

CHALLENGES TO HUMAN RIGHT EDUCATION IN INDIA –A CASE STUDY OF THE NATIONAL CAPITAL

Prof (Dr) Kanwal DP Singh

Abstract: There is no hyperbolism in the statement that almost seven decades after its issue, the Universal Declaration of Human Rights is still more a dream than reality. Violations exist in every part of the world. In India Fundamental Rights mentioned in Part III are justiciable under the constitution, and the Directive Principles are not justiciable rights and their non-compliance cannot be taken as a claim for enforcement against the State.

This paper examines tensions in implementing human rights education in schools in India specially in the state of Delhi. Almost all schools and universities in India include human right education in their curricula yet effective inclusion is a task. This paper examines the rise of human rights education and analyzes its potential for positive change. It also considers inherent challenges faced by educators and efforts required by teachers to reconcile tensions while facing limited resources.

The methodology adopted in this research is secondary empirical and analytical. and includes analysis of relevant legal instruments (both international and national, consisting of treaties, agreements conventions etc. apart from the national legislations), judicial decisions, articles, and data related to human rights education and human rights violations for the state of Delhi

The research shall project the reasons of the lack of human value education in India and the challenges faced by authorities and society at large.

Key words: Human Rights, Education, Challenges, teachers, Society.

INTRODUCTION

Human rights have traditionally been understood as protecting individual freedom against intrusion by the State. Human rights now are directed towards exercising such freedom. This requires positive action by state and civil society to facilitate such freedom. (Muller 2009). It also means that role of society increases in advancing freedom. (Panda 2011). The traditional idea of Human Rights is propounded by thinkers like Rousseau, Socrates, Plato, Manu, Gandhi, and Aurobindo. (Garoutte & McCarthy-Gilmore 2014) The adoption of the Universal Declaration of Human Rights by the United Nations on 10 December 1948 symbolized the beginning of the international human rights movement. For several decades after the UN Charter insisted that human rights was central to the world order, the rights remained in isolation to the society. Only in the past fifty years or so, with the fall of the Berlin Wall and the realization that freedom and economic well-being are empirically linked, that human rights issues are being communicated. (Alston & Robinson 2012)

The UN charter Art 26(1) and Article 26(2) provides that all have the right to atleast elementary education and higher education shall be equally accessible on merit. It also says that education should be directed to full development of human

personality so that the respect for fundamental freedoms is imbibed. (Flowers, Bernbaum, Rudelius-Palmer, Tolman 2000).

The UDHR was followed by “Convention on Elimination of all forms of discrimination against women”. This convention was adopted by the UN in 1965 and came into force in 1969. This convention condemned discrimination against women for enjoyment of civil, social, political and human rights and also fundamental freedoms. The International Covenant on Economic, Social and Cultural Rights 1966 (but implemented in 1976) reaffirms the idea. (Piattoeva, 2009). UN convened an International Congress on teaching of Human rights at Vienna in 1988. UN world conference on Human Rights was conducted at Vienna itself in 1993 that led to declaration of decade of Human Rights (1995-2004) and a Program of Action (POA). This POA had 100 clauses and out of them 4 clauses were related directly to teaching and training of human rights. Article 78 considered human rights education necessary for maintaining world peace and stability. Article 79 provides that education should be directed towards strengthening of human values. Article 80 provides that human value education should include peace, democracy, development and social justice. Article 81 recommended that the state should develop Programme and strategies towards widest dissemination of Human Rights education. It also provided that there should be cultural dimension added to human rights education. (Reif, Keene 2012).

International convention on elimination of all forms of racial discrimination was implemented in 1969 and it aimed at removing discrimination that violate human rights Education as a human right is a part of the International Covenant on Economic, Social and Cultural Rights (ICESCR), enforced in the year 1976. Laws, legislation and policies have shifted the trajectory from education to being a commodity. The 1978 International Congress on the Teaching of Human Rights and the 1993 Vienna conference advised the UN member-states to introduce human rights education at all levels. The World Congress on Human Rights in Delhi, 1990, urged that human rights education should involve students, parents and policymakers. It aimed to develop awareness. It recommended that that States should develop specific programmes and strategies for ensuring the widest dissemination of public information about the human rights. The 1993 Vienna conference reiterated that human rights education is important to global development (Kotzmen 2018).

In the Indian Constitution, its Preamble, Fundamental Rights (Article 15, Article 16, Article 29 and Article 30) Fundamental Duties, (Article 51A) and Directive Principles of the State policy (Article 37, Article 39, Article 39, Article 41, Article 42, Article 45, Article 46 and Article 335) are concrete steps toward the realization of human rights. The protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy. Fundamental Duties are also imperative.

The Indian government has framed many legislations to safeguard human rights. Government has set up many institutions to protect the interest of the vulnerable sections of the society like Minority Commission, National commission for women and National commission for SC and ST. Human Rights have not been treated as mere legislative claims but have been used for the bringing about structural changes in the graded society of India. Protection of Human Rights Act 1993 aims at establishment of National Human Rights Commission and State Human rights Commission. The functions of these Commission are aimed at promoting research and creating awareness. (Bajaj 2012)

HUMAN RIGHTS EDUCATION (HRE)

HRE is a practice-oriented expression of ideals of the Universal Declaration of Human Rights (UDHR). HRE is not only aimed at the teachers but it also deals with trainers and professionals, to work as journalists, teachers and law enforcement officials (Article 2)4 of Declaration on Human Rights Education and Training defines HRE to comprise educational training, increasing awareness and promoting activities to promote fundamental freedoms. Human rights need to be promoted in a way that it takes care of students as well as trainers. Education about human rights, empowers persons to enjoy and exercise their rights and also respect and uphold the rights of others. Avoiding Human rights violations is central to education. HRE can also work towards changes in action of governments and individuals to reduce human rights violations. The former can be achieved through collective action and latter can occur through actions taken in school or community. (Zembylas, Charalambous, Lesta, Charalambous 2015)

DEVELOPMENT OF HUMAN RIGHTS EDUCATION IN INDIA

The reports of various Education Commissions in India and the declared educational policy have articulated the importance of education in human rights. Three major Commission were set up to suggest reform in the education system. Radhakrishnan Commission Report 1949 made recommendation for University Education. Mudaliar Commission Report 1952 suggested changes in secondary education. Another comprehensive report was prepared by Education Commission (1964-66) headed by DS Kothari that suggested vast changes. Based on these recommendations National Education Policy resolution was passed in 1968. It laid down that one important function of the universities is to promote social justice and reduce inequalities through education. These commissions have defined the core curriculum, and it has human rights as an important component. The National Curriculum Framework is provided for by the 1986 National Education Policy and Programme of Action 1992. The framework lays down emphasis on equalization of educational opportunity and certain aspects have bearing on education in human rights. It also talks about readjustment of curriculum so as to instill social and ethical values.

Ministry of Human Resource Development has taken steps Like Sarvshikshaabhiyan and introduced schemes for the girl child. Schemes have also been made to focus on SC/ST children. During the period 1995-2004 which was the UN decade for Human rights an action plan was prepared to take steps like preparation of course material to create awareness, introduction of courses on Human Rights at undergraduate and post graduate level and dedicated channels like Gyandarshan and Gyanvaniwereset up to create awareness, (Bajaj 2011)

The mandate of the University Grants Commission (UGC) towards human rights education was reflected in the appointment of a Committee under the chairmanship of Justice S.M. Sikri. It was aimed at developing curriculum for teaching human rights. The Committee made recommendations for inclusion of human rights in curriculum at school, under-graduate and post-graduate levels. Later some financial provisions for the human rights education were also made. UGC constituted a Standing Committee in 1997 under the Chairmanship of Prof. Y.C. Simhadri. They were aimed at developing a scheme and conceptual framework for the Human Rights Education. The Committee prepared an Approach Paper in 1998 suggesting teaching of human rights at under-graduate and post-graduate levels This led to restructuring of several course mainly Law courses. In 1999 UGC formed a Malimath committee on request of National Human Rights Commission. It drafted syllabi for undergraduate and post graduate courses on Human Rights. In spite of these efforts there was only an initiation of inclusion of Human Rights Education in some courses. A few universities introduced some optional papers on Human Rights in the departments of Law and Political science. It did not get the projection which it deserved. (Baxi 2007)

MATERIALS AND METHODS

Some global studies indicate that everyday situations give us important learning lessons. (Tibbitts 2015). Based on findings these studies reflect that knowledge and skills learned in school become a lifelong learning (Felisal 2017) (Erdogan & Usak 2009). It is therefore necessary to integrate human rights into school curricula to provide value- based education. The variety of didactic methods stimulate learning potential but should be supplemented by practical methods (Crick 2002). School culture is a system of practices rules and norms (Eurydice 2005), where young minds imbibe values of responsibility (Eurydice 2012). For the community to live peacefully in a democratic society, it is necessary that value system is inculcated in young minds from the beginning. (Gill & Howard, 2009). HRE needs to be reflected in the knowledge that is imparted. It should also be taught as a skill with examples of application in daily life and community living. It should also be reflected in the interpersonal relationships. Several authors have studied the effectiveness of the human rights education and steps to be taken to enhance it (Cohen & Derricot 1998). These studies are based on fundamental principles of human rights, and the rule of

law. It generally deals with rights and responsibilities, empowerment, participation and respect for the concern of other peoples needs. (Teleki 2007)

In our research, we will put special emphasis on the study of Tibbitts' Values and Awareness. The purpose of this study was to investigate incorporation of Values and Awareness Model (Tibbitts, 2012) in Indian education scenario This study is focused on the knowledge of human rights issues and its integration into Indian education system Considering the basic elements of this model, a sample of a hundred and twenty five randomly selected school teachers were studied in the national capital territory in context of awareness and inclusion of human rights as a subject. (Gillespie & Melching 2010)

THE AIM OF THE RESEARCH AND THE RESEARCH TASKS

The main objective of this research was to identify the elements of Values and Awareness Model in human rights education in Indian schools in the capital region. The following research tasks have been set:

1. to identify the percentage of teachers in Indian schools who emphasise on teaching and promoting awareness of human rights issues
2. to investigate whether human rights only remains a part of syllabus or is promoted in some other way as part of extracurricular activities ;
3. to investigate whether the trainers and teachers are aware of the legislative position on human rights and percentage of teachers who are aware of the national education policy
4. to identify the percentage of trainers who are aware of government stand on Human Rights Education in India

This analysis shall deal with comprehensive analysis of the practical implementation of human rights education models in the capital state of India (Keet 2012)

THE PURPOSE OF THE STUDY

The purpose of the study was to investigate incorporation of this model in Indian school system. It aims to focus on the knowledge of human rights issues amongst teachers in the school and to see whether they incorporate it into the value system for the students. Public education and developing awareness with campaigns and putting them into school curricula fall into this category of assessment. (Erdogen&Usak 2009) The school curriculum can foster synergy if democratic values are taught through practice and participation. Some examples of creating awareness about values is to teach lessons like citizenship, Model United nations etc. The themes of human rights should be programmed in history, social science and law-related courses in schools. They can also form part of youth programmes and also civil society activities (Tibbitts, 2002).

THE METHOD

In this research we have analysed N = 70 randomly selected schools both government and private in the national capital territory (49 government schools and 21 private schools) All data is in % and the total 125 no. of responses were filled by school teachers

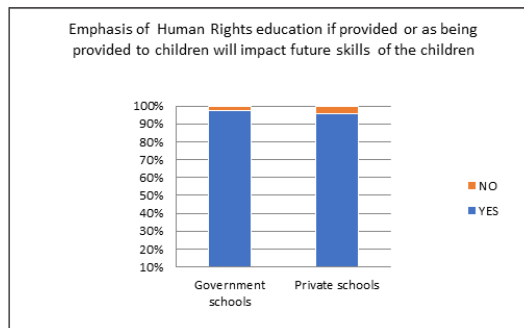
FINDINGS

The first research task was to find whether the Human Rights education if provided or as being provided to children will have any sort of impact on the future skills of the children. Emphasis of teachers on HRE was assessed by verbal discussion. 97.4% government school teachers and 95.7%private teachers felt that emphasis on HRE had great impact on lives of future citizens.

TABLE 1

	YES	NO
Government schools	97.4	2.6
Private schools	95.7	4.3

FIGURE 1



Total 96.8 % teachers from both government and private school teachers feel that emphasis shall be laid on HRE

FIGURE 2

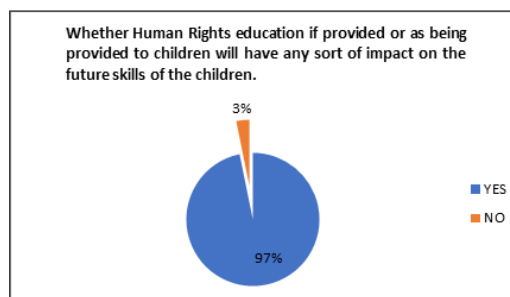
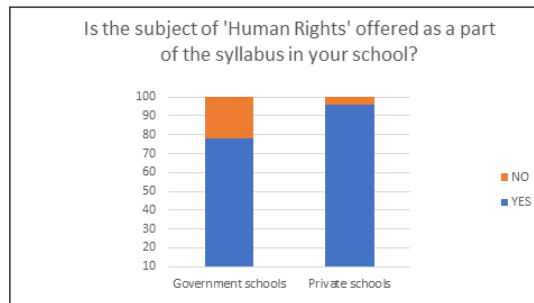


TABLE 2

	YES	NO
Government schools	78.2	21.8
Private schools	95.8	4.2

If both the government and private schools are taken together then it reflects that 84.8% teachers feel that the subject is part of the syllabus and 15.2 % teachers feel that it is not taught as a subject.

FIGURE 3



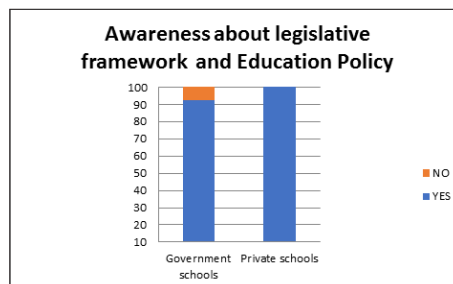
The teachers conveyed that human rights is taught as a part of subjects like in civics, social studies and political science. It also forms part of indirect content in value education and legal literacy clubs.

The third task was to investigate whether the trainers and teachers are aware of the legislative position on human rights and percentage of teachers who are aware of the national education policy

TABLE 3

	YES	NO
Government schools	92.3	7.7
Private schools	100	0

FIGURE 4



Though whopping 95% claimed to be aware of the legislative policies but the interaction revealed that the teachers had studied it in their syllabus in teacher training Programme. They had no current upgradation.

Regarding awareness of the stand of Human Rights in the education policy it revealed that lesser number of teachers were aware though, Private school teachers were comparatively more aware. Total 89.6% teachers were aware of Human rights stand of Indian government

FIGURE 5

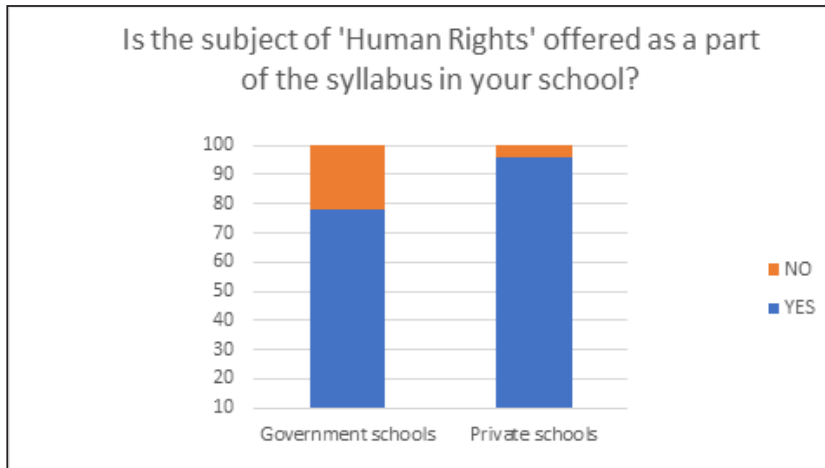


TABLE 4

	Yes	No
Government schools	84.6	15.4
Private schools	97.8	2.2

Based on the results of this study we can conclude that most of the elements of Values and Awareness Model cannot be assessed as the concept is not integrated in curriculum of schools.

DISCUSSION

In 2002, three models were published for categorizing human rights education practice namely Values and Awareness, Accountability and Transformation (Tibbitts, 2002). These models organized theory from viewpoint of a practitioner about teaching the target groups content and methodologies. HRE practice was thus linked with society and social change.

In India didactic methodologies are oriented only in passing information to students. An example of this can be that UDHR is introduced to just learn and there are no activities to explain the students. This leads non-application of concept to

social realities. The teaching of human rights in a didactic manner is considered hegemonic and neo-colonial. Such methodologies are associated with the Values and Awareness approach. (Sekulic-Majurec 2005) Due to the lack of participation didactic teaching methods are incomplete. They are sometimes counterproductive in the long run. Participatory methodologies critically reflect on social problems. In didactic method these participatory/interactive methodologies are not there to give students better understanding of human rights. (Ross, Shah, Wang, 2011). The Values and Awareness Model is the only model to rely on didactic methodologies. The remaining three methodologies are distinct but not linked. Participatory methods are oriented towards the learning process. Empowerment methods are oriented towards general capacities and transformative methodologies are actions towards social transformation.

Curriculum Aspects of Human Rights Education in India

Teaching human rights should go hand in hand with practical activities. They should be supplemented by a extra-curricular activities that give exposure about human rights. It should be taught effectively by participatory teaching and learning. It should teach students to assimilate ideas and conceptions of other people. This will lead to practical development of human rights. The school efforts should be reinforced, strengthened by the other forces operating in the environment, particularly, state agencies, community institutions, the home, family and the mass media. (Buljubasic Kuzmanovic & Petrovic2014).

In India the first National Curriculum Framework formulated by the National Council of Educational Research and Training (NCERT) in 1975 provides for promoting democratic values. It aims to foster scientific humanism. The National Curriculum Framework for primary and secondary education (NCERT 1988) addresses democracy, secularism, and common citizenship. National Curriculum Framework for School Education (NCERT 2000) reaffirms the components identified in the National Policy on Education (1986) and emphasizes to include the fundamental duties in Article 51 A of Part IV A of the Constitution as part of the school curriculum (Bektas 2013)

In the first phase of educational reforms human rights found place only in selective subjects in higher education like law and Political science. The provisions of the constitution were not implemented in the social sense. Curriculum for political science included human rights incidentally as part of political thought. At that time human rights were not taught in holistic way. (Bajaj 2017) In the 1970 the curriculum was broadened to include human rights education. Courses like sociology, anthropology etc. started dealing with the subject. Special courses were started specially in law schools. Universities like JNU also set up information centers on Human rights with the help of UNESCO. In the second phase from the year 1993 an important step was taken and National Human rights commission

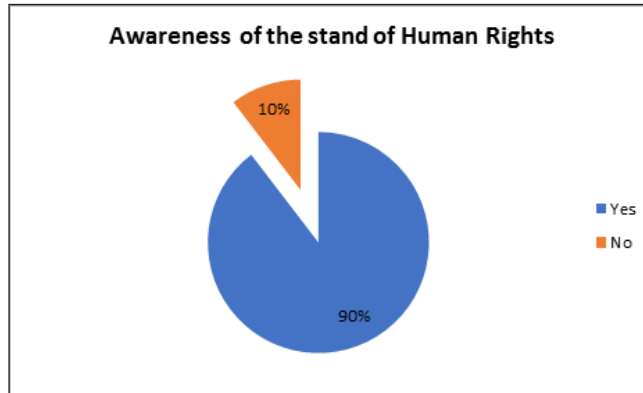
was established. With growth of public influence and media influence Societies like Indian society of International Law and Law schools like NALSAR evolved the human rights curriculum. (Keser, Akar, Yildirim 2011).

CONCLUSION

Modern era is the era of democracy. and education is a great instrument of social emancipation which establishes democracy and equality. Every student and teacher needs to be made aware that Human Rights are basis of promoting social progress and greater freedom. Learning about human rights, and learning for human rights should be promoted. (Boulianne&Brailey 2014) Direct contents of teaching and learning human rights, and Indirect components such as environment and organizational framework are both important for creating awareness. Human rights education needs to be interdisciplinary in approach and it can also be made multidisciplinary i.e. human rights concept can be incorporated in all subjects at teacher education curriculum. There can also be reorientation of all courses so that the human rights component does not seem to be an add-on to the existing syllabus. It should be part of culture of schooling. The curriculum should incorporate valuable ideas from the Vienna Declaration--human rights, humanitarian law, democracy, rule of law, peace, development, and social justice. Generally, these topics are there but the challenge is to make these topics the main agenda of learning. The strategy for reducing human rights violations is thus immediate and personal as well as long-term, public and collective. Adding one more subject to an already overloaded Indian curriculum, is a violation of human rights of sorts. The issue of human rights is inextricably linked with other major curricular issues. The curriculum development process is often a 'panic approach' and decisions of change are not structured and planned. This leads to an overloading of the curriculum.

Human rights clubs can be formed in schools that can further the cause by analysis of human rights issues. This can also involve civil society and encourage youth to take part and play leadership role. They can help in organizing awareness programmes, raising funds and mobilize actions. The best examples are Amnesty International clubs that have encouraged student empowerment and activism. Schools should be Human rights friendly and HRE should go beyond subject teaching. It should be made part of the whole education process. It can be taught more effectively through various cocurricular activities. Teacher education is the most effective way to improve the quality and effectiveness of human rights education programs. Empowerment of teachers and parents is also a key issue that should be worked out at all levels of government. Education should be considered a duty not a right so that Human Rights do not become a mere subject of academic study.(Kahne& Sports 2008)

FIGURE 6



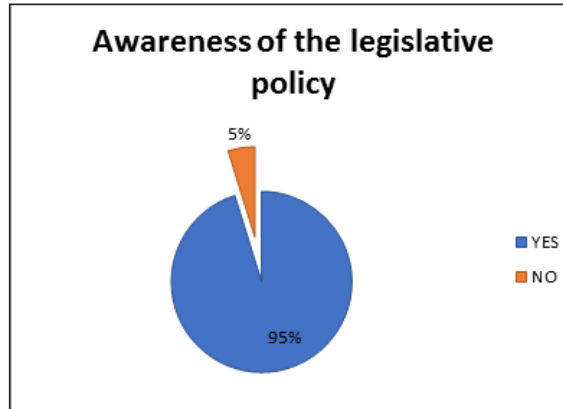
Process of internationalization and globalization has generated the movement “All Human Rights for All.” A realistic plan of action can help transform to a better social order. After the Second World War, community is moving towards equal emphasis on both rights and duties. Therefore, education must pay due attention to teaching human rights and duties. Mere discussion about human rights will not serve the purpose. It is time that education in India is oriented to assertion of duties and not mere enjoyment of rights. They should develop a balanced approach in which a sensitive and conscious society is built.

Non-formal and unorganized HRE is almost invariably carried out by conscious members of civil society organizations. Such organizations are clearly oriented towards the critically examining the issues and framework of human rights. The Values and Awareness-Socialization model needs to be implemented not in isolation but as first step. This shall lead towards more comprehensive human rights education. HRE shall be a problematic without incorporation of best practices and aiming towards participation of all. The HRE practices should be designed to cultivate interest in learners to move towards social transformation. A lot of studies in HRE and civil society programmes should remain focused school education and curriculum. There are bound to be many challenges to critically teach human rights because in the Indian society even basic needs are not fulfilled. The challenges need to be dealt with and with passage of time the values should slowly penetrate the system. In the years to come, I hope that the society shall be reorienting itself and HRE shall be integrated in the socialization process. We should be able to methodologically move away from didactic approaches towards participatory, empowering and transforming.

Since the study detected that teachers know the position of human rights in National Education Policy but the clarity seems missing, therefore the stress should be laid on teacher education. There is a considerable gap between the political

rhetoric and the reality of practice The Indian scenario reflects that role in preparing students for active participation in a democratic society and the local community in the context of human rights protection is relatively rare. There are few research studies which analyse school curriculum and few interview teachers on the concepts of preparing students for a democratic life.

FIGURE 7



It is pertinent that national educational policies in India must give teachers and students the opportunity to participate in HRE activities. These activities can be carried out inside and outside school. Students must critically analyse the social problems and participate actively in community activities. The HRE models can be used to classify activities and educational programmes. The target groups should be specified. These activities should be linked to societal development and aimed at social transformation. Indian democratic set up is developing. The respect for rule of law and human rights should increase. It needs to be reflected in classrooms by efforts in educational reforms.

References

- Alston, P. & Robinson M., (2012) *Human Rights and development: Towards Mutual reinforcement* [Oxford Scholarship online] ISBN-13: 9780199284627. DOI:10.1093/acprof:oso/9780199284627.001.0001
- Australian Council for Educational Research Ltd. (2009). *Knowing our place: Children talking about power, identity and citizenship*. Camberwell, Victoria Australia ACER Press, Gill, J., Howard, S.
- Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly*, 33, 481-508.
- Bajaj, M. (2012). *Schooling for social change: The rise and impact of Human rights education in India*. New York: Bloomsbury.
- Baxi, U. (2007). *Human rights in a posthuman world*. New Delhi: Oxford University Press.

- Bektas, M. (2013). Teacher Opinions on the Concepts Preparing Students to a Democratic Life in the First Grade Social Studies Course. *Educational Sciences: Theory & Practice*, 13(4), 2429-2433. doi: 10.12738/estp.2013.41624
- Boulianne, S., Brailey, M. (2014). Attachment to Community and Civic and Political Engagement: A Case Study of Students. *Canadian Review of Sociology*, 51(4): 375- 388. doi: 10.1111/cars.12052
- BuljubasicKuzmanovic, V. & Petrovic, A. (2014). Teaching and lesson design from primary and secondary teachers' perspective. *Zivatiskala*, 31 (1), 76-90.
- Cohen, J. J. & Derricot, R. (Eds.) (1998). *Citizenship for the 21st Century: An International Perspective on Education*. London: Kogan Page.
- Crick, B. (Eds.) (2002). *Democracy: A very short Introduction*. Oxford: Oxford University Press.
- Erdogan, M. & Usak, M. (2009). Curricular and extra-curricular activities to develop the environmental awareness of young students: A case from Turkey. *Odogojneznosti*, 11 (1), 73 -86.
- European Commission. (2005). *Citizenship Education at School in Europe*. Bruxelles: Eurydice European Unit.
- European Commission. (2012). *Citizenship Education in Europe*. Bruxelles: Eurydice European Unit.
- Felisal, T. (2017). Revisiting Emerging Models of Human Rights education. *International Journal of Human Rights Education*, 1 (1). Retrieved from <http://repository.usfca.edu/ijhre/vol1/iss1/2>.
- Flowers, N., Bernbaum, M., Rudelius-Palmer, K., Tolman, J. (2000). *The Human Rights Education Handbook. Effective Practices for Learning, Action, and Change*. Minneapolis: The Human Rights Resource Center and the Stanley Foundation, University of Minnesota: Minneapolis.
- Garoutte, L., McCarthy-Gilmore, K. (2014). Preparing students for community-based learning using an asset-based approach. *Journal of the Scholarship of Teaching and Learning*, 14 (5), 48-61. doi: 10.14434/josotlv14i5.5060
- Gillespie, D. & Melching, M. (2010). The transformative power of democracy and human rights in non formal education: The case of Tostan. *Adult Education Quarterly*, 60(5), 477-498.
- Kahne, J. E., Sporte, S. E. (2008). Developing Citizens: The Impact of Civic Learning Opportunities on Students' Commitment to Civic Participation. *American Educational Research Journal*, 45, 38-766. doi: 10.3102/0002831208316951
- Keet, A. (2010). A Conceptual typology of human rights education and associated pedagogical forms. *Journal of Human Rights Education*, 2(1), 30-41.
- Keet, A. (2012). Discourse, betrayal, critique: The renewal of human rights education. In C. Roux (Ed.), *Safe spaces: Human rights education in diverse contexts* (pp. 7-27). Rotterdam: Sense Publishers.
- Keser, E, Akar, H., & Yildirim, A. (2011). The role of extracurricular activities in active citizenship education. *Journal of Curriculum Studies*, 43(6), 809-837. doi: 10.1080/100220272.2011.591433
- Kotzmen, J., (2018) *The Human rights-based approach to Higher education: Why human rights norms should guide higher education law and policy*, [Oxford scholarship] ISBN-13: 9780190863494. DOI:10.1093/oso/9780190863494.001.0001
- Marks, S.P., Modrowski, K.A. & W. Lichern). (2008). *Human rights cities: Civic engagement for societal development*. Nairobi: UN Habitat.

- Bajaj, M. (Ed.). (2017) *Human Rights Education: Theory, Research, Practices*. University of Pennsylvania Press: Pennsylvania
- Muller, L. (2009). *Human rights education in German schools and post-secondary institutions*. Research in human rights education, Series, NO.2. Amsterdam/Cambridge: Human Rights Education Associates.
- Myre, G. (2017). *10 Guantanamo Prisoners Freed in Oman: 45 Detainees Remain*. [National Public Radio]. Retrieved from <http://www.npr.org/section/sit-hetwo-way/2017/01/16/510089954/10-guantanamo-prisonel's-freed-in-oman-4s-detainees-remain>
- Panda, P. (n.d.). *Human Rights Education in Indian Schools: Curriculum Development* [Human Rights Education in Asian Schools] (IV). Retrieved from <https://www.hurights.or.jp/pub/hreas/4/11panda.pdf>
- Piattoeva, N. (2009). Citizenship and nationality in changing Europe: a comparative study of the aims of citizenship education in Russian and Finnish national education policy texts. *Journal of Curriculum Studies*, 41 (6), 723-744. doi:10.1080/100220270902845182
- Reif, J. D., Keene, A. S. (2012). Best Practices for Promoting Student Civic Engagement: Lessons from the Citizen Scholars Program at the University of Massachusetts Amherst. *Journal of Higher Education Outreach and Engagement*, 16 (4), 105-127.
- Ross, H.A., Shah, P.P. & Wang, L. (2011). Situating empowerment for Millennial Schoolgirls in Gujarat, India and Shaanxi, China. *Feminist Formations*, 23(3), 23-47.
- Sekulic-Majurec, A. (2005). Curriculum of the new school - research challenge for school pedagogues. *Pedagogijskaistraivanja*, 2(2), 267-277.
- Teleki, K. (2007). *Human rights training for adults: What twenty-six evaluation studies say about design, implementation and follow-up*. Research in Human Rights Education, Series, No. 1. Amsterdam/Cambridge: Human Rights Education Associates.
- Tibbitts, F. (1994). Human Rights Education in Schools in the Post-Communist Context. *European Journal of Education*, 29(4), 363-376. doi: 10.2307/1503846
- Tibbitts, F. (2002). Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3-4), 531-549.
- Tibbitts, F. (2002). Understanding What We Do: Emerging Models for Human Rights Education. *International Review of Education*, 48(3-4), 159-171. doi: 10.10231 A:1020338300881
- Tibbitts, F. (2015). Women's human rights education in Turkey: Feminist pedagogy and trainer's engagement in social change. *Journal of Peace Education*, 3(1), 41-59.
- Tibbitts, F. & Batik, E. (2012). *Impact assessment of the Human Rights Education Program for Women (IIREP)*. Prepared for Women for Women's Human Rights - New Ways, Istanbul.
- Tibbitts, F., Foong, D., Kasprzak, T., Keet, A. & Melouk, M. (2010). *Impact Assessment of Rights-Education-Action Program (REAP)*. Prepared for Amnesty International-Norway and Amnesty International.
- Torney-Purta, J., Lehmann, R., Oswald, H., Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: International Association for the Evaluation of Educational Achievement (IEA).
- United Nations, General Assembly. (2011). United Nations Declaration on Human Rights Education and Training. GA 66/127, Art. 2 paras. 1-2. Geneva: United Nations.
- Zembylas, M., Charalambous, P., Lesta, S., Charalambous, C. (2015). Primary School Teachers' Understandings of Human Rights and Human Rights Education (HRE) in Cyprus: An Exploratory Study. *Human Rights Rev*, 16, 161-182.