also expected because most human rights concepts are easy to understand and thus students can 'actively debate different situations' (Teacher 4). Besides, human rights are so meaningful to students' realities that one can easily start such education 'at primary level' (Teacher 6). Within secondary school, human rights situations can be adaptable to different levels of students' academic ability. 'Every child irrespective of her level is able to discuss. A brighter student goes into more detail but weak students can still go into detail' (Teacher3). Students' interest as accounted for by teachers helps in understanding why the majority of students have a positive attitude towards human rights education (cross refer to pg 55). Students' not only perceive access to human rights education as an educational right but attribute school the role in the teaching of human rights.

Meanwhile, human rights also provide opportunities to work together on related themes across the curriculum (Teacher 4, Teacher 6). A call for a cross curricular approach had already been referred to in chapter 1 as it is emphasized through circulars. Teachers argue that human rights concepts are of an interdisciplinary nature and not exclusive to any field and can thus become an integral part of the conversation regardless of the area of study. They also identify subjects that could emphasize such education including social studies (Teacher 3), 'other subjects such as PSD and Religious studies' (Teacher 4) and languages (Teacher 6). Teachers also report that they have 'worked together on some occasions' (Teacher3) and that such cross-curricular approaches are sometimes put in practice through participation in projects created outside the school such as 'ESTELLE project' (Teacher 3) working on human rights related themes with other students outside their group.

This point raises concerns about opportunities for teachers to collaborate in developing a more critical approach. One might argue for the need of school

structures and timetabling arrangements that allow for collaboration. However one has to question whether teacher collaboration would enhance and support the existing approaches to the teaching of human rights? My argument is that teachers' collaboration needs to have the pedagogical aim of deeper reflective thinking of human rights established to be able to yield the desired pedagogies that encourage student to move away from a law abiding understanding of human rights. Teachers themselves have to develop their own critical appraisals of human rights as the ground from which their students can do likewise. This would help students perceive human rights as something that needs to be thought and rethought in relation to others rather than statements that help secure what they are entitled to.

Summary and Conclusion

The detailed accounts presented above are intended to give pictures of student and teacher perceptions and awareness of human rights. In presenting these views I held onto the principle of respecting the rights of the participant to develop and express their own views and opinions about the topic at hand. Data collected shows that students at Form Four level are aware of both the importance of human rights and human rights education irrespective of gender or option. However students' perspective is motivated and inspired by an educational approach to human rights that seeks to give them information about human rights (Banks 2008, Tibbitts 2008) and a social cultural climate that encourages an emphasis on individual rights rather than on rights aimed as ensuring collective social responsibility (McEvoy, 2007, Elliot, 2007, O'Donnell 2007, Yacoub, 2005). As will be discussed in chapter 4, students question human rights only when the rights of others seem to conflict with their own rights.

Teachers' response in this study shows that they go beyond the formal demands of the syllabus to impart human rights as laws and take the 'normative and legal' (Tibbitts 2008:3) approach to human rights education. They often engage students in discussion choosing a participative approach to maintain 'collective efforts in clarifying concepts, analyzing themes and doing activities' (Tibbitts, 2008:4) yet they do little to develop a critical approach to human

rights. For instance, teachers are highly aware of controversial issues related to human rights such as the issue of universalization of this construction. However, within the classroom they neither problematize (nor even mention) the westernized formation of human rights nor do they debate human rights as principles forming as ‘part of history ... vary(ing) with societies and develop(ing) differently through space, time and moment’ (Yacoub, 2005: 79).

Teachers should be encouraged to a wider approach to human rights and human rights education through the use of activities such as simulations, debates, games, participant presentations, the use of visual aids such as photographs, political cartoons, posters, field trips, folk stories, literature and poetry, newspapers and magazines, radio and television, videos and movies (EMHRN 2008:8), write-up newspapers and photographs (Lucas et al. 2008) that leave room for a change towards a more critical approach to human rights and human rights education. Such resources lead themselves more to independent thinking and interpretation (EMHRN 2008) however they do not guarantee a reflective and critical approach (cross refer to pg 72) unless they are used to ‘stimulate’ students’ interest and ‘transfer’ relevant information so that students can, ‘apply’ and ‘review’ (NIHRC 2008:17) human rights situations.

When reading through the data however, it is important to bear in mind that this study deals with a very small sample and that no re-tests have been performed. Besides students’ responses should not interpret them as solely arising from teaching-learning experiences or related to teachers own lack of critical perspectives of human rights. As many educational theorists point out (Sutherland & Crowther, 2007, Mayo, 1999) educational experiences are not only formed within schools and classrooms especially in an age where technological advancement has opened up opportunities of learning as well as opportunities for the reification of dominant views. What this account points out to is the urgent need for teachers to engage in a critical pedagogy in teaching human rights. The responses of students in this study could be insightful in developing such pedagogy and this is what I will further explore in the next chapter.

Chapter 4

Towards a Critical approach to human rights

teaching and learning

Discussion and Conclusion

Chapter 4

Towards a Critical approach to human rights teaching and learning

Discussion and Conclusion

4.1 Discussion

The departure point of this study was to locate institutionalized attempts to include human rights within the Maltese educational system. The research presented in the first chapter shows that human rights education took place according to a vision of education as an acculturation process, one that cultures and familiarises students with universalised values. Education here is conceived as contributing to social cohesion (Heyneman, 2000:174). As ‘schools have traditionally played a major part in (the) process’ (Cole, 2006:4) the transmission of knowledge of human rights need stood also as having the interest of hegemonising world views rather than questioning them or opening them.

The education division in Malta, has throughout the last 60 years taken a rather top-down approach to human rights education dictating what should be done in schools to familiarize students with human rights issues (see Chapter one). These measures reflect local attempts to include such education and to comply with the country’s ‘international’ commitments to educate for and implement human rights. As argued in chapter two, the use of schools in the reproduction of values is a common political practice. Formal education satisfies the basic right for the education of children in getting the knowledge of rights. However, as I will argue in this concluding chapter, it contradicts their basic right to being cultured through freedom of thought and expression and the basic practice of human rights themselves.

4.2 Getting to know Human Rights

In general students participating in study have a general knowledge of human rights irrespective of gender, reflecting the idea of human rights education as the acquisition of knowledge of human rights. 82% confirm

that human rights are the rights of the individual acquired on the basis of his/her humanity whilst nearly 60% could identify human rights documentation by name. Such response substantiates that the aims of the official policy of informing students about the existence of human rights are being achieved. Yet their response to the open ended question about human rights usefulness stresses that students have a very individualized attitude towards human rights endorsing the liberal view of human rights. Based on 'the individualism of agency' (Weyl 2009:140), such view, insist on the importance of individual rights as 'paramount, and group ... rights are inconsistent with the inimical to the rights of the individual' Banks 2008:131).

The degree of students' positive response should not be interpreted as solely the reflection of successful formal schooling. "Rights are often utilized rhetorically and rather loosely in everyday talk," (Untherhalter, 2007:87) thus data collected could reflect an indication of human rights awareness in everyday life, the impact of the media or the influence of both official bodies like UN and UNESCO and voluntary non-governmental organisations among others (see chapters 1 and 2). As already discussed in Chapter 2, human rights are often part and parcel of our westernised culture and deeply embedded in our ways of living. Furthermore, educational boundaries inside/outside schools are rapidly melting down. This is not to underestimate the role of teachers in counteracting taken for granted ideas about human rights. Participating teachers and students (93%) indicate a general acceptance that schools have a role in human rights education. Most students (87%) confirmed that they think that learning about human rights is an educational right and over 60% of the students agree or strongly agree that all students should have access to human rights education.

Students in the study also verify that they came in contact with human rights education very early. 47% of the students in the study indicated that they acquired basic knowledge about human rights during the years of primary education. The primary Year 5 syllabus mentions human rights in relation to social development (Education Division Syllabus, 2008:96). A

further 19% of the students indicated that they came in contact with such knowledge within the early years of secondary schooling. Holden and Clough (2005) justify such an early input of human rights because intrinsically children ‘from a very young age are already asking hard questions about their lives and the lives of others in an unjust society’ (Holden and Clough, 2005:16).

4.3 Teachers as translators of human rights to class practice

Pykett (2009) highlights the role of teachers as a go-between policy and curriculum and practice as ‘teachers translate curricula texts into classroom practice through the lenses of their own located experiences and perceptions’ (Pykett, 2009:818). Teachers are intermediaries between syllabi that continue in the tradition of a human rights education in presenting human rights through the legalistic language of conventions and the need to cultivate students’ interest through a more practical approach based on conceptions and personal experience of human rights. Despite constraints of the syllabus, lack of ‘experience of teaching about legal issues’ (Osler in Holden & Clough, 2005:122) and the limits set by the general Maltese socio-cultural expectations, local teachers manage to include practical pedagogical approaches and rock the boat.

However in spite of their initiatives teachers encounter difficulties in transforming human rights education from a culture of reproducing and reinforcing the western individualized understanding of the idea of rights referred to in the second chapter into an education for ‘open-mindedness’ (CoE 2008:19). Enforcement of human rights by law is generally welcomed and perceived as positive, and there is no indication that local teachers envisage human rights as imposed. This explains why most students irrespective of gender and option see human rights as useful, and a source of protection for the individual within the Maltese state. Notwithstanding teachers are at an ambivalent position which makes them reluctant to question human rights. On one hand they might get in trouble with school administration and on the other questioning might undermine

the value their students give to human rights concepts.

4.4 Human rights violations

Discussions engaged in inside the classroom are limited to examples of human rights and human rights' violations, which are used to generate a space and create a context in which teachers and students can openly debate about rights themselves. Todd compares the 'teaching about violations as much as it is with teaching about rights themselves' to the creation of 'a magnificent monument to the potentialities of human life free from suffering' (Todd, 2009: 62). She sees this as a favourable way of creating a 'balance' between discussions of violations and the need for justice, however it fails in promoting a human rights education 'reconceived along the lines of response to this suffering' (Todd 2009:63).

Reference to the use of examples of human rights violations within the classroom context is highly evident even through students' response to a question focusing on the existence of human rights violations. 95% of the students indicated that they are aware of human rights violation occurrences both locally and internationally. Nevertheless, in an open-ended question, only ten students could identify examples of human rights violations occurring locally. One would expect a more pronounced response regarding violations, especially from those who study human rights as part of their option. However, this inadequate student response is understandable if one considers that teachers' reference to human rights violations mainly focuses on examples of violations occurring abroad, rather than on human rights violations occurring locally (see page 47). This lack of ability to identify such violations indicates that teachers often steer clear of discussing human rights in local contexts. Often, teachers are afraid that they end up in trouble with parents or school management if they attempt to provide alternative interpretations to locally occurring violations. Such dialogue might challenge the general socio-cultural expectations referred to earlier in this chapter. Thus citation of examples from abroad are considered as safer notwithstanding that other countries are represented

as inferiors due to their non-abiding to human rights (Candaras, 2005).

Meanwhile both teachers and students (cross refer to pg 48) highlight local human rights violations as those arising from negative attitudes towards immigrants and certain groups including gays. Teachers further identify violations of rights related to work.

‘Such topics create hot discussions and activities such as role-plays held with my students to make them aware of the importance of accepting everyone regardless of their sexual orientation and race.’

(Teacher 4)

‘We talk about gays and about illegal immigrants, at times students put forward their ideas about how these immigrants are a burden for Malta and that these people are taking the jobs of Maltese, particularly in the case if someone has a brother of father who is unemployed.’

(Teacher 5)

Reference to these cases of human rights violations seems contradictory to my earlier statements that teachers are afraid to refer to local examples of violations. However, I think that teachers are not afraid to focus on these particular incidents of human rights violations for two reasons. On one hand they know that the debate about the rights of illegal immigrants and gay rights (and especially gay marriages) is nationally diffused and these issues are sometimes even discussed through the media. On the other hand they know that locally there are groups that speak about immigrant rights and gay rights and thus they have points of reference.

4.5 Critical approach to human rights

As shown in this study, educating for human rights (even within the option context) is still seen an end in itself. Often this targets the transmission of knowledge about human rights and focuses on human rights education as a straightforward activity where rights are not challenged. The present teaching approach satisfies the demands of the syllabus and helps students

to understand the relevant concepts of rights (Holden & Clough, 2005). Furthermore, the use of activities such as petitioning in favour of human rights, discussing such rights, participating in different educational programmes or working together on same human rights-related themes across the curriculum allow students to relate to human rights ‘in an entertaining, participative way ...stimulating and enjoyable’ (Spencer in Osler, 2000:26).

Notwithstanding that these activities are educationally relevant is, the present approach leaves much to be desired if the aim of human rights education is to empower students. Human rights education should

‘Go(ing) beyond factual content to include skills, attitudes, values, experiences and action requires an educational structure that is «horizontal» rather than «hierarchical.» Its democratic structure engages each individual and empowers her or him to think and interpret independently. It encourages critical analysis of real-life situations and seeks to lead to thoughtful and appropriate action to promote and protect human rights.’

(EMHRN 2008:7)

There is the need to take a more explicitly active and reflexive approach that questions and challenges human rights beyond the objectives of suiting self interests. Creating an awareness of human rights and cultivating positive values are a starting point but the development of critical thinking requires students to analyse, synthesize and extrapolate ‘information and knowledge to new situations’ (Council of Europe 2008:30). This requires a re-constructing human rights education based on the development of further skills such as the ability to contrast and create comparisons (Council of Europe 2008), ‘to think in one dimensional ways ... with a number of ways of interpreting the world not just the dominant ones’ (Cole, 2006:4) and to ‘live well with ambiguity and dilemma’ (Todd 2009:67). It also necessitates open-mindedness, ‘independent reasoning and critical awareness’ (Osler, 2000:14). Questioning and challenging human rights makes students aware of conflicting views and the interests behind these views and

‘can indeed contribute to a more nuanced pedagogical intervention, one that seeks not to silence voices in the name of our own discomfort, but seeks to recognize the “wrong” by opening up new contexts for shared meaning and continued contestation’

(Todd 2009:114)

To expand human rights to critical approach alternative practical critical pedagogical methods are necessary. As referred to earlier in Chapter 3 various tools can be used to develop critical skills (cross refer to pg 64) but as I hinted in the previous chapter such resources do not ensure critical thinking. It is the political commitments of the teacher to be active in promoting this pedagogy and also in working with other teachers that helps to achieve this end.

A cross-curricular approach can strengthen a critical approach as it brings in ‘the different perspectives of each area and the varied backgrounds of the teachers’ (ICRC, 2003:7) and engages ‘students who have strengths in different areas’ (ICRC, 2003:7). Yet, to be effective, collaboration means that ‘teachers need introduction to the pedagogy’ (ICRC, 2003:7) of taking a cross curricular approach. As referred to earlier, within local school contexts, collaboration has been advocated but so far coordination of cross-curricular efforts had always depended on teachers’ initiative (cross refer to pg 63). Successful collaboration cannot be based on haphazard initiatives but as suggested by ICRC (2003), it requires a stable programme, the presence of a co-ordinating teacher and the specification of ‘the sequence in which explorations — and ...concepts — are presented’ (ICRC, 2003:7).

4.6 Limitations and further studies

Despite efforts to offer a wide insight into perspectives of teaching and learning of human rights this study does have shortcomings that should be acknowledged. One important limitation to the study included non-response (Frankfort-Nachmias & Nachmias 2005). When heads of schools were asked to give permission to carry out this study in their school one

school refused permission. This further limited the number of girls taking the option participating in the study. Non-response by individual students was almost nil, although students in the study were given the option to refuse to participate. Only one student taking the option chose to do so.

Differences in students' perspectives would have been more evident if the data collected quantitatively was backed by qualitative data including, for example, the use of focus groups. Qualitative data collection would have given deeper insights into the information collected quantitatively and would have allowed for an analysis of students' reasoning behind their response. This generates the need for further studies within this area. Meanwhile, teachers in the study provided very revealing information both in interpreting their notions of human rights and in describing their attitudes to human rights education. The use of quantitative data collection methods would allow one to include the response of other teachers who are also involved in the teaching of human rights, including Social studies and PSD teachers.

Another aspect of the study that could be further explored would be the use of human rights education for cross-curricular activities. Teachers' interviews give indications of the existence of such an approach within schools. The need of a cross-curricular approach was also emphasized by circulars as referred to in Chapter 1. It would be interesting to know if local initiatives in such an approach are as constructive in local schools as those referred to in literature especially in relation to the setting up of colleges. Yet a more controversial study would focus on how far school practices locally are structured to promote human rights, including the implications of human rights theory put to practice with special reference to the effects on both teachers and students. Are the rights of teachers and students really respected within the local educational system? Do we accept and respect the rights of teachers and students to challenge existing practices, or are they simply expected to conform and fit within the institutionalized structure?

Conclusion

Choosing what to study is not a neutral choice. My decision to study human rights education was mainly brought about by the fact that my teaching of this topic as part of the European Studies syllabus generated student interest and debate in class which needs to be taken seriously to contribute to a fruitful approach to the idea of rights. In European Studies, time constraints and an overburdened syllabus set a major limitation in the way human rights are dealt with in our classrooms. Word and time limits in the presentation of this study prevent me from further exploring how this critical approach may be practically brought about. This entails a separate research project which would entail the participation of teachers and students themselves. My main conclusion, therefore, is that whilst we have done a lot in informing about human rights, such education has to be developed with a different pedagogical framework in mind. We now need to move away from simply informing our students about human rights and make a leap in quality when teaching for human rights by interpreting and using them so that they ‘learn to evaluate real-life experience in human rights terms, starting with their own behaviour and the immediate community in which they live.’ (OHCHR 2003: 62)

‘Education exists on the precarious border between the world we live in and the world that will come into being ... it must deal with the present without disabling the chance for children to reimagine the future’

(Todd, 2009: 20)

Abbreviations used as part of text:

ASP: Associated Schools Project

CoE: Council of Europe

DPD: Department of Planning and development

DCM: Department of Curriculum Implementation and Review

DFA: Department of Finance and Administration

EMHRN : Euro-Mediterranean Human Rights Network

HREOC : Human Rights and Equal Opportunity Commission

ICRC: International Committee of the Red Cross

MAS: *Moviment Azzjoni Socjali*

NIHRC: Northern Ireland Human Rights Commission

OHCHR : Office of the High Commissioner for Human Rights

SILC: Student Services and International Relations

UN : United Nations

UNESCO : United Nations Educational Scientific and Cultural Organization

UREC : University Research Ethics Committee

Bibliography

Education Division circulars cited in this study by order of issue and year:

<i>Circular No.</i>	<i>Subject</i>
circular 80/56	United Nations Day
circular 81/56	United Nations Day
circular 94/57	United Nations Day
circular 128/66	M.A.S Prize for Social Studies
circular 237/68	International Conference on Public Education
circular 257/68	Malta Committee for International Human Rights Year
circular 29/69	International Course in Civics
circular 75/69	Europe Day- 5 th May
circular 110/69	Communication from Secretary-General of the United Nations
circular 142/69	The UNESCO Associated School Project in Education for International Understanding
circular 232/70	The UNESCO Associated School Project in Education for International Understanding
circular 120/71	The UNESCO Associated School Project in Education for International Understanding
circular 15/72	M.A.S Prize for Social Studies
circular 55/72	Syllabi
circular 160/73	Human Rights Day message
circular 03/77	Seminar towards better citizenship
circular 61/78	Universal Declaration of Human Rights- Thirtieth Anniversary

<i>Circular No.</i>	<i>Subject</i>
circular 138/82	The UNESCO Associated School Project in Education for International Understanding
circular 2/85	The UNESCO Associated School Project in Education for International Understanding
circular 72/86	The UNESCO Associated School Project in Education for International Understanding
circular 157/87	Human Rights Day message
circular 16/88	Golden Pen Awards essay Competition
circular 118/88	ASP Human Rights Exhibition
circular 158/88	The UNESCO Associated School Project in Education for International Understanding
circular 193/88	Human Rights Day message
circular 277/88	Human Rights Day message
circular 22/89	UNESCO Club - 20 th Anniversary
circular 120/91	The UNESCO Associated School Project in Education for International Understanding
circular 35/92	World Children's Day
circular 27/93	Commonwealth Day message
circular 142/93	Human Rights Day message
circular 77/94	In-service courses
circular 91/94	Robert Schuman Scholarships
circular DPD 04/96	Council of Europe In-service training programme
circular DPD 12/96	In-service courses
circular DPD 15/96	Council of Europe In-service training programme
circular SILC 6/97	Peace and non-Violence Day in schools

<i>Circular No.</i>	<i>Subject</i>
circular DPD26/97	Council of Europe In-service training programme
circular DCM 40/98 Parts I & II	Special Project in Honor of the Fiftieth Anniversary of the Universal Declaration of Human Rights
circular DPD 60/98	Council of Europe In-service training programme
circular SILC 2/2000	Peace and non-Violence Day in schools
circular DPD14/2000	Council of Europe In-service training programme
circular DCM 42/2001	Global Education Week 2001
circular SILC 81/01	Human Rights Day
circular DCM 18/2002	Council of Europe In-service training programme
circular SILC 26/2002	Commonwealth Day message
circular DFA 67/2002	The Hubert Humphrey fellowship programme
circular DFA 107/2002	Circulars through e-mails
circular SILC 02/03	Peace and non-Violence Day
circular DFA 30/2003	Short Courses at the French Ecole Nationale d'Aministration
circular DCM 45/2003	Council of Europe In-service training programme
circular DFA 47/2003	The Hubert Humphrey fellowship programme
circular DCM 58/2003	Council of Europe In-service training programme
circular DCM 83/2003	Council of Europe In-service training programme

<i>Circular No.</i>	<i>Subject</i>
circular SILC 93/03	Exhibition on the Theme of Slavery
circular SILC 121/03	Human Rights Day
circular SILC 04/04	Peace and non-Violence Day
circular DCM 5/2004	Council of Europe In-service training programme
circular DCM 16/2004	1 st UNESCO In-service teacher training course
circular SILC 31/04	Europe at School Competition 2003
circular DFA 32/2004	Short Courses at the French Ecole Nationale d'Administration
circular SILC 46/04	Invitation to design a Charter and attend a Charter Assembly in Strasbourg
circular DCM 68/2004	Council of Europe In-service training programme
circular SILC 140/04	Europe @ School Internet Award Scheme
circular DCM 14/2005	Council of Europe In-service training programme
circular DFA 47/2005	Short Courses at the French Ecole Nationale d'Administration
circular DFA 65/2005	The Hubert Humphrey fellowship programme
circular DCM 88/2005	Global Education Week
circular DCM 99/2005	European Studies Syllabus
circular SILC 101/05	Course on Children's Rights
circular DCM 105/2005	Council of Europe In-service training programme
circular SILC 184/05	Children's Day
circular SILC 185/05	Children's Day

<i>Circular No.</i>	<i>Subject</i>
circular SILC 206/05	Trainer Training course on Human Rights Education for young people
circular SILC 10/06	Educating About Crimes Against Humanity
circular OPS 35/2006	Rights 4U Course
circular DCM 65/2006	List of European workshops-2 nd semester 2006
circular SILC 78/06	The European Union and the Rights of the Child
circular DCM 103/2006	European Studies Syllabus
circular DCM 112/2006	Global Education Week
circular SILC 171/06	International Day of Peace – United Nations Day
circular SILC 188/06	Think Globally, Act Locally
circular SILC 200/06	Show your view at the Children's corner
circular SILC 08/07	Holocaust Memorial Day
circular DCM 12/2007	Council of Europe In-service training programme
circular DCM 39/2007	Euro-Mediterranean training course 16-22 April 2007 European Youth Centre Budapest
circular SILC43/07	Celebrate Women's Struggle for Equality, Justice, Peace and development
circular OPS 45/2007	National Youth Parliament
circular SILC 77/07	World Programme For Human Rights Education
circular DCM 86/2007	SEC Environmental Studies syllabi 2008 and 2009
circular DCM 87/2007	Democracy and Value Education Aspect within the PSD syllabus
circular SILC 93/07	Ilkoll Indaq Jesuit Refugee Services (JRS) Malta School Outreach Project
circular SILC 103/07	Think Globally, Act Locally

<i>Circular No.</i>	<i>Subject</i>
circular DCM 106/7007	Global Action Schools – Invitation to Participate
Circular DCM 125/2007	SECE Social Studies Syllabus
circular SILC113/07	Ilkoll Indaqs – Walk Through Theater activity
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Appendices

Appendix 1

Education Division - The Education division is the governmental body responsible for 'to provide Maltese citizens with real and fair choices in the important sectors of education' (Education Division 2009). It is responsible for the administration of schools in all educational sectors from kindergarten to university on the island.

University Research Ethics Committee (UREC) – The university board responsible to 'safeguard both ethical standards and efficiency while ensuring proper accountability' (UREC, 2007:1) regulating 'all research involving human subjects carried out at the University, both by students and by members of staff' (UREC, 2007:1).

Appendix 2

Sample of letter circulars

A collection of circulars (up to 2001) can presently be found at Sala Frans Sammut in Floriana. After 2001, the division changed its practice of sending circulars in letter format and began to e-mail circulars to schools (DFA 107/2002). So far a hard copy collection of e-mailed circulars is not preserved with the preceding circulars. Acquisition of the last six years of circulars up to 2007 depended on the school archives at St. Theresa Junior Lyceum, Mriehel.

Note that all circulars are identified through an abbreviation of the body issuing circular, number of circular and date for instance DPD 04/96 stands for:

DPD: Department of Planning and development

04: Circular number 4

96: Date in which the circular was issued – 1996

SILC: Student Services and International Relations

CIRCULAR No. 80/56.
(OM/515/55)

EDUCATION OFFICE,
VALLETTA.
18th October, 1956.

TO ALL HEADS OF SCHOOLS.

1. UNITED NATIONS DAY.

As in the past, this year as well, United Nations Day (24th October) is being celebrated to enhance the interest of our children in the aims and achievements of the United Nations Organisation.

PROGRAMME OF EVENTS:

(a). Mass is to be celebrated in all schools (the usual procedure for the monthly congregations to be followed) and attended by the senior pupils in the Primary Schools and all the students in the Lyceum and the Secondary Schools. During Mass prayers are to be offered to thank God for the many graces received, to ask for divine guidance in international affairs and to solicit humbly for peace among nations.

(b). In the course of the day, the History Masters/Mistresses in the Lyceum and Secondary Schools and the teachers in charge of the senior classes in the Primary Schools are to give a short talk to their pupils on U. N. O. - Notes to follow.

(c). 3.40 p.m. Children's broadcast on U. N. O. Arrangements to be made for the senior pupils to listen in.

(d). Arrangements will be made for an illustrated film show with Maltese commentary to be held in a number of Government schools; these shows will be held during the fortnight following U. N. O. Day.

,.... Page 2....

Heads of schools are reminded that they are to withdraw immediately from this Office the old National Insurance Cards 'Group' 'D' (Pink Colour) so that the stamps in respect of the remaining weeks of the current month might be affixed.

3. APPLICATIONS FOR LEAVE.

Heads of Schools are to note that when permission is granted to any teacher to attend any examination he should possibly report back to school as as the examination is over.

If the examination is held in the afternoon the teacher should attend school during the morning.

4. TRAVELLING PASSES FOR SCHOOL CHILDREN.

(Heads of Grammar Schools)

With reference to Circular No. 67s/56 dated 13th September, 1956, re Travelling Passes for School children, Heads of School are informed that the Birth Certificates in connection with applications for Travel Passes need no longer be produced.

All that is required is the correct date birth of the applicant.

Pl sign
Manifant Bonnici
C. Ellul
Wan -
W. Grech

F. J. Pace
J. Agapaneh
B. C. M. M. M.
(M. M. M.)
G. Monte Carlo

P. J. Vana
DIRECTOR OF EDUCATION

19th October, 1956.

CIRCULAR TO ALL HEADS OF SCHOOL.

1. UNITED NATIONS DAY.

Reference circular No. 80/56 please see the following notes :-

The purposes of the United Nations are outlined in the first article of its Charter. Briefly they are: to maintain peace; to develop friendly relations among nations; to promote the welfare of all human beings; and to provide the means by which nations can work together to attain these ends. These purposes are simple and everyone will approve of them. There is, however, a good deal of scepticism as to whether or not the United Nations can achieve its aims. This scepticism is due partly to thinking of the United Nations merely as an organisation of diplomatic representatives of its Members Governments.

But the United Nations is more than this. It is an association of the peoples of the world, of "We the Peoples of the United Nations." There are many references to peoples, their welfare and their rights in the Charter. The Charter, too, authorizes the Economic and Social Council to consult international and national non-governmental organisations in planning its programmes. Most people are therefore represented in the United Nations in two ways; first, through the delegates of their own governments; and second, through international non-governmental organisations - religious professional, educational, or social - to which a great many persons belong.

The United Nations can be the peoples' movement, and if it is to succeed it must be the greatest danger which lies ahead for the United Nations and the peace and welfare of humanity is not so much the disagreements of governments as the apathy, indifference, and scepticism of ordinary people. The action of all governments is based ultimately on popular support. If the ordinary people know about the United Nations, if they really want it to succeed, they can help a great deal by building up a solid body of public opinion in support of its projects.

NOTES OF THE SPECIALISED AGENCIES

The Specialised Agencies are organisations established by inter-governmental agreements and having wide responsibilities in economic, social, cultural, educational, health, and related fields. The following are the more important specialised agencies.

THE INTERNATIONAL LABOUR ORGANISATION

Workers, employers, and governments share in making the decisions of the International Labour Organisation, whose "tri-partite" structure makes it different from all other inter-governmental agencies.

ILO is one of the oldest specialised agencies associated with the United Nations and is the sole survivor among the inter-governmental bodies set up after the First World War. ILO helps its member governments in many ways by providing missions, conducting training courses, and doing research on which numerous social studies, economic reports, statistics, and periodicals are based.

It participated in the United Nations expanded programme of technical assistance. It helps countries raise living standards through advice in a variety of technical fields and, in particular, by teaching workers, employers and governments how to produce.

to produce more and better goods. It also helps governments cross the barriers that prevent the flow of workers from over-populated countries remaining under-developed for lack of man-power.

THE FOOD AND AGRICULTURE ORGANISATION

FAO was founded in October, 1945 the first inter-governmental agency established after the Second World War. It is governed by a Conference in which each of the 71 member nations has one vote. The Conference meets every two years, except when a majority deems it necessary to meet in the intervening year.

Between sessions, the FAO Council, composed at present of representatives of twenty-four member nations, acts as the governing body.

Its chief aims are to help nations raise the standard of living; to improve nutrition of the people of all countries; to increase the efficiency of farming, forestry, and fisheries; to better the conditions of rural people; and, through all these means to widen the opportunity of all people for productive work.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

The purpose of UNESCO "is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law, and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations".

UNESCO works to improve and extend educational facilities and to promote education for international understanding. In fighting illiteracy, a major project is to establish a network of regional centres to train teachers in the techniques of fundamental education.

To promote international scientific co-operation, UNESCO initiates meetings between scientists and aids international scientific organisation. It helps in the teaching and popularization of science and gives special encouragement to scientific research. It coordinates world research on arid zones. Six field science offices have been set up for Latin America, the Middle East and Asia. UNESCO studies social tensions between peoples and, on request, provides experts on specific social science problems.

Its programme of cultural activities aims at promoting favourable conditions for intellectual cooperation among artists, musicians, philosophers, and men of letters. It endeavours to protect creative work and its authors, and assists in acquainting peoples with the world's cultural heritage. With experts from many countries, it has drafted an International Copyright Convention.

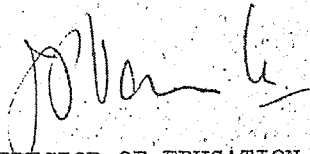
UNESCO provides information on world-wide opportunities for study, travel, and work abroad for education purposes, and it administers fellowships.

WORLD HEALTH ORGANISATION

-- 3 --

Nearly everywhere in the world one of the main obstacles to health improvement is the grave shortage of health workers of all kinds. WHO devotes particular attention to this problem, sponsoring international training courses and seminars, arranging for group experts to give practical on-the-spot demonstration, and granting hundreds of fellowships each year which enable doctors, nurses, etc., to study or undertake research abroad. Subjects of special concern in all these varied activities, which are grouped together as WHO's advisory services, include the study of various diseases.

WHO also maintains central technical services, comprising work in such fields as biological standardization and unification of present medical knowledge.


DIRECTOR OF EDUCATION.

CA

Educ.2117/65

8th June, 1970.

Principals of Colleges of Education,
Heads of Secondary Schools,
Heads of Primary Schools,
Heads of Private Schools

THE UNESCO ASSOCIATED SCHOOLS PROJECT
IN EDUCATION FOR INTERNATIONAL UNDERSTANDING

In 1953 Unesco began a programme of education for international understanding which has become known as the Associated Schools Project. A letter was sent to Governments and National Commissions in Member States, inviting them to propose the names of secondary schools which would carry out experimental projects in education for international understanding, and would be linked in this endeavour with schools in other countries and with Unesco.

This programme has continued and expanded. It was extended to teacher-training institutions and to primary schools. Unesco, which provides certain services to the Associated Schools, has had to restrict the number it could accept from any one country. Convinced of the value of the project, some participating countries are planning to develop national projects along the same lines. Thus, for the first time in history, teachers in schools in many countries, in all continents, are concerting their efforts, with the approval and support of national educational authorities, to translate the aims of international understanding into effective practice in the schools.

Malta has taken part in this project since 1966 but this year 1969-70, we have achieved a record, through having as active participants in our programme 17 Primary, 1 Private and 2 Secondary Schools.

The Secretariat at Unesco, Paris Headquarters was very enthusiastic at this educational activity in Malta. The following extract from a letter by the Secretary dated January 14th, should interest you: -

"The Secretariat is most grateful to you for having transmitted letters from eighteen schools in Malta which desire to participate in the Associated Schools Project.

It is with great pleasure that the Secretariat accepts these institutions for participation in the Project. They will shortly be receiving letters of welcome and basic documentation. They will also be provided with subscriptions to Unesco periodicals of particular interest to Associated Schools.

"The Schools' reports of the activities which they have been carrying out or intend to carry out to promote international understanding are very interesting."

..../2.

The following is an extract from Circular
Circular No. 19 (April 1970):

MALTA

1. Boys Primary School,
Balzan-Lija
- Principal: Mr Joseph
FORTELLI
- Special project director
The Principal
- No. of project participants: 180
- Approximate age of participants: 8 to 11 years

Special Project: Uganda

The project on Uganda comprises a study of the means used in communication between Malta and Uganda and of the geography and flora and fauna of Uganda. In connexion with the special project, the pupils collect information and materials, draw and paint pictures touching on various aspects of life in Uganda and compile scrapbooks.

2. Boys' Primary School,
Vincent Bugeja Street,
Hagarim
- Principal: Mr M.A. BONNICI
- Special project director
Mr George GRECH
- No. of project participants: 4
- Approximate age of participants: 9 to 11 years

Special project: SPAIN

Taking Spanish children as a starting point, the special project proceeds to a consideration of the religion, geography, history, education, culture, agriculture, industry and commerce of Spain. Special activities include: exchanges of correspondence with Spanish schoolchildren; the collection of stamps and photographs and talks and film-showings on Spain.

3. Boys Primary School,
Rabat
- Principal: Mr John J.
CARUANA
- Special project director
Mr Anthony FENECH
- No. of project participants: 11 to 14 years old

Special project: UNITED KINGDOM

Pupils in classes V to VII are taking part in the special project. Working individually and in groups, they study the history, sports, industry and commerce of the United Kingdom and the everyday lives of British schoolchildren.

4 Boys' and Girls' Primary & Schools, Grognet Street, Mesta

Special project director
8 teachers (Girls' School)
6 teachers (Boys' School)

Principal: Miss C. MUSCAT (Girls' School)
Mr S.J. FARRUGIA (Boys' School)

No. of project participants
140 girls (in 7 classes)
120 boys (in 5 classes)

Approximate age of participants
10 to 14 years old

Special project: INDIA

The aim of the project is to foster international understanding through the study of the daily life of children in India. Pupils also study the geography, history, religions, music, art and customs of India in class and undertake research projects.

Activities planned in connexion with the project include talks given by people who have visited or lived in India, film-showings and exchanges of correspondence.

6 Floriana Boys' and Girls' & Primary School, Floriana

Special project director
Mr J.B. CORDINA AND Miss J. DE BATTISTA

Principal: Mr Lawrence J. CARUANA

No. of project participants
180

Miss Mary GIGLIO

Approximate age of participants: 11 to 15 years

Special project: The Netherlands

"The Netherlands" involves a study of Dutch children at home at school and at play. To carry out this project, the pupils have been divided into study sections on:

everyday life (the school, the home, sports and games, stories and legends, festivals and folklore);

history and political structure of the Netherlands;

geography;

culture (art, music, literature, architecture, science, the lives of great men);

religion and language.

Teaching about the United Nations and its related agencies and the observance of international "days" form a part of an on-going programme of education for international understanding of the Floriana Boys' and Girls' Primary Schools.

8. Girls' and Infants School, Siggiewi

Special project director:
Miss Tessie AQUILINA

Principal: Miss Erminia NAUDI

No. of project participants

Approximate age of participants
10 to 13 years old

Special project: The British Isles

The two upper classes of the school concentrate on the geography of the United Kingdom and the four lower classes on its geography, climate, sites of interest and people..

In English and Maltese lessons, pupils read and write about famous Britons and about British customs and legends. In arts and crafts classes, they compile albums and scrapbooks on the United Kingdom, make costumed dolls and draw and paint pictures having as themes various aspects of British life.

The special project will conclude with an exhibition of the work which the pupils have produced, a concert of folk songs and dances and with the performance of a play by pupils who have taken part in the special project.

9. Girls' and Infants School,
St. Elmo,
Valletta

Special project director:
The Principal and Miss M. ABELA
No. of project participants: 125

Principal: Miss Beatrice M.
CARUANA

Approximate age of participants:
10 to 13 years old

Special project: Federal Republic of Germany

Pupils taking part in the special project on the Federal Republic of Germany undertake individual research projects on one of six subjects: geography, history, culture, religion, industry or customs. They also correspond with schoolchildren in the Federal Republic of Germany.

10 Government Primary Boys'
& School and Government Primary
11. Girls' School, Msida.

Special project director:
Miss Mary Rose GARRONI
(Girls' School)
Mr Edwin DEBONO (Boys' School)

Principal: Miss Pauline CAMILLERI
(Girls' School) and
Mr Edward ELLUL
(Boys School)

No. of project participants:
175 (in Girls' School, classes
IV - VI);
120 (in Boys' School, classes
IV - VI)

Special project: United Nations and its Related Agencies

Government Primary Girls' and Boys' School pupils will participate in a special survey of the work of the United Nations during the Spring term of 1970. They will be given formal lessons on the United Nations during this term which will replace their regular geography and history lessons. Five specific subjects will be treated: the origin and history of the United Nations; famous personalities of the United Nations; and the United Nations and Malta. People in Malta associated with the United Nations will be invited to the school to give talks.

Reports of the following schools reached Headquarters (Paris) too late to be included in circular. They are however listed on pages 50 and 52.

1. Stella Maris Private School,
82 St. Francis Street,
Bilzan
Headmistress: Sister Josephine Azzopardi.
2. St. Louis Girls' Grammar School
St. Julians.
Director of Project: Miss N. Cardona
3. Secondary Technical School,
Naxxar.
Director of Project: Messrs. A. Cuschieri
A. Borg.

As one goes round the schools mentioned one is amazed at the amount of work achieved, the research undertaken, the enthusiasm aroused even where relatively young children are involved.

We have gathered above remarks from visiting foreign teachers. One welcome and successful new feature this year was the involvement in the particular project of several schools of student-teachers from London University Institute of Education (by kind permission of their senior tutor). Each foreign teacher spent a day in the school which had his or her country under special study.

Many suggestions have been received from Headteachers for the improvement of the Malta programme. Your suggestions would be welcome.

Some Heads of School have asked to be allowed to carry on with their project right into next year. This is of course encouraged, particularly when "corresponding schools abroad" were hard to find. Your difficulties are appreciated.

Any Headteacher who would like to launch his or her school on the project this coming scholastic year is requested to write to the Education Office (Att: Mr Elia Galea). Material on how to organize such a programme is available on loan.

E. J. M.
Dir. DIRECTOR OF EDUCATION.

CIRCULAR NO. 229/70

EDUCATION OFFICE,
141, St. Christopher Street,
Valletta.

ALL HEADS OF SCHOOL

24 October, 1970.

The 25th Anniversary of the Foundation
of the United Nations

People, the world over, are celebrating the 25th Anniversary of the founding of the United Nations. The United Nations is a living organism and its need to exist for peacekeeping and peacekeeping is felt not less now in this world of turmoil than when it was founded a quarter of a century ago to deal with the aftermath of the most destructive war in history.

Heads of State met during these last few days in New York, its headquarters, to expound on the need to ward off war and to offer remedies for hunger, poverty and corruption of mind and body, and later issued a message to the world.

However, there is no doubt that the evil spirits which provoked the last war are still rampant today. U Thant, the Secretary General, has sounded this danger note and encouraged all the people of the world to rethink and relive the true spirit of U.N.O. so that this Organisation will not drift into ineffectiveness.

In the opening words of the charter of U.N.O. "We the People" lie the secret and the basis for the recovery of lost principles and for the avoidance of world destruction. Each one of us forms part of the United Nations and it is the duty of each one of us to contribute each in one's own way towards world harmony.

Teachers are encouraged therefore to bring to their students this message of peace so that the benefits gained over the centuries will not be lost in one holocaust of war.

Towards this end, talks are to be given on the aims and main activities of U.N.O. to the higher forms of the Secondary Schools so that this generation of students will be more alive to their responsibilities in the world they are about to enter. Literature is being provided for this purpose.

An essay competition on this subject "The aims, achievements and difficulties of the United Nations Organisation", is being held for the IV, V, and VI forms. Essays should be forwarded to Mr C. Camilleri, Education Office, Valletta, up to the 21st November, 1970. The sum of £15 has been offered by Government as prize money.

Heads of School should please make the necessary arrangements to have the essays written at school.

Although the arrangements indicated above with regard to the Essay Competition have to be limited to the Upper Forms of Secondary Schools, it is earnestly recommended that the younger pupils in Secondary Schools and the older pupils in Primary Schools be given a short talk according to their age on the United Nations. We cannot begin too early to develop in the young such "United Nations Mindedness" as is consonant with their age.

M. J. T. Jones
DIRECTOR OF EDUCATION



Divizjoni ta' l-Edukazzjoni Education Division
STUDENT SERVICES AND INTERNATIONAL RELATIONS DEPARTMENT

Tel: 25982709/1

Fax: 21232140

Letter Circular

Information X

Action Required X

Ref: SILC 121/03

Date: 1 ta' Dicembru 2003

Minn: Anthony DeGiovanni, ADE Relazzjonijiet Internazzjonali

Lill: Kapijiet ta' l-Iskejjel (Statali, Tal-Knisja u Indipendenti) u s-Sezzjonijiet

Suggett: L-10 ta' Dicembru – JUM ID-DRITTIJJET TAL-BNIEDEM

Blex tfakkar l-gharfien tal-htiega ghall-Edukazzjoni dwar id-Drittijiet tal-Bniedem l Organizzazzjoni tan-Nazzjonijiet Uniti (ONU) iżżomm l-10 ta' Dicembru ta' kull sena bhala l Jum iddedikat ghad-Drittijiet tal-Bniedem. Fl-10 ta' Dicembru, 1948 il-pajjiżi membri fi hdan l ONU approvaw unanimament l-Istqarrija Universali tad-Drittijiet tal-Bniedem. L-Ufficcju tal Kummissjoni Gholja tad-Drittijiet tal-Bniedem ta' ONU qiegħed iheggeg lill-pajjiżi membri sabiex jiccelebraw dan il-jum bil-ghan li jippromwovu aktar għarfien tad-Drittijiet u l-Libertajie fundamentali tal-Bniedem.

Il-Kapijiet ta' l-Iskejjel huma mhegga jiccelebraw dan il-jum b'mod li fil-fehma tagħhom l-akta jghodd għall-istudenti tagħhom. Dan jista' jsir fost l-ohrajn billi:

- Jinqara d-Diskors ta' l-Okkażjoni ta' l-Onor. Ministru ta' l-Edukazzjoni, Dr Louis Galea (anness)
- Isibu hin qasir mill-gumata ta' l-10 ta' Dicembru għal celebrazzjoni b'diskorsi qosra, qari mima u kant.
- Attivitajiet interdixiplinarji fil-klassi li jinvolvu tpingija, posters, tiswir ta' slogans, kitb: kreattiva u drama.

Wieħed għandu wkoll jagħmel referenza għall-Kurrikulu Minimu Nazzjonali, b'mod partikulari Għanijiet 1, 2 u 5 (pagni 48-50 u 54)

Rapporti dwar dan il-Jum għandhom jintbagħtu sa mhux aktar tard mil-15 ta' Jannar 2004, li Ms Josephine Vassallo, E.O. Democracy & Values, Sezzjoni għar-Relazzjonijiet Internazzjonali, DSSIR, Divizjoni ta' l-Edukazzjoni, Il-Furjana.

M. R. Mifsud
Direttur
Servizzi għall-Istudanti u
Relazzjonijiet Internazzjonali

Enc

Ministeru ta' l-Edukazzjoni - Ministry of Education



Fl-Okkazzjoni ta' Jum id-Drittijiet tal-Bniedem 2003

Messagg ta' l-On. Dr Louis Galea
Ministru ta' l-Edukazzjoni

Gheziez studenti,

Fl-10 ta' Dicembru, Malta ticcelebra flimkien mal-pajjiżi tad-dinja kollha, l-Jum iddedikat lid-Drittijiet tal-Bniedem. L-Organizzazzjoni tan-Nazzjonijiet Uniti tishaq li ghal din is-sena dan il-Jum ghandu jigi ccelebrat b'mod mill-aktar dinjituż u memorabbli mal-pajjiżi kollha u bir-ragun meta wiehed iqis fl- tragedji umani li sehew madwar id-dinja dawn l-ahhar żminijiet.

Nistghu nghidu li d-Drittijiet tal-Bniedem huma dawk id-drittijiet maghguna haga wahda man-natura umana u li minghajrhom ma nistghux nghixu ta' bnedmin. Permezz ta' dawn id-Drittijiet u Libertajiet Fundamentali nistghu niżviluppaw ruhna sew u nistghu nużaw il-kwalitajiet umani taghna, l-intelligenza u l-kapacitajiet taghna, kif ukoll il-kuxjenza. Huma bbażati fuq il-bżonn tal-bnedmin li jghixu f'dinja fejn id-dinjita' u s-siwi ta' kull persuna jinghataw l-gharfien u l-harsien. Il-ksur ta' dawn id-Drittijiet mhuwiex biss tragedja individwali iżda offiża lill-umanita' kollha kif ukoll il-kawża ta' nkwiet politiku u soċjali, u ż-żerriegha tal-vjolenza u l-konflitt bejn gnus u nazzjonijiet.

Il-Kurrikulu Minimu Nazzjonali huwa msawwar b'kontenut ispirat mid-Drittijiet tal-Bniedem. Jishaq fuq il-valuri fundamentali, fuq l-iżvilupp ta' kull tifel u tifla b'mod shih, fuq id-drittijiet tat-tfal, fuq l-iżvilupp taċ-cittadini u l-ambjent demokratiku, fuq l-inkluzjoni, l-ugwaljanza bejn is-sessi u r-rispett taċ-diversita'. L-ghalliema fl-iskejjel taghna, kemm permezz ta' l-eżempju kif ukoll bl-esperjenzi edukattivi li jipprovdukom ta' kuljum huma l-mudell li fuqu intom l-istudenti tistghu timxu sabiex tistghu tifhem aktar il-valur tal-harsien ta' dawn id-Drittijiet fil-hajja taghna ta' kuljum.

Ministeru ta' l-Edukazzjoni - Ministry of Education

Ghalhekk illum fl-iskejjel taghna ghandna niccelebraw dan il-Jum b'mod specjali halli niftakru li r-rispett tad-Drittijiet tal-Bniedem ghandu iigi ccelebrati kuljum permezz ta' l-ghemil u d-decizjonijiet taghna.



LETTER CIRCULAR

Information: ✓

Action Required: ✓

Ref: OPS/35/2006

From: Director Operations

To: All Heads of Secondary Schools, Junior Lyceums & Sections

Subject: Rights 4U Course

Date: 21st April 2006

Kindly bring the attached letter from the Office of the Commissioner for Children to the attention of staff and students.

Alfred Mallia
Director Operations



Rights 4U

Id-Drittijiet tiegħi huma tiegħek ukoll

Kors fuq id-Drittijiet tat-Tfal u ż-Żgħażaġh.

Il-Kummissarju għat-Tfal qed tistieden lill-għaqdiet u lill-iskejjel biex jinnominaw tfal u żgħażaġh li jistgħu jkunu magħżula biex jippartecipaw f'kors fuq id-Drittijiet tat-Tfal. Għal dan il-kors ikunu magħżula madwar 70 tifel/tifla u żgħażuġh/ha.

Il-kors ser ikun jikkonsisti f'numru ta' laqgħat u attivitajiet relatati mad-Drittijiet tat-Tfal. Il-kors ser jieħu l-forma ta' 'live-in' li ser isir bejn it-30 ta' Ġunju u t-2 ta' Lulju 2006. Il-partecipanti ser ikunu mistiedna biex jieħdu sehem f'diskussjonijiet u attivitajiet oħra. Il-kors ser ikun bil-Malti.

F'dawn il-granet it-tfal u ż-żgħażaġh ser ikollhom l-opportunita' biex isiru jafu u jinterpretaw tajjeb id-drittijiet tat-tfal kif inhuma mnizzla fil-Konvenzjoni tal-Ġnus Magħquda tad-Drittijiet tat-Tfal. Ser ikun hemm ħin ukoll għal rikreazzjoni flimkien.

It-tfal u ż-żgħażaġh li jistgħu jiġu nominati jridu jkunu:

- ta' eta' bejn l-14 u s-16-il sena sat-30 ta' Lulju, 2006;
- lesti li jattendu għal kors fuq id-Drittijiet tat-Tfal fil-granet indikati aktar qabel.

Biex niżguraw li jkollna rappreżentanza miftuħa u inkluzjoni soċjali ta' tfal u żgħażaġh Maltin, l-Uffiċċju tal-Kummissarju għat-Tfal ser juża kriterji cari biex jiġu magħżula l-partecipanti għall-kors. Dawn jinkludu:

- bilanċ bejn is-subien u l-bniet; rappreżentanza minn kategoriji ta' etajiet diversi; rappreżentanza minn skejjel indipendenti, privati u pubbliċi; inkluzjoni ta' dawk il-gruppi li jkunu diffiċli biex jintlaħqu, bħal tfal taħt xi kura speċjali, tfal b'dizabilita', tfal immigranti u tfal oħra żvantaggjati.

Minhabba li n-numru ta' postijiet huwa limitat l-Uffiċċju tal-Kummissarju għat-Tfal jirriserva d-dritt li jtellja' bil-polza l-applikazzjonijiet li jidhlu skond il-kriterji msemmija hawn fuq.

L-għaqdiet u l-iskejjel, huma mistiedna biex iħajru lit-tfal u ż-żgħażaġh sabiex jattendu għal dan il-kors. Biex tkunu tafu aktar fuq id-Drittijiet tat-Tfal u ż-Żgħażaġh tistgħu tidhlu fis-sit www.unicef.org/crc/index.html jew fis-sit ta' l-Uffiċċju tal-Kummissarju għat-tfal www.tfal.org.mt

Bl-ebda mod ma nixtiequ li l-flus ikunu ta' impediment għat-tfal u ż-żgħażaġh biex jattendu għal dan il-kors. Madankollu, biex niżguraw li kull min japplika, jattendi u jkun responsabbli, qed nitolbu nlas nominali ta' Lm5, li jiġihallas meta t-tfal u ż-żgħażaġh ikunu ġew magħżula biex jattendu.

B'dan il-mod niżguraw li ma jkunx hemm min iwaqqa' l-applikazzjoni fl-aħħar ħin u b'hekk jieħu post f'addiehor.

Dawk kollha interessati li jattendu għandhom jitolbu applikazzjoni lill-għaqda jew skola fejn jattendu, u jibagħtuha lil:

Ms. Sonia Camilleri, Kummissarju għat-Tfal: Rights 4U, Palazzo Ferreria, Triq ir-Repubblika, Valletta, Fax: 2590 3101 jew b'e-mail fuq rights4u@gmail.com

L-applikazzjonijiet iridu jaslju sa mhux aktar tard minn nofsinhar ta' nhar il-Gimgħa, 19 ta' Mejju, 2006.

Grupp organizzattiv

Anna Grech
Manuel Fenech
Sandro Balzan

Applikazzjoni għal Kors tad-Drittijiet tat-Tfal u z-Żghazagh

Isem:	<input type="text"/>	Indirizz:	<input type="text"/>
Nru. tat-tel/mob:	<input type="text"/>		<input type="text"/>
Data tat-twelid:	<input type="text"/>		<input type="text"/>
Eta' b'halissa:	<input type="text"/>		<input type="text"/>

Sess: Raġel: Qatt ipparteċipajt f' xi kors ieħor Iva:
 Mara: ta' Kummissarju għat-Tfal? Le:

Għandek xi bżonnijiet speċjali?

Jiena mid-nieħu sehem fil-Kors għax ...

Isem l-iskola /
organizzazzjoni li innominatek

Timbru ta' l-iskola /
organizzazzjoni li tattendi

Firma tal-kustodju:

Firma tal-partecipant:

Data:

Din l-applikazzjoni għandha tintbagħat sa nofsinhar ta' nhar il-Gimgha, 19 ta' Mejju, 2006 f' dan l-indirizz: Uffiċċju tal-Kummissarju għat-Tfal, Palazzo Ferreria, Triq ir-Repubblika, Valletta, bil-fax fuq 2590 3101 jew b' e-mail lil: rights4u@gmail.com

Il-kriterji biex jigu magħżula l-applikanti huma mniżżla fl-ittra mehmuża ma din l-applikazzjoni

Rights 4U

id-drittijiet tiegħi huma tiegħek ukoll!

**Għandek bejn
14 u 16-il
sena u fixtieq
fattendi
weekend dwar
id-drittijiet tat-tfal
u taż-żgħażaġh?**

**Għal aktar
informazzjoni kellem
lill-Kap ta'
l-Iskola jew
j-Għaqda tiegħek**



Kummissarju għat-Tfal
Commissioner for Children

Applikazzjonijiet jintbagħtu lil :

Ms. Sonia Camilleri

Uffizzju tal-Kummissarju għat-Tfal : Rights 4U

Palazzo Ferreria, 310, Triq Ir-Repubblika, Valletta CMR 02

fax : 2590 3101 email : rights4u@gmail.com

L-APPLIKAZZJONIJIET IRIDU JASLU SA MHUX AKTAR TARD MINN NOFSINBAR TAL-GIMGHA 19 TA' MEJJU '06



STUDENT SERVICES AND INTERNATIONAL RELATIONS DEPARTMENT
Tel: 25982701 Fax: 25982116
E-Mail: dssir.educ@gov.mt

Letter Circular

Ref: SILC 185/06

Date: 23rd October 2006

To: All Heads of School (State and Non-State) and Sections

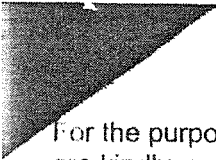
From: Ms Louise Cutajar Davis, Education Officer – International Relations

Subject: International Relations Calendar for the First Term

The International Relations Department would like to highlight the following important dates on our calendar. The intrinsic value of marking these events cannot be emphasized enough. These special occasions provide us with opportunities to take time to reflect on themes aimed at enhancing intercultural competence and the celebration of diversity. Schools are encouraged to include as many of these events as possible, especially through cross-curricular activities, in order to promote skills which enable our students to better understand and integrate with different cultures.

Please note that some dates had to be adjusted according to the local context.

October	November	December
24 -31 European Day of Parents and Schools	16 International Day of Tolerance	1 World AIDS Day
24 International Day of Peace United Nations Day	20 Universal Children's Day	10 Human Rights Day
	20-24 Global Education Week	
	25 International Day for the Elimination of Violence against Women	



For the purposes of record keeping and reporting to international institutions, schools are kindly requested to send reports of these activities to:

Louise Cutajar Davis
Education Officer International Relations
Room 421A
Office of the Permanent Secretary
Ministry of Education
Floriana
e-mail: louise.cutajar-davis@gov.mt

Please note that reports will also be passed on to other E.O.s accordingly.

Dr. C. Borg
Director General of Education
in the absence of Director Student Services and International Relations



STUDENT SERVICES AND INTERNATIONAL RELATIONS DEPARTMENT

Tel: 25982711

Fax: 21226103

E-Mail: dssir.educ@gov.mt

Letter Circular

Ref: SILC 43/07

Date: 26th February 2007

To: All Heads of School (State and Non-State) & Sections

Subject: Celebrate Women's Struggle for Equality, Justice, Peace and Development

From: Ms Josephine Vassallo, Education Officer – Democracy and Values Education

On **March 8** (International Women's Day) all women around the world celebrate their common history of struggle for Equality, Justice, Peace and Development.

The theme for this year's celebration is "*2007: Ending Impunity for Violence against Women*".

Schools are invited to join the world in remembering the contributions and concerns of women and girls.

Suggestions for celebrating this day:

- During assembly invite students to reflect on the attached prayer and to remember mothers, sisters and friends;
- Organise cross-curricular workshops and cultural events around the theme of this year's day – Ending Impunity for Violence against Women;
- Learn about:
 - o The UN Secretary-General's Study on Violence against Women (<http://www.un.org/womenwatch/daw/vaw/>);
 - o Amnesty International – Stop Violence Against Women (<http://web.amnesty.org/actforwomen/index-eng>);
 - o International treaties which protect the rights of women and girls and find out if our government has ratified each of these important instruments:
 - Convention to End All Form of Discrimination Against Women (<http://www.un.org/womenwatch/daw/cedaw/index.html>);
 - Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children (http://www.unodc.org/unodc/en/trafficking_human_beings.html);
 - Convention on the Rights of the Child (<http://www.ohchr.org/english/law/crc.htm>);
 - o Promote the accomplishment of the Millennium Development Goals especially those directly related to women and girls (<http://www.millenniumcampaign.org/site/pp.asp?c=qrKVL2NLE&b=138312>)

Heads of School are kindly requested to fill in the attached feedback sheet and to send to **Ms Josephine Vassallo, E.C Democracy and Values Education, Room 313, Great Siege Road, Floriana CMR 02**, by not later than **Friday 23 March 2007**.

Dr. C. Borg

Director General of Education

in the absence of Director Student Services and International Relations

PRAYER FOR INTERNATIONAL WOMEN'S DAY

Women are a reflection of the glory of God. Today we honour the women of all times and all places:

Women of courage.

Women of hope.

Women suffering.

Women mourning.

Women living fully.

Women experiencing joy.

Women delighting in life.

Women knowing the interconnectedness of the human family.

Women honouring the sacredness of the relational, the affective.

Women quietly tending the garden of human flourishing.

Women boldly leading the transformation of unjust global structures.

Women seeking Wisdom.

Women sharing Wisdom.

Women receiving Love.

Women giving Love.

Women: life-giving.

Women: the image of God.

Loving God, we celebrate your faithfulness and love. On this day we commit ourselves to the promotion of the full humanity of all women everywhere. We know that whatever denies, diminishes or distorts the full humanity of women is not of God.

Help us to be faithful to your call to love.

Amen.

8 March 2007

ENDING IMPUNITY FOR VIOLENCE AGAINST WOMEN

Feedback Sheet

Name of School: _____

Address: _____

Email: _____

Kindly tick '✓' where applicable and please explain how the activity was organised

Activity	✓	How was it organised
During Assembly		
Cross-curricular Workshops		
Cultural Events		
Other (please specify)		

Head of School

Date: _____

MINISTERU TA' L-EDUKAZZJONI,
ŻAGHAŻAĠH U XOGHOL
FLORIANA CMR02
MALTA



MINISTRY FOR EDUCATION, YOUTH
AND EMPLOYMENT
FLORIANA CMR02
MALTA

STUDENT SERVICES AND INTERNATIONAL RELATIONS DEPARTMENT
Tel: 25982711 Fax: 25982711
E-Mail: dssir.educ@gov.mt

Letter Circular

Ref: SILC 77/07

Date: 3rd May 2007

To: All College Coordinators, Heads of School (State and Non-State) & Sections

From: Ms. Josephine Vassallo, Education Officer – Democracy & Values Education

Subject: WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

On 5-6 November 2007 a Regional European Meeting on the World Programme for Human Rights Education (WPHRE) will be organised by the Council of Europe in cooperation with UNESCO, the Office of the UN High Commissioner for Human Rights and the OSCE Office for Democratic Institutions and Human Rights.

The aim of the meeting is to assist the Council of Europe states parties to the European Cultural Convention in the implementation of the Plan of Action for the first phase of the WPHRE, which is focused on the primary and secondary school systems. The meeting is also expected to help take stock of the European expertise in Human Rights Education (HRE), which could be used and promoted in other parts of the world.

In the meantime you are kindly asked to fill in the attached survey and send it by email to: **Ms Josephine Vassallo, Education Officer, Democracy and Values Education, EDC/HRE Coordinator for the Council of Europe, josephine.vassallo@gov.mt** by not later than **Wednesday 9th May 2007**

The information requested will be used for the preparation of the Regional European Meeting on WPHRE and for the follow-up of this meeting

Dr. C. Borg
Director General of Education
in the absence of Director Student Services and International Relations

enc.

What is human rights education?

Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviours needed to uphold human rights for all members of society.

Human rights education activities should convey fundamental human rights principles, such as equality and non-discrimination, while affirming their interdependence, indivisibility and universality. At the same time, activities should be practical—relating human rights to learners’ real-life experience and enabling them to build on human rights principles found in their own cultural context. Through such activities, learners are empowered to identify and address their human rights needs and to seek solutions consistent with human rights standards. Both what is taught and the way in which it is taught should reflect human rights values, encourage participation and foster a learning environment free from want and fear.

Please tick where applicable

Primary **Secondary**

1. Tick the most appropriate column to indicate how the statement applies best to your school.

Comparison <input type="checkbox"/>	Highly compares	Compares	Slightly compares	Does not compare
Statement				
1. The School has a <i>School Policy</i> on HRE				
2. The School has included HRE in its School Development Plan				
3. The School has included HRE in the Staff Professional Development Seminars’ list				
4. The School has invited guest speakers on HRE for Professional Development Seminars				
5. The School has sent representatives on HRE Conferences				
6. The School held other seminars related to HRE				
7. The School tackles religious and racial differences which crop up among its stakeholders				
8. The School holds school-based activities related to HRE (e.g. projects, plays, songs, etc.)				
9. The School Staff is well-informed about HRE				

10. The School Staff is aware of HRE instances in everyday School Management				
11. Members of Staff included training in HRE in the PMP during the past 2 years				

2a. Rank the following skills considered essentially being part of HRE in order of importance? (from 1 to 5 - 1 being the most important and 5 the least)

Identification of bias	
Overcoming prejudice	
Addressing stereotypes and discrimination	
Recognising and accepting differences	
Establishing positive and non-oppressive personal relationships	

2b. What other skills do you consider of importance besides the above

3. To be effective HRE Policies need a consistent implementation strategy.

	<i>Tick if strategy already adequately implemented</i>	<i>Tick If strategy is already implemented but feel it is currently inadequate</i>
Coordination Mechanisms		
Coherence		
Monitoring		
Accountability		
Evaluation		
Resources		
Human		
Financial		
Material		
Related space*		

*Display Area, Resource Room, Subject Room, Project Room

4. Does your school have a Disciplinary Board? Yes / No

5. Does your school have a Pastoral Care Team? Yes / No

If yes answer the following:

Mark members who form part of this team

	<i>check mark (☐)</i>
Head of School	
School Counsellor	
Religious Counsellor	
Guidance Teachers	
Teachers of PSD	
Teacher of Religion	
Form Teachers	
Other	

Have members on this team been interviewed for aptitude towards Pastoral Care Yes / No

If yes, by whom?

Are scheduled meetings held? Yes / No

How often?

Mark members who attend to these meetings

	<i>check mark (☐)</i>
Head of School	
School Counsellor	
Religious Counsellor	
Guidance Teachers	
Teachers of PSD	
Teacher of Religion	
Form Teachers	
Other	

6. Rate how much social and emotional support is provided for in your school

Please mark

<i>most</i>				<i>Least</i>
1	2	3	4	5

4. Which subjects / activities contribute towards social and emotional development?

6. Do you believe our children have ample opportunity to express their views freely? Yes / No

7. What participatory activities are mostly conducive to this?

8. Does your school have a Students' Council? Yes / No

9. Do you think students feel that their opinions are considered? Yes / No

10. Is the teaching staff being provided with opportunities for social and emotional development? Yes / No

11. Have any courses for teachers in Skills Development in relation to the following list ever been held in your school?

Tick where applicable

	Never	Not often	Often
Intrapersonal			
Interpersonal			
Team Building			

12. Have you ever been mentored in your profession? Yes/No

13. What opportunities exist for the students to participate in school life?

15. Are opportunities made available for students to interact with the wider community? Yes / No

If yes, name which ones

Name of Head of School: _____

Name and Address of School: _____

Appendix 3

Table showing in-service training sessions by Council of Europe on topics related to human rights

<i>Circular</i>	<i>Course title</i>	<i>Country</i>
DPD 04/96	Education on human rights and Democratic citizenship	Germany
DPD 15/96	The school in the fight against intolerance and xenophobia.	Germany
DPD26/97	Human Rights and children's rights	Belgium
DPD 60/98	Human Rights and children's rights-Creative expression in Education	Belgium
DPD 14/2000	Follow-up Seminar: Human Rights and children's rights	Belgium
DCM 18/2002	Projet interculturel et pluridisciplinaire d'education aux droits de l'homme et la paix.	Romania
DCM 45/2003	Education for democratic and open citizenship (target group: teacher trainers actively involved in educating for Human rights...)	Poland
DCM 58/2003	The school and democratic citizenship: the role of Human rights	Italy
DCM 83/2003	Teaching Remembrance-Education for the prevention of crimes against humanity	Belgium
DCM 5/2004	Genocide and Human Rights in the 20 th century	Austria
DCM 68/2004	2 nd regional and training session on Human rights and Peace education	Slovenia
DCM 105/2005	Teaching and Remembering about the Holocaust	Slovak Republic
DCM 14/2005	Droits fondamentaux: les oublies des objectifs du Millenaire	Switzerland
SILC	Trainer training course on Human Rights education for young people	Hungary

206/05		
DCM 12/2007	A route to equality and fairness in schools	Malta
DCM 3/2008	2 nd European Seminar: Children's Rights	Germany

Appendix 4

Education Division (2009) *European Studies syllabus for Junior Lyceum and Secondary Schools Syllabus Malta*

<http://www.curriculum.gov.mt/pages/main.asp?sec=4>

Form 3

I Power and People

1. Law and Government in Europe

Students should be able to:

- demonstrate knowledge of political processes in a democracy.
- identify different ways in which democracy may be practised.
- understand the principles of subsidiarity and decentralisation.

2. European Institutions:

Students should be able to:

- demonstrate basic knowledge of the major EU institutions: Council of Ministers, European Parliament and the European Commission.
- understand the development, structure and role of the Council of Europe.

3. European Citizenship and Democracy

Students should be able to:

- define civil, social and political rights as practiced in Europe.
- identify the major rights and duties of European citizenship in a world perspective: freedom of movement, of capital and of services.
- identify implications of civil, social and political rights of citizens.

II Economic Development and Changes in Europe

1. Interdependence of Economic Sectors

Students should be able to:

- identify types and meaning of the three sectors of production: primary, secondary and tertiary.
- identify the three sectors of production according to different regions across Europe.

2. Trade and Commerce

Students should be able to:

- understand the meaning of terminology associated with trade and commerce, namely free trade, protectionism, custom barriers, tariffs, quotas, cartels, fair-trading.
- understand the main internal and external trading partners of Europe.
- understand the significance of the trade gap between Europe and developing countries.

3. Communications

Students should be able to:

- identify the relative advantages and disadvantages of inland transport routes by land, sea and air: canals, rivers, motorways, roads, rail, underground rail and air.
- understand how this encourages economic activity.
- demonstrate basic knowledge on the development, workings, advantages and disadvantages of the Trans-European Network (TENs).

4. Electronic Commerce

Students should be able to:

- understand the fast growing importance of e-commerce in world trading.
- identify the advantages and disadvantages of e-commerce.

III Demographic and Social Realities

1. Population and Migration

Students should be able to:

- identify the various migration patterns (internal and external towards and across Europe).
- understand the push and pull factors that bring about such population movements.
- identify the major destinations of immigrants in Europe.
- case study of causes and effects of immigrants in the UK with special reference to Indians and Pakistanis.
- understand the pattern and density of population in various European regions; especially areas with low and high density.
- identify the meaning of terminology associated with population studies: birth rate, death rate, infant mortality, life expectancy, dependency ratio.
- identify the factors that caused a decline in the population of Europe in past times and in the present.

understand the implications of a longer life span and its effects on the lives of Europeans.

2. Tourism

Students should be able to:

- identify major tourist destinations in Europe.
- describe the attractions of tourist destinations in Europe according to site, season, culture, nature, sports, leisure facilities.
- understand the economic, social and cultural impact of tourism in Europe through the following case studies: *Costa del Sol* in Spain and *Chamonix* in France.

IV Europeans and their Environment

1. Landscape

Students should be able to:

- demonstrate basic knowledge of Europe's natural boundaries, its major physical features and its political boundaries.
- identify the oceans, seas and major rivers touching or bordering the European continent.
- identify the main mountain chains and plains across Europe.
- identify the main islands in Europe.

2. Protection of the Environment

Students should be able to:

- identify and understand the sources of pollution in air, land and water.
- identify and explain the preventive measures to lessen their impact.
- understand the causes, effects and possible solutions of acid rain across Europe.
- demonstrate some awareness of the possible environmental damage and solutions through the following case studies: the Mediterranean Sea and the Blue Plan, the *Camargue* in France as a disappearing wetland, oil-spill threats to Mediterranean coasts, Lapland as Europe's last wilderness.

3. Healthy Lifestyle

Students should be able to:

- understand the current situation of health standards in Europe: levels of hygiene, disease prevention, prevalent diseases, major deathcauses, care and cure, medical services, life expectancy.

V The Cultural Heritage

1. Aspects of National Identity and the European Idea.

Students should be able to:

- identify and understand the various factors which shape national identity: *natural frontiers, historic borders, language, religion, myths, historic memories, culture.*
- understand the relationship between national identity and European identity.

2. Cultural Heritage and Experience

Students should be able to:

- identify and understand the effects of significant historical events or developments in Europe: the Renaissance, the Reformation, the Industrial Revolution, Colonialism and the Two World Wars.
- identify the boundaries of the major European linguistic groups and their common Indo-European base.

3. Development of Modern Democracy

Students should be able to:

- identify and understand the effects of globalisation of the media in Europe: *e.g. newspapers, television, radio, the Internet service.*

Form 4

I Power and People

1. Human Rights

Students should be able to:

- demonstrate basic knowledge of the European Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe of 1950 with particular reference to the 10 most important rights, *e.g. child labour, minority rights, equality of opportunities, right to life, free education, right to work.*
- have basic knowledge of the European Social Charter of the Council of Europe of 1961 and focus on the Workers' Rights.

show basic knowledge on the role of the European Court of Human Rights.

2. Conflicts and Peace-Making Processes

Students should be able to:

know the meaning of terminology associated with structural violence: *violence of poverty, racism, xenophobia, sexism, human rights violations, religious intolerance*.

identify and explain causes and effects of regional conflicts in Northern Ireland, the Basque Region in Spain and Cyprus.

be aware and discuss non-violent peace-making processes: *mediation, negotiation, compromise, dialogue*.

II Economic Development and Changes in Europe

1. Interdependence of Economic Sectors

Students should be able to:

understand the application of three main sectors of production in Europe in the following cases studies: forestry in Scandinavia for the primary sector; manufacturing in the Ruhr for the secondary sector; the entertainment industry for the tertiary sector.

2. Trade and Commerce

Students should be able to:

understand the importance of transnational companies.

understand how transnational companies operate through a local case study from the leisure industry and another from the microelectronic sector.

3. Communication

Students should be able to:

identify the site and understand the basic working organisation through a case study of a European commercial seaport (Rotterdam *Europoort*).

4. Electronic Commerce:

Students should be able to:

understand the impact of e-commerce on traditional trading (*e.g.* retail outlets).

5. Economic Blocs and Institutions

Students should be able to:

identify and understand the development and the role of the major European economic blocs and institutions, namely: EC, EEA, EFTA and Euro-Mediterranean Partnership.

III Demographic and Social Realities

1. Migratory Effects and ethnic Diversity:

Students should be able to:

- define terminology associated with migration and ethnicity: multicultural, ethnic minorities, racial prejudice, xenophobia, mainstream culture, heterogeneous culture.
- demonstrate awareness of the ethnic, linguistic and religious groupings within Europe and understand the way in which political boundaries cut across such groupings.
- understand the new challenges of a multicultural society.
- identify and understand some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany and North Africans into France.

2. Industrialisation and Urbanisation

Students should be able to:

- identify the main causes and results of the Industrial Revolution in Europe.
- identify the effects which industry had on the urbanisation process in Europe.
- analyse the effects of urbanisation on the social conditions of the masses, namely: poverty, sanitation, family structure, housing, political aspirations, urban depopulation in recent years.

3. Employment

Students should be able to:

- define and show understanding of some of the terminology associated with the employment sector, namely: working conditions, salaries and wages, freedom of association, collective bargaining, worker participation, safety at work, work opportunities in an inclusive society.

IV Europeans and their Environment

1. Climate

Students should be able to:

- identify the different types of climates and their characteristics across Europe.
- demonstrate an understanding of the effects of climate and physical features on farming, communications, industry and wealth.
- understand some of the problems of water supply in the Mediterranean region.
- analyse water supply, water shortages and solutions by means of case studies in Spain and Malta.

2. Sustainable Development

Students should be able to:

- understand the problems facing European inner cities
- identify and evaluate possible solutions using changes in land use in London's Docklands as a case study.
- understand the causes and effects of water pollution by means of a case study: the River Rhine.

3. Healthy Lifestyle

Students should be able to:

- identify the features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.

V The Cultural Heritage

1. National Identity and Diversity

Students should be able to:

- understand how conflicts are brought about due to excessive nationalism using the Basque Region in Spain and Cyprus as case studies.

2. Cultural Heritage and Experience

Students should be able to:

- understand the common European cultural heritage in Europe through the following:
Architecture in Classical Europe: the Parthenon and the Colosseum
Literature and Drama in Medieval Europe: Dante Alighieri
Painting in Early Modern Europe: Baroque painting by Caravaggio
Music in Contemporary Europe: Pop (the Beatles) and Rock (Led Zeppelin)

3. Development of Modern Democracy

Students should be able to:

- appreciate the importance of the Enlightenment, the French Revolution and universal suffrage in the development of modern democracy in Europe.

Form 5

I Power and People

1. The Rise and Evolution of the Welfare State

Students should be able to:

✓ demonstrate an understanding of the means of measuring wealth and poverty by means of the following concepts: GDP, per capita income, level of education, literacy skills, employment by sector.

- know basic differences in standards of living among European nations, and their various regions.
- understand the current problems of sustainability in the welfare state.

2. European Institutions

Students should be able to:

- demonstrate understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU).
- understand the development and the functions of the Council of Europe and of the other major European institutions covered in Form 3.
- demonstrate an understanding of the development and role of the OSCE.

II Economic Development and Changes in Europe

1. Interdependence of Economic Sectors

Students should be able to:

- demonstrate understanding of the advantages and disadvantages of the CAP on the European farming industry.
- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

2. Trade and Commerce

- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

4. Communication

Students should be able to:

- identify the site and understand the basic working organisation through a case study of one European commercial airport (Heathrow,UK).

5. Electronic Commerce

- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

6. Economic Blocs and Institutions

Students should be able to:

- identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention.
- understand the different models of trade between the EU and third countries.
- demonstrate an understanding of the effects of globalization on the European economy.

III Demography and Social Realities

1. Tourism

- For Sec purposes **only**, revise and consolidate work done in Form 3.

2. Employment

Students should be able to:

- identify the challenges a country faces in the light of the changing patterns of employment.
- understand how various European countries are facing unemployment and how they are trying to reduce it.
- revise and consolidate terminology associated with the employment sector done in Form 4.

IV Europeans and their Environment

1. Landscape and Climate

- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

2. Protection of the Environment

Students should be able to:

- demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.
- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

3. Sustainable Development

Students should be able to:

- identify and understand the conflicts of interest inherent between conservation and development in Europe, especially in the Mediterranean regions (special reference to be given to the *Camargue*).

4. Healthy Lifestyle

Students should be able to:

- identify the importance of a healthy diet for a better quality of life.
- understand the positive effects of physical exercise and sports in the European context.

V. The Cultural Heritage

1. Cultural Heritage and Experience

Students should be able to:

- understand the widespread effects of the following case studies of inventions and innovations on the development of European civilization: printing, gunpowder and steam-power.
- identify Islamic influences on Europe in Mathematics, medicine, architecture, literature and language.
- identify North American influences on Contemporary Europe in media, fast-food chains, fashion and leisure.

2. Development of Modern Democracy

Students should be able to:

- understand the main distinctive features of liberalism, socialism, fascism and communism in European political thought.

Appendix 5

Teaching and Learning Human Rights: Maltese Teachers' and Students' Perspectives

Pre-structured questions for semi-structured interviews

- As a European Studies teacher what do you understand by human rights education?
- What is your own vision of the notion of human rights?
- Do you perceive the teaching and learning of human rights in Malta as educational?

Appendix 5

Teaching and Learning Human Rights: Maltese Teachers' and Students' Perspectives

Pre-structured questions for semi-structured interviews

- As a European Studies teacher what do you understand by human rights education?
- What is your own vision of the notion of human rights?
- Do you perceive the teaching and learning of human rights in Malta as educational?

Appendix 6

Teaching and Learning Human Rights: Maltese Teachers' and Students' Perspectives Students' questionnaire

This study focuses on the teaching and learning of human rights. It attempts to look into the perspectives of human rights in relation to Form 4 students taking European Studies as an option subject and others who do not study this subject.

In this questionnaire you will be asked questions related to your experience, knowledge and attitudes towards human rights. Your contribution is very important to the success of this research project. Your honest answer and opinion will be very much respected. Please remember that there are no “right” or “wrong” answers to any of these questions. The only answer needed is whatever you truly think and feel.

Thanks for your participation.

Rita Gauci

Please indicate your choice by marking **one** response to each of the following questions or statements:

1. You are:

Male _____

Female _____.

2. You take European Studies as an option:

Yes _____

No _____.

3. Your age last birthday: _____.

4. Underline **one** statement that you associate with human rights

- 11. Rights that you have because you are a person.
- 12. Rights that you have because you were born in a particular country.
- 13. Rights that you have because you are a European citizen.

5. When did you first learn about the existence of human rights?

Primary school

Form 1- 2

European Studies Option

Never

State others: _____

6. From your perspectives as a student, do you feel that you should be learning about human rights?

Yes _____

No _____.

7. At present are you learning about human rights?

Yes _____ If YES go to question 7.1

No _____ If NO go to question 7.2

7.1 If you **are** learning about human rights.

Do you think its good for school to teach you this

Do not think its good for school to teach you this

Not sure whether its good for school to teach you this.

7.2 If you are **not** learning about human rights.

You wish school to teach this

You do not wish school to teach this

Not sure whether its good for school to teach you this.

8. As far as you know, is there an official document that sets forth human rights for everyone worldwide?

Yes _____ If YES go to question 8.1

No _____ If NO go to question 8.2

Not sure _____ If NOT Sure go to question 8.2

8.1 If **yes**, this official document is called

Universal Declaration of Human rights

The constitution

The Bible

Other _____

Not sure of the name

8.2 If **no or not sure**. As a matter of fact there is a Universal Declaration of Human rights. Before I just mentioned it, have you heard of this document?

Had heard of the Universal Declaration before

Had not heard of the Universal Declaration before

Not sure

Never

Apart from the Universal Declaration of Human rights Europe has its own document of human rights, the The European Convention for the Protection of Human Rights and Fundamental Freedoms. It outlines a full set of rights and freedoms for all human beings. Some of the most basic rights include freedom of thought, speech and religion, the right to own property, receive equal pay for equal work, get a quality education, the right to employment opportunities and adequate food, housing and health care. The Declaration states that every human is being entitled to theses and other rights.

9. These questions ask about your feelings towards human rights. Please indicate your choice by marking **one** response to each of the following questions or statements to show you agreement:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
You consider human rights important for you as a secondary school student.					
You consider knowledge about human rights important for the Maltese community.					
Human rights as laws go hand in hand with our local Maltese values and customs.					
Human rights are a source of protection of the individual within the Maltese state					
Human rights conventions often claim universality (that they apply everywhere around the world). Do you agree?					
Human rights in Europe are enforceable by law in all European countries members of the Council of Europe. Should this be so?					

10. Human rights are sometimes violated (broken). Do you agree?

Yes _____ If YES go to question 10.1

No _____

Not sure _____

10.1 Human rights are sometimes violated (broken)?

In other countries

In Malta

If in Malta go to question 10.2

In both

10.2 Please complete the following sentence in your own words:

Human rights violated in Malta include

11. The following questions focus on human rights education. Please indicate your choice by marking **one** response to each of the following questions or statements to show your agreement:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Learning about human rights is an educational right.					
All students have access to human rights education					

23. Please complete the following sentence in your own words:

The main things that I find useful about human rights are:

Appendix 7

CONSENT FORM FOR TEACHERS

As, a teacher of European studies, I, Rita Gauci, am interested in the teaching and learning of human rights. Thus as part of my M.Ed Professional project I would like to look into the understandings of human rights and the ways they are taught through conversations with other European Studies teachers who can contribute significant insights into the practice of human rights teaching. This information will be used for the purpose of this professional project and I guarantee that I will abide by the following conditions:

- (i) Your real name will not be used in the study
- (ii) Only the supervisors and examiners will have access to the data
- (iii) You will remain free to quit the study at any point and for whatever reason. In the case you withdraw, all the information and records will be destroyed
- (iv) Deception in the data collection process will not be used
- (v) Conclusions from the research will be communicated to you either verbally or in writing.

I agree to the conditions

Name of participant: _____

Signature of parent/ guardian: _____ Date: _____

I agree to the conditions

Signature of researcher: _____ Date: _____

* Personal contact data of researcher was included.

CONSENT FORM FOR STUDENTS

As, a teacher of European studies, I, Rita Gauci, am interested in the teaching and learning of human rights. Thus as part of my M.Ed Professional project I would like to look into the perspectives of Form 4 European Studies students who experience the learning of human rights as an option subject. This research credits you as a student a reliable informant of your own experience and thus you have the potential to contribute to research through the generation of data. Information gathered through questionnaire methodology will be used for the purpose of this professional project and I guarantee that I will abide by the following conditions:

- (i) Your real name will not be used in the study
- (ii) Only the supervisors and examiners will have access to the data
- (iii) You will remain free to quit the study at any point and for whatever reason. In the case you withdraw, all the information and records will be destroyed
- (iv) Deception in the data collection process will not be used
- (v) Conclusions from the research will communicated to you either verbally or in writing.

I agree to the conditions

Name of participant: _____

Signature of parent/ guardian: _____ Date: _____

I agree to the conditions

Signature of researcher: _____ Date: _____

* Personal contact data of researcher was included.

CONSENT FORM FOR PARENTS

As, a teacher of European studies, I, Rita Gauci, am interested in the teaching and learning of human rights. Thus as part of my M.Ed Professional project I would like to look into the perspectives of Form 4 European Studies students who experience the learning of human rights as an option subject. This research credits students as reliable informants of their own experience and as potential contributors to research. Information gathered through questionnaire methodology will be used for the purpose of this professional project and I guarantee that I will abide by the following conditions:

- (i) Your Son/ daughter's real name will not be used in the study
- (ii) Only the supervisors and examiners will have access to the data
- (iii) Your Son/ daughter will remain free to quit the study at any point and for whatever reason. In the case they withdraw, all the information and records will be destroyed
- (iv) Deception in the data collection process will not be used
- (v) Conclusions from the research will be communicated to you either verbally or in writing.

I agree to the conditions

Name of participant: _____

Signature of parent/ guardian: _____ Date: _____

I agree to the conditions

Signature of researcher: _____ Date: _____

* Personal contact data of researcher was included.

Appendix 8

UREC and Department of Education Approval to carry on research

To be completed by Faculty Research Ethics Committee

We have examined the above proposal and advise

Acceptance Refusal Conditional acceptance

For the following reason/s:

It complies with Ethical Guidelines requirements.

Signature *[Handwritten Signature]*

Date *01.04.08*

B. Tutor's Approval (where applicable)

The above research work is being carried out under my supervision.

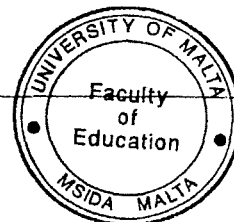
DR. SIMONE GALEA

Tutor's Name:
(in block letters)

JAMES CALLEJA

Signature

[Handwritten Signature]



Official Stamp

C. Education Division – Official Approval

The above request for permission to carry out research in State Schools is hereby approved according to the official rules and regulations.

MALTA QUALIFICATIONS COUNCIL
c/o MINISTRY OF EDUCATION, YOUTH AND EMPLOYMENT
ROOMS 401/402
FLORIANA CMR 02
MALTA

[Handwritten Signature]
Assistant Director

(Planning, Policy, Communication & Research)

Raymond Camilleri
Assistant Director Research & Planning

Date: *24/03/08*

Official Stamp

Appendix 9

Letter to heads of schools

As, a teacher of European studies, I, Rita Gauci, am interested in the teaching and learning of human rights. Thus, as part of my M.Ed Professional project I would like to look into teachers and students' understandings of human rights through qualitative and quantitative modes of inquiry. I am asking you the possibility of granting me permission to conduct my research *Teaching and Learning Human Rights: Maltese Teachers' and Students' Perspectives* at your school.

This study is based on mixed research methodology. The qualitative part of this research would use of conversations with European Studies teachers to encourage them to articulate their ideas of human rights and to give them a chance to express their views about human rights teaching as part of European Studies syllabus. Interviews are intended to focus on their understanding of human rights education, their own vision of the notion of human rights and their perception of their experience, of teaching human rights.

The quantitative part of study, attempts to use a questionnaire to draw insights on the perspectives of Form 4 European Studies students who experience the learning of human rights as part of European Studies optional subject compared to those who do not. It intends to ask what different meanings are given to human rights by students who encounter human rights as part of their learning experiences to those who do not. Attached you will find a provisional questionnaire which will be updated and show to you again after I have completed the research's literature review. You will also find a copy of the consent forms that will be presented to teachers, students and parents.

I would be grateful if you would allow me the opportunity to conduct this research. This study has already been accepted by the Faculty of Education at the University of Malta. Permission has already been also been granted by the Education Division and is at the final stages of acceptance by University's ethics board committee.

Yours sincerely
Rita Gauci