

**EXPLORING THE TEACHING AND LEARNING OF HUMAN RIGHTS
ISSUES IN ONE PRIMARY SCHOOL IN MALAWI**

M.Ed (Primary-Social Studies Education) Thesis

By

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DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work, which has not been submitted to any other institution for similar purposes. Where other people's work has been employed acknowledgements have been made.

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DEDICATION

I dedicate this work to my wife Prisca and my children Benedicto, Nancy, Clement, Kondwani and grand daughter Madalitso whose love I missed during my studies, and all those who assisted and encouraged me to forge ahead to reach this far.

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ABSTRACT

This study was about exploring the teaching and learning of human rights issues in one primary schools in Malawi. Specifically, the study intended to understand teaching, learning, classroom and school practices in human rights issues. This study employed a qualitative case study research design to generate data. The study used semi-structured interviews, FGDs and direct observations to generate data from the research participants. It employed thematic data analysis to generate themes from the data. The main finding of the study is that there was largely inactive interaction between teachers and learners, and among learners. This promoted passive learning of human rights knowledge. The study further established that teachers faced several challenges in the teaching of human rights issues such as lack of human rights materials and lack of information on how to do human rights activities. Furthermore, the study found that the social environment was less learner inclusive due to bad practices such as name-calling and bullying. The general conclusion of the study is that the teaching and learning of human rights issues was largely for knowledge about human rights and not the development of skills and values. This is what is described as education about human rights knowledge. One of the major recommendations made includes reviewing the teaching and learning of human rights issues in Primary Teacher Training Colleges.

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ACRONYMS

AHR	Advocates for Human Rights
AHRC	Australian Human Rights Commission
BEMIS	Black and Ethnic Minority Infrastructure in Scotland
BIHR	British Institute of Human Rights
CFS	Child-Friendly Schools
CRC	Convention on the Rights of the Child
CHRR	Centre for Human Rights and Rehabilitation.
DEM	District Education Manager
FGDs	Focus Group Discussions
HRETO	Human Rights Eye and Touch Organisation
HRE	Human Rights Education
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
OHCHR	Office of the High Commissioner for Human Rights
PCAR	Primary Curriculum and Assessment Reform
PMEC	Pancasila Moral Education and Civics
RWJF	Robert Wood Johnson Foundation
SES	Social and Environmental Sciences
SWED	South West Education Division
UDHR	Universal Declaration of Human Rights
UK	United Kingdom
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations International Children Education Fund

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter introduces the study on the teaching and learning of human rights issues in one primary schools in Malawi. The study explores the teaching and learning of human rights issues in one primary school in Malawi in order to understand whether this is done as education about, education through, education for or education in human rights. This study analysed the teaching and learning, as well as classroom and school practices in human rights issues in Malawi primary schools. The chapter presents the background of the study, which has ten sections. The first section is the background of the study that gives a general picture of the backbone of this study on whether human rights education brings positive impact on the Malawi society since its introduction into the Social Studies Curriculum in 1994. The statement of the problem puts the research problem in context to show the necessity for conducting this study. The purpose of the study unveils what the study is intended to explore. Furthermore, the research questions unfolded the problem and guided the exploration by setting parameters for this study. The significance of the study and the limitations to the study are also presented in this chapter. This chapter ends with a conclusion of the entire chapter.

1.1 Background of the study

The background presents three subsections, namely conceptualisation of human rights and human rights education, human rights education in Malawi and the expected impact of human rights education on human rights attitudes and behaviours of people in Malawi.

1.1.1 Conceptualisation of human rights and human rights education

Human rights are universal standards without which, people cannot live as human beings (Asiegbor, Fincham, Nanang, & Britwum, 2001). Children's rights form part of human rights (UNICEF, 2015). Moreover, human rights belong to all people regardless of their race, sex, age, religion, and political or other opinion, national or social origin, but simply because of being human, and as such, human rights cannot be bought. This entails that all people are born free, and equal in dignity and rights as well. For people to know their rights as well as understand them, they require human rights education. Human rights education involves learning that can develop in the learners knowledge, skills and values of human rights (Flowers, Bernbaum, Rudelius-Palmer, & Tolman, 2000). It should be noted that human rights education curriculum encompasses children's rights . And education that is related to children's rights is called child rights education, which entails the teaching and learning about the provisions and principles of the convention on the rights of the child and the child rights approach. Learning about child rights and the child rights approach can empower children and adults to bring about change in their immediate environment and the world at large to ensure that the rights of all children are fully realised (UNICEF, 2015). In this way, child rights education can build capacity in the children to claim their rights, and adults to fulfil their obligations. This can help both adults

and children to work together in order to realise meaningful participation as well as sustained civic engagement of children (UNICEF, 2015).

To realise these aspirations, children should learn about rights, through rights and for rights. This entails that human rights education and child rights education should be done within approaches of education about, through and for (Nick & Branka, 1996; UNICEF UK, n.d). *Education about* entails the teaching and learning for knowledge, whereas *education through* is the process or the practice of teaching and learning through active and participative experiences. In addition, *education for* approach entails the combination of education about and education through approaches (Blyth, 1984). These education approaches are explained in more detail in the conceptual framework in Chapter two.

Human rights education based on these education approaches can help people to develop to the extent of understanding, respecting, protecting and defending human rights. Moreover, respecting human rights can enable individuals and the community to develop (Asiegbor, et al, 2001). In this sense, human rights provide a universal system of moral values, which include dignity, fairness, equality, non-discrimination and participation. These moral values underpin human relationships at whatever level of the society (Lynch, 1989). The United Nations in 1948 agreed upon these human rights values to ensure the protection and development of all human beings (Black Ethnic Minority Infrastructure in Scotland, 2013). In this case, human rights education forms an essential part of schooling to reinforce these values (Lynch, 1989), such that schools are not only charged with the responsibility of imparting knowledge and skills to students, but also socializing them in essential attitudes and values (Koliba, 2000).

This entails that a school should serve as a human rights socialising agency through its formal, non-formal and informal school practices (Flower, 2009).

Like some of the countries around the world, the teaching and learning of human rights issues in primary schools in Malawi also includes children's rights in order to help the children know their rights and responsibilities (Malawi Institute of Education, 2007). This implies that teaching children their rights and responsibilities can help them exercise their rights responsibly. As such, children's rights and responsibilities are an essential part of teaching and learning human rights issues in primary schools in Malawi. Although rights are not contingent upon responsibilities, and that they are not attached to children's rights in the United Nations Convention on Rights of the Child, however, the learners in Malawi primary schools are taught civic rights and responsibilities; rights and responsibilities to the environment, women's rights as well as children's rights and their responsibilities. These rights and responsibilities are covered in the Social and Environmental Sciences (SES) syllabi, teachers' guides and learners' books for Standards 5, 6, 7 and 8 (MIE, 2005; 2007; 2008).

Furthermore, a 1994 plan of action for the decade for human rights education declares that human rights knowledge and skills as well as values should be directed towards strengthening respect for human rights and fundamental freedoms, a full development of human personality as well as dignity (Flowers, et al, 2000). Thus, the teaching and learning of human rights issues enhances the development of personal responsibility as well as advocacy skills in people. Such an education demands learning about and learning for human rights (Flowers, et al 2000). Thus, human rights education tailored on these goals can enable and empower people to understand, respect, protect and

defend their own rights and those of other people leading to a peaceful coexistence (Asiegbor, et al, 2001). This implies that teaching about and for human rights is fundamental in the promotion, protection and effective realisation of all human rights (BEMIS, 2013).

1.1.2 Human rights education in Malawi

In 1993 the world conference on human rights declared human rights education as an instrument for promoting peace, democracy, development and social justice as well as humanitarian law and rule of law. This would, in turn, help to promote and achieve stable as well as harmonious relations among communities, and foster mutual understanding, tolerance and peace (Flowers, et al, 2000). Following the 1993 world conference declaration, UNESCO dedicated the period between 1995 and 2004 as the UN Decade for Human Rights Education and Training. This development generated much educational activity around the teaching of human rights in schools and outside schools around the world. And the UN observes that human rights education should be intended for all sectors of society, both in formal, non formal as well as informal education. In formal education sector, it is taught either as a stand alone subject or as an integration of human rights issues into already-existing subjects (Sharra, 2012). Such is the case in primary schools in Malawi, where human rights issues are incorporated in other subject areas. During the decade (1995-2004) for human rights education, different world states adopted and integrated human rights education into their school curricula. Malawi as a member state of the United Nations (UN) embraced democratic values in 1994 after adopting multiparty system of government (Tlou & Kabwila, 2000). As a democratic state, Malawi took an affirmative action by introducing human rights education into the education system in 1994. The aim is to

equip the Malawi child with necessary human rights values that would promote democratic living. In this sense, human rights education in Malawi is envisioned as a catalyst for the creation and sustenance of a more tolerant and just society (Tlou & Kabwila, 2000).

The BEMIS (2013) notes that the teaching of human rights advances human rights knowledge, active citizenship, democratic principles, communication skills, as well as informed critical thinking across all sections of society. Thus, human rights values form the foundation of any democratic society. It is on this premise that human rights are taught in formal, non-formal and informal settings. In Malawi, as earlier noted, the school curriculum integrates human rights issues in different subjects at both primary and secondary school levels. To ensure that human rights are legally binding, they are incorporated in the Constitution of Malawi, and they provide a conceptual framework for the teaching and learning of rights issues in schools.

It should be noted that a democratic society much depends on effective and robust human rights education. And, as such, the Government of Malawi, under the primary curriculum and assessment reform (PCAR), adopted an outcome-based curriculum, which came into force in 2007. In this primary education curriculum, human rights issues are covered in different subjects such as Life Skills, Bible Knowledge, and Social and Environmental Sciences. The Social and Environmental Sciences primary school curriculum covers human rights issues like gender, civic rights, rights to the environment, citizenship, women's and children's rights, democratic government, and moral values (MIE, 2005; 2007; 2008). Moreover, learners learn that a democratic government is built upon human rights principles. And, as such, the Primary SES

syllabuses and teachers guides include human rights values such as justice, respect of the rule of law, tolerance, equality and civic participation, which can help the learners to learn to uphold democratic principles. Thus, the Malawi primary school curriculum developers envision these values as essential in sustaining democracy in Malawi (Malawi Institute of Education, 2005; 2007; 2008). It is also assumed that by teaching the Malawi children these values, they can learn as well as shape their thinking for them to start to accommodate and respect each other despite having different points of view. Furthermore, this can also allow minority groups to express themselves on issues that affect them (MIE, 2008). In this way, democracy can be strengthened as everyone can be given a voice and an equal opportunity to participate in civic activities such as voting and paying taxes or participating in development work in their own communities. Upon realising this, the Ministry of Education, Science and Technology (MoEST) has intensified its efforts towards human rights education in schools, such that it has introduced interventional measures such as Child-Friendly Schools programme in order to ensure high quality education to all children (MoEST & UNICEF, n.d). In addition, with an outcome-based curriculum in place, Malawi Government expects that teaching and learning of human rights issues would help equip the Malawi child with essential knowledge, skills, attitudes and values, which would be used in life beyond school (MIE, 2007; 2008). Nonetheless, the teaching and learning of human rights issues in Malawi primary schools appear not to be working out as intended.

1.1.3 Expected impact of human rights education on attitudes and behaviours of people in Malawi

The available literature in Malawi shows that human rights abuses and violations such as irresponsible exercise of rights and freedoms are happening in the communities, including the schools (Day & Chimombo, 2004; Leach, Kadzamira, & Lemani, 2004; McJessie-Mbewe, 2007). Yet, this is happening despite the fact that human rights education has been in Malawi's formal as well as non-formal education and informal settings for many years now. As such, it is doubtful as to whether such human rights education programmes are making any significant impact on the society's perceptions on human rights issues such as sexual orientation and gender-based violence (Sharra, 2012). This is a critical question that needed answers. Hence this exploration on the teaching and learning of human rights issues in Malawi schools was needful.

Furthermore, there have been debates on social media on controversial social issues such as the arrest of men in December 2009 and 2015 over their involvement in gay marriage and sodomy (Nyirongo, 2016). The arrests of these men are indicative of a society that is intolerant. As a democratic and pluralistic society, the Malawi society needs to be accommodative on social issues that appear to be in conflict with their orientations. Thus discriminatory attitude against any particular section of the society undermines the basic principles of human rights which are stipulated in Chapter IV of the Human Rights section 20 (1) of the Malawi Constitution which reads:

Discrimination of persons in any form is prohibited and all persons are, under any law, guaranteed equal and effective protection against discrimination on grounds of race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status (Ministry of Justice, 1995, p. 14).

However, it appears that the society is uncomfortable with social issues which seem not be in tune with their orientations. As the Human Rights Watch (2015) observes, one section of the Malawi society is of the view that discriminatory laws that violate article 20 of the Constitution of Malawi that prohibits discrimination on any grounds must be repealed, while the other section of the society argues that homosexuality laws must not be legalised in the country. These arguments are indicative of a society that has not fully embraced the democratic principles that are rooted in human rights education (BEMIS, 2013). Furthermore, human rights education is crucial as it can ensure a fair, equal, and cohesive society free from prejudice and discrimination (BEMIS, 2013). Thus, the intolerance displayed by some members of the Malawi society is indicative of human rights education programmes that are not effective enough to change the society's perceptions on controversial human rights issues.

In addition, the abuse of national resources in Malawi is reflective of the society's moral ineptitude in terms of human rights values. The massive looting of money from government coffers between April and September 2013, for example, is one of the worst and most infamous financial scandals Malawi has ever had (Houlton, 2015). This was a gross human rights abuse and violation of the highest order by the highest authorities in the land because its implications brought a lot of misery on people in Malawi. Such a scandalous misdeed is indicative of moral decay of the Malawian citizenry at different strata of the society. The money looters showed their lack of moral sense; hence their acts are tantamount to lack of human rights moral values.

Further to this, some children fail to continue with their education due to human rights issues such as poverty, early pregnancies, poor school environment, bullying, sexual harassment and corporal punishments (Day & Chimombo, 2004; UNICEF-MALAWI,

2007). It is noted that many children become subjects of abuse from their teachers, parents as well as fellow students (Day & Chimombo, 2004). Evidence from local newspaper reports shows that some school children suffer sexual abuses from their teachers. For instance, the Daily Times of 25th February 2016 reported of a story of a primary school teacher who defiled and impregnated a 15-year old orphaned pupil (Benjamin, 2016). These human rights abuses happen due to lack of human rights awareness and misunderstanding of democracy, which leads to irresponsible exercise of rights and freedoms (Chiponda, 2007; MacJessie-Mbewe, 2007).

These human rights abuses and violations reflect ineffective human rights education, which is a moral education about how human beings should behave towards each other in the family, in groups, in their community, in their nation and globally (Lynch, 1989). Thus, the acts of immorality, which happen in the communities, including the schools suggest that something is amiss in the country's human rights education. Hence Sharra (2012) observes that the significant effect of human rights education programmes on the society's perceptions needs to be determined. Thus, what Sharra (2012) observes, is crucial and critical because it questions the impact of human rights education in Malawi schools whether it is done as education about, through, for or in human rights. Yet, no study has been conducted towards this end. This question demanded answers, which were yet to be explored.

Though a baseline survey conducted by Human Rights Eye and Touch Organisation in 2013 indicated that most students in Malawi secondary schools were aware of their rights, the survey further showed that most of them did not know their responsibilities and could not claim those rights. Basing on this, it is further questionable as to how

effective is human rights education in Malawi schools. This tends to give a general perception that teaching and learning of human rights issues in Malawi schools, is not effective to empower people with human rights skills, and values. However, these claims required research-based evidence, which was not available due to absence of research studies on the teaching and learning of human rights in Malawi schools. It is against this background that this research study explored the teaching and learning of human rights issues in Malawi primary schools.

1.2 Statement of research problem

Research studies on human rights issues in schools in Malawi did not focus on the teaching and learning of human rights. The studies' focus has been on human rights awareness, gender violence, school discipline and discipline policy. For example, the Human Rights Eye and Touch Organisation in 2013 conducted a survey on human rights awareness in 15 private as well as public secondary schools in Blantyre Urban. Furthermore, Leach, Fiscian, Kadzamira, Lemani, & Machakanja (2003) investigated on abuse of girls in African schools that included Ghana, Malawi and Zimbabwe. Besides these studies, Sakala (2009) reviewed the implementation of the discipline policy as a context of human rights in selected secondary schools in Central East Education Division, whereas Luhanga (2010) studied school discipline versus human rights in selected secondary schools in Zomba Urban. Absence of research studies on the teaching and learning of human rights issues in Malawi schools concurred with what the BEMIS (2013) observes that human rights education is largely overlooked and under-researched in both academic and policy-based studies. On this backdrop, this study explored on how human rights issues are taught and learnt in Malawi primary schools in order to understand whether that is done as education about,

through, for and in human rights. The focus of the study was on analysing teaching, learning, classroom and school practices in human rights, and their implications on the learning for human rights values.

1.3 Purpose of the study

The purpose of this study was to explore teaching and learning of human rights issues in primary schools in Malawi.

1.4 Research questions

The main research question that guided this study was: What constitutes the teaching and learning of human rights issues in primary schools in Malawi? To explore this research question deeply, the following sub-questions were employed:

1. What methods do primary school teachers in Malawi use in the teaching of human rights issues?
2. What practical activities do primary school teachers do in the classroom, the school and the local community in the teaching of human rights issues?
3. What challenges are faced in teaching human rights issues in primary schools in Malawi?
4. What are the implications of the way in which human rights issues are taught and learnt in primary schools on primary teacher education and training in Malawi?

1.5 Significance of the study

The study has contributed to a body of knowledge on teaching and learning of human rights issues in schools from the Malawian context. This has been done by addressing the gap in literature on what constitutes the teaching and learning of human rights issues in primary schools in Malawi using the lens of education about, education through, education for and education in human rights. This knowledge may help to improve the education and training of teachers in primary teacher education colleges.

1.6 Limitations of the study

This study faced the following limitations and challenges: There was disturbing noise in the school environment. It was so disturbing such that during one interview session, the proceedings stopped for quite some time while arranging for another venue. Furthermore, some learners who were running away from the rains intruded the room we were using. This disturbed an FGD session with standard six learners. We had to look for another place where the session also restarted. The other challenge was that some learners were shouting at us through the window. This interrupted an FGD session with standard five learners. The learners were advised to stop that. Then the discussions resumed. Besides these limitations, the study was also limited by not including documentary analysis as one of the data generation method. This could have helped to analyse human rights practical activities that are included in the Social and Environmental Sciences Primary Curriculum. The last limitation was that there were no post observation interviews with teachers to follow up the lesson observations. This would have assisted to get more clarifications and explanations on the observed issues. This, to some degree, has affected the results of the findings. For example, how large group sizes affected interaction between the teachers and learners and

among the learners themselves needed further clarifications from the teachers. This area requires further research.

1.7 Thesis chapter outline

The thesis has five chapters. Chapter one is the introduction to the study which gives the background of the study. Literature review is in chapter two which situates the research problem in both local and global literature. The conceptual framework is also explained in this chapter. Chapter three gives the research methodology and design which outlines the research approach, methods, data generation and analysis procedures. Ethical considerations are also spelt out in this chapter. And in Chapter four research findings are presented and discussed. In chapter five, conclusions, recommendations and implications of the study are outlined.

1.8 Conclusion

This chapter has given the context of the problem, which indicated that human rights education pedagogy was not yet explored in Malawi. The introductory chapter further outlined the research questions that guided this study. Furthermore, the chapter has stated the purpose of the study, significance and limitations of the study. The chapter has given an account of human rights education in Malawi in terms of its introduction and its impact on society's perception on human rights issues. As such, an exploration of human rights education was needful in order to fill the gap on how teaching and learning of human rights issues in Malawi primary schools is done. This introduction to the study sheds light on the necessity for conducting this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of both local and international literature on human rights education. It discusses issues, themes, and debates reflected in literature on human rights education. In so doing, the study of teaching and learning of human rights issues has been located in that body of literature. The main argument is that the question of what constitutes the teaching and learning of human rights issues in primary schools has not been addressed in literature in Malawi. The review is presented in ten sections, which relate to the teaching and learning of human rights issues. These sections include a conceptual framework on which the study hinges. The conceptual framework has been used to provide for the lens to understand what constitutes the teaching and learning of human rights issues in primary schools in Malawi.

2.1 The concept and importance of human rights

Human rights are the basic freedoms and protections that all people are entitled to, and as such, they reflect basic human needs. The acquisition human rights values can enable people to work with each other across differences (Amnesty International, n.d).

Furthermore, since time immemorial, human rights have been guiding human thought as well as behaviour. Before the United Nations (UN) formally declared human rights concepts and values in 1948, world religions; philosophies; economics; trade unions; and political doctrines already reflected these values (BEMIS, 2013). As such, the UN declaration of human rights values, only forms a legal basis and a framework for the enforcement of human rights principles in countries around the world (BEMIS, 2013). For this reason, human rights education is key to the learning of these human rights values.

2.2 The concept and pedagogy of human rights education

The declaration of human rights values in 1948 by the UN marked the beginning of human rights education (BEMIS, 2013). Nick and Branka (1996) in Asiegbor, et al (2001) define human rights education as education about and for human rights. Based on this definition, human rights education can help people create a world with a culture of human rights where people respect rights. Such a human rights culture can enable people to understand their rights and responsibilities, and to recognise human rights violations and take action to protect the rights of others a culture where human rights are as much a part of the lives of individuals (Council of Europe, 2015). In this sense, teaching and learning of human rights issues can help in promoting the peace, democracy and social order by fostering attitudes and behaviours needed to uphold human rights for all members of society (Council of Europe, 2015).

Thus the teaching of human rights issues based on education approaches of education about, through, and for as proposed by Blyth (1984), is instrumental in the learning of human rights knowledge, skills, attitudes and values. By *Education about* entails

content learning (learning for knowledge), whereas education for entails a conscious combination of content and practice (process). This approach links knowledge and participation through *education through* as such the content and the process work together. *Education for* is connected to real-life situations to help students deal with issues actively and sensibly (Blyth, 1984). As such, the teaching and learning of human rights issues does not only stop at imparting human rights knowledge, but also applying a human rights-based pedagogy. By using a human rights-based pedagogy, students learn in an environment that respects and promotes their rights and the rights of others (AHRC, 2011).

In addition, a framework of participatory and interactive learning is required for a sound human rights education to happen (Council of Europe, 2015). This kind of learning takes place within the framework of human rights-based pedagogy, which encompasses education about, through and for human rights. These approaches are practised through participatory teaching methods, activities and resources, which include discussions, debates, negotiations, creative expressions like singing, writing original poetry, drama, and stories (Flowers, et al, 2000). These are important in the teaching of human rights issues because they encourage learners to get involved in critical analysis of real-life situations. This can make learners take thoughtful and appropriate action on human rights issues and, thus promote and protect human rights (Asiegbor, et al, 2001; Flowers, et al, 2000; Vavrus, et al, 2011).

Furthermore, using participatory teaching approaches can allow students to practise democratic behaviours as they work together in the classroom, to respect a variety of points of view; and can reinforce practical application of learning. This can encourage

human rights attitudinal and behavioural change in the learners (Flowers, et al, 2000; Vavrus, et al, 2011). However, this is only possible where the education approaches of education about, through and for are employed. For example, by using interactive teaching approaches such as debates, learners have an opportunity to discuss and argue on controversial human rights issues. This can enable them to develop logic, understanding of issues, listening and speaking skills. These interactive approaches would allow learners to work together, to share ideas and to experiment human rights issues they learn theoretically (Flowers, et al, 2000). And, as such, learners can learn positive human rights values such as civic participation and tolerance.

It should be noted that interactive participation, which is practised within education about, education through and education for approaches requires conditions where learners are working in small groups, and where learners respect each other by not laughing at each other when someone is speaking, as well as not criticising each other when disagreeing on certain ideas (Flowers et al 2000). It can be argued that human rights issues thus taught and learnt can promote active participation leading to active learning of human rights values. On the contrary, it is observed that large groups tend to encourage domination of the learning process by few participants while the others remain silent (Flowers et al, 2000).

However, using small groups in schools in many African countries is difficult because classes are very large. Vavrus, et al (2011) observe that teaching in such conditions in Sub-Saharan Africa, makes it difficult to implement learner-centred methods, which are supposed to be practised within education approaches of education about, through and for. Vavrus, et al (2011) further note that large classes restrict free movement and

hinder inquiry-based activities such as studying, discussing and analysing cases on human rights; as a result there is limited classroom interaction and participation. This, to some extent, denies learners access to quality human rights education. And on the perspective of human rights, this is a violation of human rights (BEMIS, 2013; Sure & Ogechi, 2006). Nonetheless, in situations where learners are always learning in very large classes, such as is the case in most schools in Sub-Saharan Africa (Vavrus, et al, 2011), approaches that encourage inquiry-based learning, active participation, and that reduce domination by few individual learners need to be used. Such approaches may include composing and writing short story, song and drawing posters on human rights issues. In these approaches, for example, each individual learner could be asked to create their own stories or songs or design their own posters, then share that with the rest of the group. Using the individual stories, the group could produce one activity which would be presented to the whole class.

2.3 Different approaches to human rights education

Literature on human rights education reflects different approaches of teaching and learning human rights issues in schools (Council of Europe, 2002; 2015;.Berge, 2007; Blyth, 1984; Froese-Germain & Riel, 2013, MacJessie-Mbewe, 2007). These human rights education approaches include human rights education for knowledge through participatory approach; human rights education for skills, attitudes and values through a rights-respecting environment approach; and human rights education for skills, attitudes and values through practical activities approach. These three approaches are discussed in the subsequent three subsections.

2.3.1 Human rights education for knowledge through participatory approach

One approach of human rights education is teaching and learning of human rights for knowledge through participatory approach. Teaching and learning for human rights knowledge requires participatory teaching approach. This promotes active learning of human rights, which enables learners to know and understand their rights. This resonates with what the Council of Europe (2002; 2015) observes that using participatory approaches when teaching human rights issues enables learners to become aware of human rights, what they entail as well as how to safeguard and protect them. As such, teaching and learning of human rights by employing non-participatory methods makes learning of human rights knowledge ineffective. This makes learners have limited awareness of their rights leading to irresponsible exercise of these rights. This concurs with what Berge (2007) and Blyth (1984) observe that simply having knowledge about something is not enough to act upon it actively and sensibly. In addition, just a mere use of traditional teaching methods can develop knowledge, which can neither inspire commitment nor action in learners (Flowers, 2009). As such, teaching and learning of human rights should develop knowledge and understanding of human rights concepts and issues in the learners. This happens when learning of knowledge and practices of human rights are done in a coherent manner (Flowers et al, 2000; Yeshanew, 2007).

Thus, by integrating cognitive, affective and behavioural learning learners can have positive human rights knowledge, skills, attitudes and behaviours. This approach can help learners recognise human rights violations. Further, the learners would learn how they could protect themselves against abuses. This resonates with Sadli et al (1998) observation that participatory approaches help in creating conditions for upholding of

children's rights and human rights in the school. It is also observed that using these approach in a coherent manner would helps improve the learning of human rights knowledge, which develops in students the ability to make use of violation prevention mechanisms, as well as to build an attitude respectful of the rights and freedoms of others (Altangerel, 1998).

However, mere and loose use of participatory teaching approaches does not promote active learning of human rights knowledge especially when emphasis is placed more on the cognitive development alone, as this results into minimal change in learners' human rights knowledge, attitudes, behaviours and values (Oka, 1999). To address this situation, teachers need to use rights-based holistic approaches that would make learners get involved in active human rights activities which would appeal to their feelings and emotions on human rights issues. This implies that learning of human rights knowledge and values should be done by using both theoretical and practical approaches. These practical approaches could include activities such as the teachers demonstrating human rights values through their actions and behaviours as well as assisting needy people in the local community, which includes the school itself. By using such holistic approaches comprising education about, through and for, learners would be allowed to learn through and for human rights skills, values and attitudes. Thus teaching human rights in this manner would be in contrast with mere use of teacher-centred methods in which learners become passive recipients of human rights knowledge from teachers leading to ineffective learning of human rights knowledge and values (Asiegbor et al, 2001).

Moreover, teaching and learning practices that do not use participatory methods make teachers dominate classroom activities. This limits learners' classroom interaction and participation. This resonates with Asiegbor's et al (2001) observation that teaching and learning practices devoid of participatory teaching methods limited interaction among learners in basic schools in Ghana. Such practices include frontal and whole-class teaching. In addition, classroom practices such as learners laughing at each other also made other learners fear to respond to questions, or ask questions. This leads to inactive learner interaction and participation in lesson activities. This further agrees with Vavrus et al (2011) observation that reliance on teacher-centred pedagogical approaches only produces weak results that undermine the course content by reinforcing authoritarian and non-democratic forms of interaction in the classroom.

Furthermore, it can be argued that using participatory approaches such as debates and negotiations can promote development of knowledge for human rights. These enable learners to develop human rights knowledge and understanding through participation as well as critical inquiry. This resonates with what Froese-Germain and Riel (2013) observe that participatory approaches such as discussion and debate enable students in Canadian schools to learn respect for human rights, to care for the environment, and to recognise that everyone has a right to a safe environment. These approaches also help to reduce incidents of bullying in schools. Contrary to this, Vavrus et. al (2011) contradict that schools in Africa do not encourage participation, debate, responsibility and critical inquiry. Instead, some of these schools encourage use of chalk and talk, rote memorisation and corporal punishments, which, in turn, reinforce authoritarian values and practices in the classroom. On the contrary, in Britain, use of participatory approaches help learners change human rights attitudes (Vasagar, 2010).

Furthermore, human rights education in schools in Africa, seems not really promoting respect for human rights due to inadequate knowledge about human rights. This leads to abuse and violation of the rights in schools. For example, Asiegbor et. al (2001) observe that children's rights are not respected in basic schools in Ghana, such that children experience human rights abuses in form of physical abuse, verbal abuse, caning and bullying. Likewise in schools in Malawi. learners experience these abuses despite teaching and learning of human rights issues in schools (Leach, et al, 2004; Safe Schools Programme, 2008; UNICEF-MALAWI, 2007).

Though studies on human rights issues in Britain, Canada, Indonesia and Ghana have shown what constituted the teaching and learning of human rights issues in their schools, these findings could not directly be applied in schools in Malawi. This is the case because these studies were conducted in settings different from that of Malawi. As Sharra (2012) observes that cultural, social, political, religious and economic parameters determine human rights education in each individual country. Hence this study explored what constitutes the teaching and learning of human rights issues in the context of Malawi.

2.3.2 Human rights education for attitudes, values and skills through a rights-respecting environment approach

Another approach of human rights education is teaching and learning for human rights skills, attitudes and values through a rights-respecting atmosphere. A rights-respecting atmosphere requires using a human rights based-approach that ensures that children learn in a rights-respecting environment (AHRC, 2011). Thus teaching and learning in a rights-respecting environment entails teaching and learning *through* human rights

(BIHR, 2009). This agrees with what the Council of Europe (2015) observes that the context and the manner in which human rights learning is organised and done are consistent with human rights values such as participation, freedom of thought as well as expression. This gives learners an opportunity to experience the right to participate in and influence the way their classroom is run (BIHR, 2009). Flowers et al (2000) agree that, no teacher can teach human rights values such as equality and respect for all in a classroom that does not strive to practise them. This entails that teachers need to model human rights values as they teach and do other activities in and outside the classroom.

By implication, meaningful participation requires a rights-respecting classroom and school. For instance, learning of human rights attitudes and values such as equality, respect and participation require an environment where these principles are taught, learned, practised, promoted, and nurtured. This concurs with what the Council of Europe (2002) observes that the context in which human rights are taught enables learners to learn human rights values, which include participation, freedom of thought and expression, equality, non-discrimination, dignity and fairness. However, it can be argued that teachers as the custodians in creating and maintaining a human rights-respecting culture within the classroom and the school need to involve learners in participatory practices such as school-based human rights clubs and societies. As the BIHR (2009) observe, without a rights-respecting classroom and school, learning of human rights would be irrelevant and hypocritical

2.3.3 Human rights education for skill and values through practical activities approach

The last approach of human rights education is teaching and learning human rights skills and values through practical activities. This approach demands schools not only to teach for academic human rights knowledge and skills, but should also teach for human rights attitudes and values. Thus schools are charged with a responsibility to prepare the learners for adulthood life by socialising them in human rights values (Flowers, 2009; Human Rights Osaka, 1998; Koliba, 2000). Learners' socialisation in human rights attitudes and values requires education for human rights, which has little to do with what we know, but rather how we act (Flowers, et al, 2000). This is the case because knowledge without action is not knowledge (AHR, 2011). This implies that learning of human rights issues should go beyond knowledge and mere participation as such learners need to be involved in practical participatory and interactive human rights activities such as human rights projects on social issues like fundraising for the needy in the local community including the school.

Despite the fact that participatory approaches such as case analyses and discussing actual cases are effective for human rights education, however, they often deal with cases or issues that have no immediate relevance to the learners' lives. Thus mere discussion of actual human rights cases has little impact on changing learners' human rights attitudes and behaviours (Krain & Nurse, 2004). As such, students need to be involved in specific local problems that have a bearing on their own lives such as keeping the environment clean. In so doing, learning of human rights standards would be meaningful to the students (Krain & Nurse, 2004). This entails that employing learner-centred methods such as group work is not sufficient without involving

learners in active construction of knowledge through engaging them in critical inquiry about the issues (Vavrus, et al, 2011).

Moreover, involving learners in classroom practices that are learner-centred does not necessarily mean that high-quality teaching is taking place. High-quality teaching only happens when learner-centred approaches stimulate inquiry and critical thinking (Vavrus, et al, 2011). In this view, learners need to be involved in activities that connect abstract concepts to practical, real-life activities (Vavrus, et al, 2011). This does not concur with Asiegbor et al (2001) observation that using participatory methods without involving learners in practical activities leads to inactive and passive learning in Ghana primary school.

One approach that connects abstract concepts to practical, real-life activities is service learning. Service learning entails involving the learners in experiential learning in which learners do some service to the community. This allows the students to learn and apply course concepts in the real world (AHR, 2011; Krain & Nurse, 2004). Furthermore, service learning allows students to study issues beyond textbook examples and participate in actual cases related to mastering of human rights skills (Flowers, et al, 2000; Krain & Nurse, 2004). Much as human rights skills could be studied and discussed in the classroom, nevertheless they can be mastered only when learners are engaged with real life issues. In so doing, service-learning bridges the gap that exists between human rights issues that are taught and learnt in the classroom and human rights issues in real life. As Berge (2007) observes, there is a distance between the preparatory state of schooling and the executive state of adult citizenship. In this view, by involving learners in practical human rights activities such as helping those

in need would help in closing this gap because learners could see the real value of learning human rights issues in the classroom.

By implication, such human rights projects provide a linkage between education about (content learning) and education through (practice) as proposed by Blyth (1984). In so doing, learners have the chance to engage in real human rights issues. This resonates with what Froese-Germain and Riel (2013) observe that in Canadian schools students are involved in human rights activities in which they do volunteering and fundraising activities for diverse social needs, and also caring for the environment. This enables them participate actively in engagement that involve their immediate as well as the global community. In this sense, it can be argued that involving learners in school-based and community-based human rights activities enables them become concerned with social and environmental ills and issues around them. In consequence, this leads to developing positive human rights skills and values such as civic participation and engagement as well as social responsibility in the learners.

Despite the potential advantages of service learning on the learning of human rights, there are only very few service learning exercises, which are designed to teach human rights (Krain & Nurse, 2004). And, as such, lack of engagement with human rights education needs to be explored because by not doing human rights engagements with the learners, there may be long term negative consequences in the learning of human rights skills and values as well. For instance, learners may develop negative attitudes towards taking part in social and environmental responsibility in terms of failing to help those whose rights are abused or violated, and also failure to take care for the physical environment. This agrees with Berge's (2007) that when students do not do

activities related to human rights, it becomes hard for them to see the real value of what they learn in school. MacJessie-Mbewe (2007) further agrees that, consequently this leads to irresponsible exercise of rights and freedoms.

On the contrary, giving learners opportunity to exercise rights and responsibilities in the school and the local community enables them to have valuable practice for the roles and responsibilities they encounter in their adult lives (Berge, 2007). For this reason, schools have a moral responsibility to provide students with a kind of training that would give them opportunity to exercise their rights and responsibilities (Human Rights Osaka, 1998).

2.4 Challenges faced in human rights education: A global perspective

Literature on human rights education reflects various challenges faced in teaching and learning human rights issues in schools world over (Oka, 1999; Sadli, et al, 1998; Froese-Germain & Riel, 2013; Asiegbor, et al, 2001; Sure & Ogechi, 2006; Vavrus, et al, 2011; Chilora, 2000; Mhango, 2008). This section discusses the challenges faced in the teaching and learning of human rights issues from a global perspective. The challenges include lack of information and resources in human rights education, lack of or inadequate training and professional development in human rights education, and medium of instruction. These challenges are discussed in the subsequent three subsections.

2.4.1 Lack of or inadequate training and professional development in human rights education

One challenge faced in human rights education is lack of or inadequate training and professional development in human rights education. As such, there is an ineffective provision of human rights education in schools. For example, in Ireland, teachers fail to teach human rights issues with confidence due to lack of training in human rights education (BEMIS, 2013). Moreover, Struthers (2015) notes that education or training in HRE is sparse or inconsistent within programmes of Initial Teacher Education in Scotland. In addition, this makes teachers employ teacher-centred approaches more than student-centred. In this way, teaching and learning of human rights is made less effective. This concurs with Oka's (1999) observation that teachers in Indonesia emphasised much on cognitive learning of human rights. This is attributed to poor application of human rights education programme that is due to the teachers' lack of understanding of the essence of human rights as well as human rights education. For example, learning human rights values from what teachers say and from textbooks only do not make learners change their human rights attitudes and behaviours (Oka, 1999; Sadli, et al, 1998).

Furthermore, teachers in Canada, lack professional development in human rights education in terms of subject knowledge and pedagogy. This makes teachers not to teach effectively human rights issues (Froese-Germain & Riel, 2013). Likewise teachers in basic schools in Ghana did not exercise human rights practices in schools, which resulted into limited learners' interaction and participation in classroom learning activities. The teachers' failure to respect human rights was attributed to

inadequate training in human rights and equity education (Asiegbor, et al, 2001). This resulted into passive learning of human rights knowledge.

2.4.2 Lack of information and resources in human rights education

Lack of human rights information and resources is the other challenge in human rights education. These resources include limited time and specific reference materials. Lack of these resources negatively affects teaching and learning of human rights issues. Furthermore, human right education teachers in Canada are challenged by time stress due to work load, and that schools are criticised of becoming too politicised in teaching human rights values that are regarded as controversial in the context of a pluralistic society such as non-racial discrimination. As such, teachers fail to teach such controversial issues comfortably for fear of reprisals that might ensue (Froese-Germain & Riel, 2013). Similarly, teachers in Ghana lack specific and well-targeted reference material (Asiegbor, et al, 2001). Thus lack of these resources limits the teachers' efforts in teaching human rights issues, hence ineffective learning of human rights values.

From these three studies, it is evident that different countries around the world face systemic challenges in human rights education. These challenges include lack of content awareness due to lack of or inadequate training and professional development, and lack of information and resources. In Malawi, challenges faced in human rights education are not yet known because of absence of research studies on the teaching and learning of human rights issues in schools. The issue of teaching of controversial issues in human rights education requires to be researched in Malawi schools since

Malawi is also a pluralistic society with varied cultural values that may be in conflict with human rights values.

2.4.3 Human rights education versus medium of instruction

The last challenge in human rights education is the medium of classroom instruction. Medium of instruction has a significant impact on the teaching and learning of human rights issues. This promotes or limits classroom interaction and participation of the learners (Sure & Ogechi, 2006). A review of literature on school language policies in Africa indicates that African schools face challenges with medium of instruction (Sure & Ogechi, 2006; Vavrus, et al, 2011; Chilora, 2000; Mhango, 2008). For example, to use a second or third language for classroom instruction is one major hindrance to classroom interaction and participation in African schools. This resonates with what Sure and Ogechi (2006) observe that using English from standard four in Kenya primary schools hinders learner classroom interaction and participation. This makes teachers dominate classroom talk. Sure and Ogechi (2006) further observe that this makes learners have minimal verbal contribution as well as gaining very little from those lessons. Thus, using English for instruction in Kenyan schools makes learners largely become passive recipients of knowledge as they can hardly ask questions, or make meaningful contribution in the learning process leading to rote learning.

Furthermore, medium of instruction policies in many African countries are obstacles in the teaching using learner-centred approach. This is the case because learner-centred methods demand higher linguistic skills in the medium of instruction (Vavrus, et al, 2011). As such, English poses difficulties to learners as well as teachers to

express complex ideas and to ask critical questions. This agrees with Vavrus et al's (2011) observation that English makes teaching and learning difficult in African schools.

In Malawi, the use of English as a medium of instruction in primary schools has long-term negative implications on the education of learners such as hindering effective communication in the classroom. This agrees with what Mhango (2008) observes that using English in Malawi primary schools leads to students' inactive participation in lesson activities. Mhango (2008) further observes that teachers in primary schools in Malawi face challenges in organising effective interactive classroom practices as such they abandon some techniques as well as activities that call for maximum classroom participation. It can be argued that it is incomprehensible to employ a language the learners are not familiar with as a medium of classroom instruction. This resonates with Chilora's observation that learners struggle with English because they are just learning the language. This bars learners from active classroom discussion.

On human rights perspective, using English for instruction in primary schools in Africa is undemocratic and a violation of children's fundamental rights because this excludes learners from classroom participation and denies them access quality education (Sure & Ogechi, 2006). In this view, employing English for classroom instruction in Malawi primary schools makes human rights education discriminatory.

2.5 Teaching and learning of human rights issues in schools around the world

One issue that is reflected in literature is that there is less coverage of human rights education in some countries around the world. For instance, in UK, little is known

about how extensively human rights education is integrated and how much time is spent on human rights in their classroom (BEMIS, 2013). For instance, in Scotland, HRE is sporadic within schools as a result this leads to sparse or inconsistency HRE provision in the classrooms (Struthers, 2015). Similarly, in Irish schools, human rights education practices merely and loosely address human rights concerns. Consequently, schools do not incorporate adequately rights-respecting approaches in human rights education (BEMIS, 2013). Likewise in primary schools in Ghana and Tanzania, there is insensitive teaching and learning of human rights issues, leading to gender discrimination and denial of rights (Asiegbor, et al, 2001; O-Saki, 1999).

From the Malawian context, human rights abuses happen in schools in Malawi (Day & Chimombo, 2004, Human Rights Report, 2010, Leach, et al, 2004, McJessie-Mbewe, 2007, Nyirongo, 2016, Unicef-Malawi, 2007). Despite absence of research evidence, these reflect low teaching and learning of human rights issues in schools. In view of this, Sharra (2012) wonders as to whether human rights education in Malawi is making any significant effect on the society's perceptions on human rights issues such as the rights of the minorities. The BEMIS (2013) attributes violation of human rights to lack of human rights education. Nevertheless, this can further be attributed to how human rights issues are taught and learnt in the schools. The question on the pedagogy of HRE in Malawi is critical which needed to be answered by exploring the teaching and learning of human rights issues in primary schools.

Though human rights education has the potential to reduce human rights abuse and violation, the available literature in Malawi about human rights education indicates that there is no study that has been conducted to explore the teaching and learning of

human rights issues. This lack of research has created a gap in the body of HRE literature in Malawi relating to the pedagogy of HRE. Hence the interest to conduct this research project to fill that gap.

2.6 Teaching and learning of human rights in a child-friendly school

Human rights education can transform schools into child-friendly. By a child-friendly school, it means a school whose learning environment is inclusive and conducive for all learners, where diversity is respected (Amnesty International, n.d). Such schools are empowering places where teaching, shared responsibility, and guidelines replace undemocratic practices such as instruction, authority and rule. This makes teachers find it easier to do their work because learners tend to be more receptive; and learners can enjoy their learning because they can be free to inquire, express their opinions and stand up for what they think is right (Amnesty International, n.d).

The Ministry of Education in Malawi, upon realising that human rights in the schools are not merely about education in the classroom, but are also a way of life in the schools and the community has embarked on a child-friendly programme in schools. The child-friendly programme is used as a framework to translate the convention on the rights of the child (CRC) into school management and classroom practice (MIE and UNESCO, 2011). The CRC can promote respect for children's rights. Children's rights are very connected with human rights education such that through it, learners in Canadian schools are able to express voice and take action on issues that concern them (Froese-Germain & Riel, 2013). On the contrary, pupils in basic schools in Ghana do not have the opportunity to express their concerns when their rights are violated for fear of being victimised by their teachers (Asiegbor, et al, 2001). This is

at variance with Articles 12 of the United Nations Convention on Rights of the Child which stipulates that children have the right to express their views on all aspects of their education, and that their views should be given due weight in accordance with their age and maturity (MoEST & UNICEF, n.d). And, as such, a child-friendly programme advocates for a rights-based and learner inclusive school which respects and responds to diversity, and ensures equal opportunity for all members of the school community (MoEST & UNICEF, 2008).

Despite the teaching and learning of human rights issues in Malawi schools, and putting in place interventional programmes that try to promote human rights as well as children's rights such as child-friendly programme, literature in Malawi indicates that rights violations are still experienced in the schools. A 2007 Unicef-Malawi report on the situation of women and children indicates that poor school environments such as bullying, sexual harassment and corporal punishments often discourage learners from attending class. Furthermore, minority children suffer abuse in schools. For example, an intersex child (A child with both sexes) in Salima District was mocked, discriminated against and physically tortured by fellow learners., such that the child once dropped out of school while he was in standard 2 (Nyirongo, 2016). However, he or she re-started after the intervention of the Centre for Human Rights and Rehabilitation (CHRR).

These human rights abuses and violations do not only threaten children's safety and dignity, but also undermine the basic principles of a child-friendly school, which are supposed to enhance the children's health and well-being, to guarantee safe and protective spaces for learning-free from violence and abuse (UNICEF, 2012). As

such, abusive, discriminatory and violent practices happening in schools in Malawi tend to suggest that the human rights education is not effective enough to empower teachers as well as learners with necessary human rights skills, attitudes and values. It should be noted that due to absence of literature on how human rights issues are taught and learnt in primary schools in Malawi, it is not yet known whether teaching of human rights is making any positive impact on the teachers' as well as learners' human rights behaviours or not.

2.7 Factors that may impact on the teaching of human rights issues

Literature reflects some factors that may influence the teaching of human rights issues in schools (Sharra, 2012; Krain & Nurse, 2004). One of them is the content of the school curriculum. Adequate content on human rights issues is likely to help learners develop adequate knowledge, skills and values. Another factor is the quality of training of teachers. Where teachers are well trained to teach human rights issues with the aim of promoting knowledge, positive values and skills about human right issues, the teaching is likely to be effective. Thus, the school curriculum and education of teachers are the catalyst for the provision of a long-term approach to ensure respect and understanding of human rights as well as peace. As such, an effective and proper human rights education programmes depends on school curriculum and education of teachers (Sharra, 2012; Krain & Nurse, 2004).

Another factor that may influence the teaching of human rights issues is the classroom and school environment. It is noted that one way of implementing an effective human right education curriculum, is to use a framework of participatory and interactive learning (Council of Europe, 2015). This resonates with the view that teaching

children human rights using a holistic, rights-based approach has the potential to reduce learners' violations of human rights such as fighting, bullying, and truancy in schools. Furthermore, this approach tends to improve relations between teachers and learners as such the learning atmosphere becomes calmer (AHR, 2010; AHRC, 2011; BIHR, 2009; Amnesty International, n.d; MacLeod, 2007; Vasagar, 2010).

In addition, Sharra (2012) asserts that effective human rights education in Malawi requires a robust school curriculum and education of teachers. With regard to curriculum content in Malawi Primary Social and Environmental Sciences, it is facilitative of effective human rights education if well implemented. On the other hand, effective education of teachers can only be ascertained by exploring the teaching and learning of human rights issues whether it is done within the framework of education about, through, and for approaches, and within a school culture where human rights act as instinctive reference point. For this reason, the study explored and analysed the teaching, learning, classroom and school practices in human rights in Malawi primary schools.

2.8 Irresponsible exercise of human rights and freedoms as a misunderstanding of democracy in Malawi schools

Despite teaching human rights issues in schools, some teachers as well as students still exercise their rights and freedoms irresponsibly (MacJessie-Mbewe, 2007). This observation resonates with findings of a baseline survey conducted in 2013 by Human Rights Eye and Touch Organisation (HRETO) in private and public secondary schools in Blantyre Urban, which shows that most students knew their rights. However, they did not know their responsibilities and could not claim their rights as

well. By implication, these findings are a reflection of an education that only gives learners knowledge about human rights, but not human rights skills and values. The secondary students' failure to know their responsibilities concurs with the assertion that having knowledge alone does not make one responsible to act upon something (Berge, 2007; Blyth, 1984). In this view, teachers should teach responsibility more practically and theoretically, if learning of responsibility is to be meaningful to the learner (Burke, 1989; MacJessie-Mbewe, 2007).

Furthermore, lack of understanding rights and responsibility among teachers as well as learners is reflected in violent acts that do happen in Malawi schools. For instance, a study conducted in Machinga District by the Safe School Programme in 2008 showed that 90% of girls and 47% of boys experienced some form of violence, including sexual touching, corporal punishment, and verbal as well as psychological abuses at school. These forms of violence are reflective of misunderstanding of rights and responsibilities (MacJessie-Mbewe (2007).

Although MacJessie-Mbewe (2007) attributes irresponsible exercise of rights and freedoms to misunderstanding of democracy, this is also because of the way human rights issues are taught and learnt in schools in Malawi. In this view, effective human rights education is the only way that could be employed to deal with this problem of misunderstanding democracy. This assertion implies that the onus of educating students in responsible behaviour in democracy rests on the teachers, as well as how human rights issues are taught and learnt in schools in Malawi. Thus teachers who know their own rights and responsibilities well, do model democratic attitudes and behaviours as they teach as well as do other school activities. Educating students in

this way would enable them to start behaving in democratically appropriate ways (MacJessie-Mbewe, 2007). In so doing, students can learn in human rights reflecting education in approach, which entails learning through modelling and observation.

Flowers et al (2000) also contend that, educators may be conveying information but not inspiring commitment or action in the learners. In this view, achieving human rights education that enables learners to be democratically responsible demands an educational programme, which should go beyond learning of content alone. Such an educational programme engages and empowers learners to think and interpret things independently (Flowers, et al, 2000). This implies that theory and practice should work together if meaningful learning of human rights is to be realised. To do this, requires integration of education approaches of education about, education through, education for and education in as proposed by Blyth (1984) and Flowers (2009).

Thus integrating these education approaches demands using a teaching methodology that utilises project-based learning. This promotes learning of responsibilities by emphasising on learning activities that are long-term, student-centred and integrated with real-world issues and practices (Froese-Germain & Riel, 2013). In view of this, the Malawi secondary school students' failure to know their responsibility and to claim their rights suggest that the teaching methods and practices teachers use in teaching of human rights issues are merely teacher-centred. Thus the human rights education situation in secondary schools in Malawi does not prepare the students to exercise their rights and freedoms responsibly.

Furthermore, the survey conducted by the Human Rights Eye and Touch Organisation in 2013 did not assess the human rights pedagogical content knowledge of secondary

school teachers. As such, it is not known whether the teachers had human rights education knowledge, or confidence to teach human rights issues, or not. By implication, this entails that there is a gap on whether teachers in Malawi schools have the human rights pedagogical content knowledge or not.

It can be argued that by implication, if teachers are not well grounded in human rights knowledge and skills, it would be difficult for them to theoretically and practically teach human rights issues. As such, the way human rights issues are taught and learnt in primary schools in Malawi needed to be explored since the previous research studies focused only on issues such as school discipline, implementation of the discipline policy and gender-based violence (Sakala, 2009; Luhanga, 2010; Leach, et al, 2003). This created a knowledge gap on what constituted the teaching and learning of human rights issues in primary schools in Malawi.

2.9 Conceptual framework of the study

This study was guided by a conceptual framework which encompasses the concepts of *education about*, *education through*, and *education for* as proposed by Blyth (1984) and *education in* as proposed by Flowers (2009). This framework was used to inform the process of data generation and analysis as well as the interpretation of the research findings.

Firstly, *education about*, it entails teaching for knowledge and understanding. Blyth (1984) notes that education about focuses on content learning or cognitive learning. Education about human rights provides knowledge and understanding of human rights history, documents, norms and principles, values that underpin human rights and the

mechanisms for their protection (Flower, 2009; OHCHR, 2011). Though education about is essential for cognitive development, it is not sufficient to help learners deal with issues actively and sensibly (Blyth, 1984). Thus, teaching and learning about human rights only, tends to make the lessons theoretical as such there is little or no positive impact on human rights attitudinal and behavioural changes in the learners (Yeshanew, 2007). By implication, education about human rights should be used together with other education approaches (education through and for), if learning of human rights is to be meaningful and effective.

Secondly, *education through* means learning through doing participative experiences (Blyth, 1984). As such, teaching human rights through this approach, enables learners to be active participants in human rights activities in society. In so doing, learners can learn human rights values through participation in the school and local community experiences. However, Berge (2007) observes that participation needs to be guided to make learning meaningful to the learners. Such learning reinforces knowledge learnt through education about. Thus, education through human rights entails learning and teaching in a manner that respects rights of both educators and learners; and where learners are given the right to participate in and influence how their classroom and the wider school community is run (BIHR, 2009; OHCHR, 2011). It is observed that human rights education is an education through being exposed to human rights in practice. This entails the manner and the context in which human rights education takes place must reflect human rights values. Human rights education thus taught and learnt is referred to as learning in human rights according to Flowers (2009) whereas the Council of Europe (2015) refers this as education through human rights. By implication education through and education in human rights mean the same thing.

Thus education through and in human rights entail teaching values through personal actions. Moreover, it is argued that no teacher can teach equality and respect for all in a classroom that does not practise these principles (Flowers, et al, 2000). In this view, education through and in human rights imply teaching human rights values through live modelling. Thus teachers teaching human rights issues must live out or model human rights values for the learners are to emulate them. Human rights thus taught resonate with Bandura's (1977; 1986) social cognitive learning theory, (as cited in Thompson, 2011), which explains that people learn behaviours through observational learning and modelling. Thus, teaching and learning through or in human rights needs be done in rights-respecting environment to reinforce learned human rights knowledge. Thus would help learners see rights being practised in their own environment (Council of Europe, 2002, 2015).

Thirdly, *education for* entails taking action on issues by using gained knowledge and skills (Blyth, 1984). Blyth (1984) further notes that education for is the combination of education approaches of education about and education through. Thus through education for students can be equipped with knowledge, skills, aptitudes, values and dispositions. These enable students to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives. In education for, knowledge links up with participation so that the content and the process work together (Blyth, 1984). Thus education for helps learners to make a decision to participate in issues based on their own independent judgment (Blyth, 1984). Furthermore, Blyth (1984) notes that education for is connected to real-life situations to help students deal with issues actively and sensibly. Education for human rights entails empowering persons to enjoy and exercise their rights, and to respect and uphold the rights of others

(OHCHR, 2011). Thus education for human rights enables learners to take action on social issues when they arise. Human rights education also encourages learners to translate caring into informed, non-violent action (Flowers, et al, 2000). For instance, when abused, learners would be able to take action to protect their own rights and those of others (BIHR, 2009).

Furthermore, Flowers (2009) observes that teaching children about human rights requires a holistic approach, which includes learning about, for and in human rights. The Advocates for Human Rights (AHR) 2011, agrees that, unless there is an integration between theory and practice, teaching and learning of human rights issues would not be effective. For example, research studies in the United Kingdom showed that employing holistic, rights-based approaches in the teaching of human rights reduces inappropriate and oppositional behaviours among learners, and promotes pro-social behaviours (Vasagar, 2010).

2.10 Conclusion

This chapter has discussed some literature done in the United Kingdom, Canada, Indonesia, Australia, Ghana, Kenya, Tanzania and Malawi. The literature review has shown that approaches of education about, through, for and in human rights education has helped effective learning of human rights among learners in countries such as Britain and Canada. On the contrary, mere use of traditional teaching methods results in ineffective learning of human rights in Ireland, Indonesia, Ghana, Kenya and Tanzania. However, in Malawi, no study on the pedagogy of human rights education has been conducted.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter presents research design and methodology employed in this study to generate data related to teaching and learning of human rights issues. The chapter presents study site, sample size and sampling procedure in which setting and sources of data generation are discussed. Furthermore, a description of data generation has been given outlining the instruments used to generate the data. The chapter further gives a description of data management and analysis. Ethical considerations and trustworthiness of the study, which ensured that the right procedure was followed in the entire research process, have also been presented.

3.1 Research methodology

This study employed a qualitative research design as a framework in order to address the research questions, generate, analyse and interpret data relating to the teaching and learning of human rights issues in Malawi primary schools. The study adopted this research design despite its inherent limitations, including generating massive amount of data, which is difficult to make sense, to reduce the volume of information, to identify significant patterns in the data, and construct a framework for communicating the essence of what the data reveals (Best & Kaln, 2006). Thus analysing qualitative data is difficult and time consuming. Nonetheless, qualitative research provides a

researcher with an opportunity to explore specific issues in their natural context and setting. This enables the researcher to gain a deeper and better understanding of such phenomena, rather than giving a surface description of a large sample of a population, which is a characteristic of quantitative research (Best & Kaln, 2006; Blanche, et al, 2006). It is for this reason that the researcher decided to use this research design in this study.

Research studies employ different research paradigms such as quantitative, qualitative and critical research, which their basic differences are in terms of data generation and analysis techniques (Voce, 2004). For example, quantitative researchers collect data in form of numbers and employ statistical data analysis techniques to analyse the numerical data. In qualitative research, the researchers generate data in form of written or spoken language, or in form of observations that are recorded in language. Such data is analysed by identifying and categorising themes (Best & Kaln, 2006; Blanche, et al, 2006), whereas in critical research, participatory action research and dialogical methods are used to encourage dialogue between a researcher and the researched (Voce, 2004). But based on the purpose of this study, the researcher employed the qualitative research paradigm to explore the teaching and learning of human rights issues whether it is done as education about, through, for and in.

In this exploration, using the lens of education about, through and for as proposed by Blyth (1984), teaching and learning as well as classroom and school practices were analysed as they were practised in the natural setting. This enabled the researcher to understand how these practices promoted teaching and learning of human rights issues in the classrooms as well as in the whole school. In this regard, the researcher

qualitatively searched meanings and themes from words related to the teaching and learning of human rights issues as expressed by the research participants. Further, the researcher gained a deeper and better understanding of the human rights practices and their implications in primary schools in Malawi. This is the case despite the fact that the findings of this study are not generalizable to all schools in Malawi. Nevertheless, they are illuminative of a general status of human rights teaching in primary schools in Malawi.

3.2 Research design

Although qualitative studies employ various methodologies such as phenomenology and ethnography as observed by Best and Kahn (2006), but for the purpose of this study, which was to explore teaching and learning of human rights issues whether it was done as education about, through and for human rights in one primary schools in Malawi, a case study approach was employed. This approach assisted the researcher to understand the case's activities and practices because a case study enables the researcher to study the particularity and complexity of a single case or cases (Stake, 1995). It should be noted that there are three types of case studies that can be employ to study cases. These are intrinsic case study, instrumental case study and collective case study (Stake, 1995). Based on the purpose of this study, an intrinsic case study was seen fit to answer the research questions and meet its purpose because as observed by Stakes (1995), an intrinsic case study enables the researcher to understand a specific selected case. In this case, an intrinsic case study has enabled the researcher to have a better understanding on the teaching and learning of human rights issues in the case study school.

Furthermore, the study used the case study approach despite its limitations, which include time consuming and lack of generalisability of results to a wider population (McLeod, 2008). Moreover, it is argued that the purpose of a case study is not to generalise its results, but rather to get an in-depth understanding of the social issues within the case (Punch, 2009). In addition to this, a case study provides the researcher an opportunity to get detailed and rich qualitative information and insight for further research, but also to investigate impractical (or unethical) situations (McLeod, 2008). Thus, use of this approach, assisted the researcher to understand what constitutes the teaching and learning of human rights issues whose purpose was to explore whether this was done as education about, through and for human rights in Malawi primary schools.

The study used multiple research methods in order to get credible and trustworthy data. The research methods employed were semi-structured interviews, focus group discussions and direct observations. These research methods are used in qualitative case study because they allow for intensive observation and exploration of a particular case or cases in their natural context in order to get a deeper understanding of that case (Best & Kahn, 2006; Creswell, 2009; Thompson & Hickey, 2011).

3.3 The study site, sample size and sampling procedure

The study was conducted at a public primary school in Blantyre Urban in South West Education Division (SWED). The study used one primary school as the case for the study. In confidentiality the name of the school was withheld because it was unethical to do so. The school was established in 1967 when Malawi just had her independence and republican status. Then, human rights were not taught in Malawi Schools because

Malawi was under dictatorship. Now that Malawi is a democratic state, human rights are taught in schools. The case study school is under the Local Education Authority and had one head teacher, three deputies, a staff secretary and three section heads. There were 70 teacher. Furthermore, the case study school had 7713 learners, 34 classrooms and 68 classes. The school operated on an overlapping shift system in order to accommodate all the 68 classes.

The study studied the case on two levels. First, the school was studied as a case in terms of school human rights culture and physical environment. Second, the study explored teaching and learning, and classroom human rights practices in Standards 5, 6 and 7 only. In each of these classes, one Social and Environmental Science (SES) teacher was involved in the study.

The study employed purposive sampling in selecting the case study school. Creswell (1998) observes that choice of participants in a qualitative study is a key decision. In view of this, classes and participants as well were purposively selected. It is observed that purposeful sampling enables researchers to choose a case because it has features that they are interested in (Silverman, 2005). As such, three SES teachers in Standards 5, 6 and 7, and 12 learners (2 boys and 2 girls in each of the three selected classes) were sampled. The age groups of the learners were as follows by class: in Standard 5, 10 to 12 years; in Standard 6, 11 to 14 years, and in Standard 7, 12 to 16 years. Teachers in standards 5, 6 and 7 were deemed necessary to participate in the study because they were thought to have relevant human rights knowledge because they taught human rights issues. As for the learners, it was assumed that by Standard 5, they had already been exposed to human rights issues in Standards 3 and 4, as such

they were thought to have a good knowledge base about human rights and their own rights. It should be noted that the learners were selected based on their outstanding performance. As such, progress records were used to select two boys and two girls from each of the classes under study. Gender balance was considered in the selection of the learners in order to get views about human rights issues across both sexes. Furthermore, the study involved the head teacher of the case study school who was purposively selected in order to obtain information relating to the history of the school and school human rights culture as well. On this backdrop, the participants were deemed suitable to provide rich and desired information, which addressed the research questions of the study.

Despite the fact that the study involved the whole school as a case, Standards 1, 2, 3, 4 and 8, and their teachers were not directly involved on two reasons. First, Standard 8 being an examination class, it was thought inconveniencing to involve the teachers as well as learners since they were busy preparing for National Examinations. Second, involving all the eight standards was thought not feasible considering the massive data that would be generated and the set timeline of the study, which was relatively short.

3.4 Data generation methods and instruments

The data generation exercise began on 14th January and ended on 26th February 2016. In the study, three data generation methods and instruments were employed. These were semi-structured interviews, direct observations and FGDs. The data generation instruments were pilot tested on 8th January 2016 in order to generate credible and trustworthy data. Piloting was done at Nafe primary school with Standard 7 learners and teacher (The name used here is a pseudonym since using real name of the school

is unethical). An interview for pilot test took 13 minutes and 23 seconds while FGD took 23 minutes and fifteen seconds. Pilot testing of the research instruments helped in changing and modifying some questions on the research instruments. After this exercise, a pilot study report was compiled and sent to the supervisors who consented to go ahead with the main research study.

3.4.1 Interviews

An interview is one of the research methods that was used in this project. Cohen, Manion and Morrison (2007) define an interview as a two-person conversation that is initiated by an interviewer to obtain research-relevant information. It should be noted that several types of interviews are employed to generate qualitative data. These interviews are unstructured, semi-structured, and structured (Robert Wood Johnson Foundation, 2008). This study employed a semi-structured interview despite it being time consuming in generating data, and difficult to analyse it (World Health Organisation 2016). Hence a relatively small sample of participants was used in this study since the purpose of this qualitative case study was to not to generalise its findings but rather to understand how human rights issues were taught and learnt in primary schools in Malawi. Furthermore, the semi-structured interviews allowed the researchers to pursue the participants' responses in more detail as noted by Gill, Stewart, Treasure and Chadwick (2008). In this way, the researcher discovered more elaborate information from the participants. The semi-structured interview guides contained the main predetermined question items and some probing questions (See appendix 1 and 4). Through the use of these interview guides qualitative data relating to the teaching and learning of human rights issues as to whether this was done as education about, through and for human rights was generated.

Three face-to-face semi-structured interviews sessions were conducted (one with each teacher). Furthermore, a post observational semi-structured interview with the head teacher was conducted in order to generate data on the school history and human rights culture. It should be noted that each interview session lasted for a different duration as follows: Standard 5 interview took 27 minutes and 22 seconds; Standard 6 32 minutes; and Standard 7 31 minutes and seven seconds, whereas the interview with the head teacher lasted for 14 minutes and 24 seconds.

3.4.2 Focused group discussions

Another research method that was used in this study is a focus group discussion (FGD). An FGD allows for one or two researchers and several participants to meet as a group to discuss a given research topic to generate research-related information (Mack, et al, 2005). By using this research method the researcher was able to get multiple views on the teaching and learning of human rights issues from the research participant. As Smithson (2000) and Gilbert (1997) note that focus groups provide in-depth group interviews, as such, researchers can elicit a multiplicity of views within a relatively homogenous group context, such that information around specified topics is obtained.

Smithson (2000) and Gilbert (1997) also contend that during focus group discussions some research participants tend to dominate the research process. and that, to identify individual views from the group views is difficult. As such, the researcher guided and directed the focus group discussions by allowing each participant to speak at a given time. This assisted in controlling any domination by individual participants.

Despite these limitations, FGDs enabled the researchers to generate a large amount of data within a relatively shorter period. A thing that would not be possible if each individual learner were to be interviewed separately. This resonates what Mack, et al (2005) and Marczak, et al (n.d) observe that FGDs help researchers generate massive data over a short period of time. Further, FGDs are effective for providing direct interaction with participants. This allows for clarification and probing for deeper understanding of the focused issues (Mack, et al, 2005; Marczak, et al, n.d). Against this backdrop, the study used focus group discussions to generate information about teaching and learning of human rights issues from 12 learner participants in the case study school.

Three FGDs (one in each selected class) were done using an FGD guide containing open-ended questions (See appendix 2). The time taken for each FGD session was as follows: FGD for Standard 5 took 51 minutes nine and seconds; Standard 6 47 minutes and 52 seconds, and Standard 7 35 minutes and four seconds. During the discussions, the researcher and the participants discussed issues related to the teaching and learning of human rights. The FGDs assisted the researcher to generate a relatively balanced data from multiple views relating to teaching and learning of human rights issues expressed by the participants.

3.4.3 Observations

The last research methods the study employed is observation. This research method enabled the researcher to analyse the teaching and learning as well as the classroom and school practices relating to human rights as they were being practised. As Baker (2006) and Kawulich (2005) note that observation enables the researcher to study and

to describe existing situations or the people in their native environment in order to understand things from the participants' perspective. Moreover, observation fosters an in-depth and rich understanding of 'something' under study (RWJF, 2008).

It should be noted that qualitative research employs different types of observations, which include participant and direct observations (Best & Kaln, 2006). Each of these observations has its own strengths and weaknesses. One major weakness of direct observation is that the observed behaviours may be unusual or atypical due to the presence of the researcher (The Regents of the University of Michigan, 2013). Nonetheless, the researcher used direct observation despite this limitation. However, the researcher declared his position as a teacher educator as well as a researcher to the teachers. This was done so to sure that their teaching and behaviours should not be significantly influenced. Using the lens of a researcher, any biases were avoided, such that the teaching and learning of human rights issues were observed objectively as they unfolded. Furthermore, the participants were told that the observations were purely for research purpose and not for fault finding.

Moreover, it should be noted that the teachers that were involved in the study were told to teach topics related to social issues for the observations. This was the case because the Malawi Primary School Social and Environmental Sciences curriculum covers both social and environmental sciences issues. And as such, it was possible to observe lessons that would not be human rights in nature if such an arrangement was not made. It was deemed necessary to observe teachers teaching human rights topics rather than non-human rights topics because the purpose of the study was to explore teaching and learning of human right issues. However, it should be admitted that by

telling the teachers, in advance, to prepare to teach lessons based on human rights topics, might have influenced the way they taught and behaved either positively or negatively.

Despite the limitations mentioned above, direct observations helped the researcher to cross check what the teachers said in the interviews and what they actually did in the lessons that were observed. This concurs with Meyer (2001) and Trochim (2006) observation that direct observation illuminates the discrepancies between what is said in the interviews and casual conversation and what is actually done. Furthermore, direct observation is more focused, as such it does not take as long as participant observation (Meyer, 2001; Trochim, 2006). On this backdrop, the study employed this research method as a complement to the semi-structured interviews and focus group discussions. This helped the researchers to get a balanced picture of what was said in the interviews and focus group discussions and what was observed in the lessons. This also assisted the researcher to generate crystallised data on teaching and learning of human rights issues that was credible and trustworthy.

Three lessons (one in each selected class) were observed using a lesson or classroom and school observation checklist. This observation checklist is referred to as a lesson or classroom and school observation because the teaching and learning practices as well as classroom and school practices were concurrently observed as the teaching and learning were taking place. By lesson or classroom observation, this referred to lesson or class in progress, as such these terms were used interchangeably. On the other hand, school observation referred to the school in progress in terms of social interactions and relationships between the teachers and learners as well as among the

learners themselves that reflected human rights behaviours. This also referred to the general upkeep of the school's physical environment, both outside and inside the classroom. Thus how the school environment and property were taken care of. It should be noted that human rights practices were unobtrusively observed as soon as the researcher enter the school premises and the classrooms, and while lessons were in progress. As such, issues reflecting human rights behaviours or actions or attitudes and activities, which were noted from all these observations were written on the same checklist. By doing so, this simplified the researcher's work as this reduced the number of the observation checklists to be used. Furthermore, if lesson and school observations were done separately, that would demand many observations which could not match with the limited timeline of the study.

The researcher devised this observation checklist, which has two columns. The first column indicates issues that were to be observed. The second column is where the remarks reflecting what had being observed were recorded. The issues to be observed were put under subtitles of education about, education through and education for (See appendix 3). This implies that the teaching and learning practices as well as classroom and school human rights practices were observed based on the conceptual framework that guided this study.

3.5 Data management and analysis procedure

By the end of data generation period on 26th February 2016, massive data had been generated from the four semi-structured interviews, three FGDs, and three lesson, classroom and school observations. The researcher listened to the recorded interview and FGD proceedings several times in order to get the sense of them. These were then

transcribed verbatim into *data corpus*. Data corpus is defined as all data generated for a particular research project (Braun & Clarke, 2006). The generated data corpus was developed into three data sets (semi-structured interview data set, an FGD data set and an observation data set). A data set is defined as all data from the data corpus, which is being used for a particular analysis (Braun & Clarke 2006). Using a qualitative data analysis procedure as proposed by Braun and Clarke (2006) and Lacey and Luff (2009), the researcher managed and organised the data sets as follows: The semi-structured interview as well as FGD transcripts, and lesson, as well as classroom and school observation field notes were typed. Then the typed data sets were coded as semi-structured interview 1, 2, 3 and 4; FGD 1, 2 and 3, and observation 1, 2 and 3. These data sets were stored onto electronic as well as print data files for easy retrieval the information during the data analysis process. Moreover, storing both electronic as well as print copies helped the researcher to avoid losing the generated data. As Lacey and Luff (2009) note that data should be well organised and be stored in several copies to avoid losing it.

The study employed Braun and Clarke (2006) thematic data analysis approach. This analysis procedure enabled the researcher to search across the generated data sets in order to identify key ideas, analyse them by comparing as well as contrasting them. This resonates Braun and Clarke's (2006) thematic analysis, which involves searching across a data set to identify, analyse, and report patterns (themes) found within data. Basing on Braun and Clarke (2006) qualitative data analysis procedure, the researcher first read and re-read each data set in order to get familiar with it. This assisted the researcher to identify key ideas within each data set. Each key idea was then coded by circling it, and a same number was assigned to similar coded ideas.

From the coded ideas, categories were derived by putting together similar ideas. The generated categories comprised both positive and negative expressions of interactions between teachers and learners as well as among learners themselves, and some categories reflected human rights materials that were used, human rights practices in the classroom and in the school, and the challenges faced in the teaching and learning of human rights issues. These categories were used to generate initial themes.

The initial themes reflected methods, resources and practical activities that were used, which positively and negatively promoted or hindered teacher-learner and learner-learner interaction. The themes also reflected classroom practices that either promoted or hindered classroom participation. In addition, the themes reflected positive and negative school practices that promoted or hindered good human rights culture at the case study school. Based on the reflected issues in the initial themes, the researcher came up with general themes. These were further refined by alternatively interpreting similarities or differences, and combining those that were similar. Then the researcher collated the refined themes by arranging them in a meaningful and coherent manner that gave a meaningful account of the case study school in terms of teaching and learning of human rights issues. The collated themes were then put in a theme chart comprising themes, categories, evidence, and instrument as well as Standard codes (See appendix 5). The category and theme chart provided for a coding scheme, which was employed in the presentation and discussion of the findings in chapter four. This entails that the categories and themes were emerged out of the generated data.

3.6 Credibility and trustworthiness of the study

This study used crystallisation in the data generation process. Crystallisation means using multiple methods of data generation and analysis (Kobus, 2007). Crystallisation allows a researcher to have a deeper understanding of the phenomenon. Crystallised research findings are credible as they add to the trustworthiness of the study (Kobus, 2007). Lincoln and Guba (1985), in Robert Wood Johnson Foundation (2008), posit that trustworthiness of a research study is important for evaluation of its worthiness. Hence this study employed multiple and complementary methods, and data sources. The research methods used were interviews, FGDs and lesson, classroom and school observations whereas the sources were teachers and learners as well.

Furthermore, the data generation instruments were checked and approved correct by the supervisor. They were also pilot tested at Nafe school (a pseudonym) that was not involved in the study. Thus the checking and piloting ensured that the instruments used in the study were credible and trustworthy to generate the desired information. Piloting process further allowed for correction and modification of some questions on the data generation instruments. For example, a question on what human rights issues are taught in Social and Environmental Sciences was removed because it did not help to obtain the required information. Furthermore, a question on how teachers involved learners in planning human rights activities was dropped because it was proved very difficult for the teachers to provide answers for since practical activities were hardly done in the school. This was done in order to make the results of the study credible and trustworthy.

3.7 Ethical considerations

Ethical issues were considered in this research project. Punch (2009) observes that, in education research, data generation involves people as such ethical issues arise. For this reason, the following ethical considerations were observed in this study: Firstly, permission in written form to conduct the study at the chosen school was sought from the head teacher of the case study school (See appendix 7 on page 124). The head teacher granted the researcher permission to do the study at his school. Secondly, written informed consent from the research participants was sought and granted (See appendix 8 on page 125). Research ethical principles demand that prior to the conduct of any research activity, informed consent must be sought from the research institutional representative and research participants as well (Best & Kaln, 2006; Trochim, 2006) The participants were informed of the purpose of the study, which was to explore how human rights issues are taught and learnt in primary schools. Furthermore, they were also told that the information would be used for academic purposes. Moreover, informed consent to record the participants' voices was sought from them. This was the case because, in accordance with research ethics, informed consent must be obtained prior to filming or recording participants and or their utterances in any form (Best & Kaln, 2006). The participants accepted to have their voices to be recorded as they participated in the study.

The participants were assured that the information that would be obtained and their recorded utterances would be treated with confidentiality, and that their anonymity would be respected. And, as such, the information would not be revealed to anyone save for the intended purpose, and that their names would not be used in the entire research process in order to protect their privacy as well as not to infringe human

rights (Best & Kaln, 2006; Trochim, 2006). For this reason, teachers were identified as Standard 5 Teacher, Standard 6 Teacher, and Standard 7 Teacher. Furthermore, focus group discussions for learners were coded as FGD1, FGD2 and FGD 3.. In addition, the participants were informed that their participation in the study was voluntary as such they were free to withdraw at any point they would feel necessary to do so. This is the case because, according to research ethics and code of conduct, participants must not be coerced to participate in the research activity, but they are free to participate or to decline or to withdraw from the research. The withdrawal may even include the information they have already given, if they feel to do so ((Best & Kaln, 2006).

It was anticipated that the research activity would disturb the participants and the classroom and as well as school activities to some extent. Such disturbance of lessons would raise ethical concerns to both teachers and learners in terms of time wastage during the research activity. And, as such, a schedule for data generation was jointly agreed upon with the participants in order to avoid any unnecessary disturbances in the teaching and learning activities that might result from conducting the research activity with them. On this, Best and Kaln (2006) observe that education researchers ought to alert institutional representatives as well as the research participants of the possible disturbances in such research activities. Furthermore, the other area that was also considered as an ethical issues was the language to be employed during the data generation process. Best and Kaln (2006) note that researchers should use language that is reasonably understandable to the research participants in obtaining information from them. As such, Chichewa language as a mother tongue language for the research participants was employed as a medium of communication during the data generation.

This enabled the participants to deeply and clearly understand the questions as well as explain their ideas easily. This assisted the researcher to generate rich data because the participants were able to express themselves freely in the home language.

3.8 Conclusion

In this chapter, it has been explained that qualitative case study was employed to get an in-depth understanding of teaching and learning of human rights issues. The case study approach provided an opportunity to the researcher to interact with the participants in their own natural setting. The study used multiple research methods and instruments such as semi-structured interview guides, direct observation and observation checklists, and FGDs guides. Furthermore, teachers and learners were the research participants in the study. This helped in crystallising the results. The generated data was managed and analysed as follows: Organising the data by listening to the recorded data and transcribing it; reading and re-reading the data; coding the data; categorising the coded data; then generating initial themes and reviewing them by collapsing; and lastly refining the themes as well as report writing. The refinement of themes continued during the write up of this report. This chapter further outlined ethical considerations, such that informed consent was sought from the participants. This was done in order to give the participants what was expected of them in the study for them to agree or not with the expectations.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.0 Introduction

This chapter presents and discusses the findings of the study. Each theme is presented first, and then its discussion follows. The presentation covers two sections. First to be presented is the section on teaching and learning practices in human rights issues in terms of methods, resources and activities that promote teacher-learner and learner-learner interactions. And, second one is classroom practices in human rights education and the school human rights culture in terms of classroom practices that promote classroom interaction and participation, and care of classroom as well as school physical environment, and school human rights culture. The discussions are based on the five research questions. Moreover, findings from this case study are presented and discussed in a form of themes on the teaching and learning of human rights issues in primary schools in Malawi. The findings have been put into two broad sections, each with its related themes. The first section is on teaching and learning practices in human rights while the second section is on classroom practices and school human rights culture.

4.1 The teaching and learning practices in human rights issues

This section presents and discusses four themes reflecting the teaching and learning practices in human rights issues. Its main argument is that the practices reflect education about, through and for human rights issues, which focus on developing in learners knowledge for human rights, values, attitudes, and skills.

4.1.1 Methods that promote teacher-learner interaction

Under this theme participatory methods were used in the teaching and learning of human rights issues. These promoted teacher-learner interaction but in a limited way.

Each of the teachers of standards 5, 6 and 7 employed participatory teaching methods.

For example, a standard 6 teacher had this to say in an interview:

I discuss with the learners because sometimes these learners may have prerequisite knowledge on those issues, which you can discuss with them, and not I just telling them what I know. I discuss with the learners and share their ideas with me on what they know. The time you are discussing with them, you learn issues that the learners have raised about the rights they know. [*Utha kukambirana nawo ana aja chifukwa pali nthawi zina anawa amakhala kuti ali ndi nzeru zawo kale zochokera kunyumba zimene mutha kukambirana nawo osati iweyo kungowauza mwina zimene ukudziwa. Umatha kukambirana nawo ana aja mkukupatsa maganizo pa zimene iwo waja akudziwa. Nthawi imene mukukambirana umatha kutolera mfundo zosiyanasiyana zimene ana anena zokhudza mafulu amene iwo akudziwa*].

In agreement with the use of participatory teaching methods, one learner in a focus group discussion also observed that:

The strategy in which the teacher picks one person and uses him/her as an example to mime (imitate) something. After that the teacher explains to us and gives us notes which we read. [*Njira imene aphunzitsi amatenga munthu mmodzi ndikumapanga ma “example” kumamuyesezera. Ndiye akamaliza amatifotokozera ndi kutikopetsa “notes”, ndiye timakaziwerenga*].(FGD 2)

Furthermore, during lesson observations, the three teachers used question and answer, and whole class discussions to interact with the learners. It can be argued that by using these participatory methods, teachers were attempting to make teaching and learning of human rights issues effective. This resonates with what Flowers et al (2000) observe that participatory teaching methods are effective for human rights education. Despite employing these participatory approaches, the teachers' use of the methods promoted limited interaction between the teachers and the learners. For instance, in an interview, a standard 5 teacher had this to say:

A strategy such as group work, if you do not explain very well, the learners get "lost". They may not know what they are doing. And they may be in a group, but what they are discussing and what you want them to do may not be the same. [*Njira ngati ya mmagulu ngati sufotokozero bwinobwino, ana aja amakhala "lost". Samatha kudziwa kuti akupangachi ndi chiyani. Ndiye amatha kukhala mgulu muja koma zomwe akukambirana ndi zomwe ukufuna iweyo sizimakhala zikugwirizana*].

On limited teacher-learner interaction, one learner in focus group discussion observed that:

Just explaining verbally for us to hear, using such strategies, we do not understand. Yes, verbal explanations are employed, eh! [*Njira zoyankhula pakamwa kuti adzitiyankhulira ifeyo kuti tidzimva njira zimenezizi sitimamvayi. Njira zongoyankhulazi, eee! Zimagwiritsidwa ntchito*] (FGD 2).

In agreement with limited interaction between the teachers and learners, another learner in focus group discussion said this:

What is being taught is very long. And it becomes difficult for that to sink in the mind [*Zophunzitsazo zimakhala zitalizitali. Ndiye zimakhala zovuta kuti zikhazikike mmutu*] (FGD 3).

Furthermore, large and overcrowded classrooms limited teacher-learner interaction in terms of movements in the classroom when doing classroom activities, as one learner in focus group discussion had this to say:

When the teacher just explains, some of us do not hear very well. It's difficult because some of these classrooms are very long, and we sit at the back. We also lack seating space [*Nde akangofotokoza ena sitimamva bwinobwino. Ndizovuta chifukwa makalasiwa ena ndi ataliatali. Ndiye timakhala kumbuyo. Timasowanso pokhala*] (FGD 2).

During lesson and classroom observations, it was observed that the classrooms were too congested to allow free movement, and proper doing of classroom activities. The groups were also too large. For example, the head teacher observed this in a post observation interview:

Despite having an overlapping shift system in place, it is not helping much because one teacher has 100 learners plus which is also a challenge on our part [*Chifukwa ngakhale pali overlapping, sikuthandiza kwenikweni chifukwa m'phunzitsi mmodzi amakhala ndi ana 100 'plus which is also a challenge' kumbali ya ifeyo*].

Furthermore, the teachers talked more than learners, and asked learners questions. But learners never asked questions to their teachers. Based on what has been said, both the teachers as well as learners agreed that participatory and non-participatory methods were used in the teaching and learning of human rights issues. Thus the teachers' use of teacher-centred methods alongside learner-centred approaches seemed in line with a research study in Britain which showed that the use of rights-based participatory approaches assist in changing human rights attitudes in learners (Vasagar, 2010). However, it can be contended that mere use of the learner-centred methods did not stimulate active teacher-learner classroom interaction as the learners expressed that they were unable to understand or to follow properly what was being taught. This concurs with what Vavrus et al (2011) observe that, it is not sufficient to use learner-centred methods when that does not make learners get actively engaged in critical inquiry to construct knowledge as this does not promote high-quality teaching and learning. This implied that the teachers' improper use of the participatory teaching methods encouraged passive learning of human rights knowledge. Nevertheless, what

the teachers needed to do was to engage with learners in a classroom conversation by allowing them to express their views on what was being explained. The teachers could do this by encouraging learners to ask questions or to say whether they understood or did not understand what had being explained. This could allow for active classroom interaction between the teachers and learners.

Further, the learners' responses and what had been observed in the lessons revealed that efforts to employ participatory methods were hampered by classroom conditions that were beyond the teachers' capacity to put them under their control. This was the case because the conditions were institutional as well as systemic challenges, which require the school management or the Ministry of Education to sort them out. These conditions include overcrowding and lack of seating space. These conditions were challenging because they hampered classroom interaction and participation, as such, critical inquiry and thinking were not stimulated and promoted in the learners. This is in agreement with the observation of Vavrus et al (2011) that overcrowded classrooms restrict free movement and hinder inquiry-based activities that require moving about the classroom. Vavrus et al (2011) argue that, implementing learner-centred methods poses a big challenge to teaching in Sub-Saharan Africa. Thus overcrowding and lack of seating space in the case study school were not conducive for the teaching and learning of human rights issues as teachers as well as learners found it hard to do their lesson activities. And this, as observed by the Amnesty International (n.d) does not fit a child-friendly classroom where teachers find it easier to do their work, and learners can inquire, express their opinions and stand up for what they think is right. Basing on these points, it can be argued that, the limiting teaching and learning conditions within which participatory teaching methods were practised just promoted learning of human

rights knowledge other than skills, attitudes and values. This reflected education about human rights rather than education through and for human rights. The concurs with Blyth's (1984) observation that just learning about knowledge is not sufficient to make someone act upon something.

However, it can be suggested that, to mitigate these challenging conditions, teachers needed to employ activities that would promote inquiry-based learning among the learners. Such approaches such as writing songs and short stories as well as role plays could be used to promote inquiry-based learning among learners. In these learning activities learners would be encouraged to compose or write their own simple songs and stories as individuals or groups. Learners could be given time and space to read their stories or sing the songs to the class. Then this could be followed up by a whole classroom discussion on issues raised in the activities. This could allow the learners to get more involved in discussing and analysing human rights issues thereby promoting critical inquiry and thinking in the learners.

4.1.2 Methods that promote learner-learner interaction

In this theme, participatory methods that promoted interaction among learners were used in the teaching and learning of human rights issues. These methods were employed in a limited way because of some teaching practices as well as classroom conditions. Each of the three teachers involved the learners in participatory methods that promote interaction between learners. For example, a standard 5 teacher had this to say in an interview:

I use strategies such as case studies. I also use role-plays, and pair work demonstrations. [*Ndimagwiritsa ntchito njira ngati ma 'case studies'. Ndimathanso kugwiritsa ntchito ma 'role play'. Yah! Ndi ma 'demonstration'*].

On the methods that promote learner-learner interaction, one learner in a focus group discussion observed this in agreement:

Mainly, the teacher makes us work in groups. Moreover, when we are working in those groups, it is like we are together assisting each other. [Njira yayikulu amatipangitsa mmagulu. Ndiye akamatipangitsa mmagulu muja timakhala ngati tonse tikuthandizana] (FGD 2).

Furthermore, during lesson observations, teachers employed group work discussions in which human rights issues such as gender roles, tolerance and children's rights were discussed. For example, learners in standard 7 discussed in pairs the importance of tolerance in society. Each of the teachers allowed the learners to write their group presentations on the chalkboard. The teachers read out the presentations to the whole class. Furthermore, learners did not ask each other questions.

From this evidence, it can be argued that by employing participatory methods that promote learner-learner interaction such as group and pair work discussions, teachers were trying to make the teaching and learning of human rights issues effective. This fits well with the assertion that participatory and interactive methods such as debates encourage discussion as well as argument on controversial human rights issues among learners (Flowers, et al, 2000). Flowers et al (2000) further observe that, using these methods helps learners to develop logic, listening and speaking skills, as such positive learner interactions and respect of other peoples viewpoints are encouraged among learners.

Despite allowing learners to use the chalkboard, the teachers' inability to involve the learners in reading out their own group presentations to the whole class, made the teaching and learning of human rights issues not effective. This reduced the learners'

opportunity to interact among themselves. This was reflected in learners' failure to ask each other questions, and to talk to the whole class. Asiegbor et al (2001) in agreement with this observe that teacher's by dominating the teaching and learning activities, learners become passive as such they even fail to ask questions resulting in limited pupil-pupil interaction.

Furthermore, it can be argued that, the learners' working in very large groups in the case study school made the teaching and learning of human rights issues less effective as that hampered active learner classroom interaction. Moreover, this contradicts with what Flowers et al (2000) observe that students need to work in small groups, if every student is to have an opportunity to speak. Although Flowers et al (2000) further argue that large groups make some participants dominate the learning activity while others remain silent, it should be noted that using smaller groups in the case study school was a big challenge considering the number of learners in each class which were over 100 as presented and discussed in theme one. Thus, using small units in the case study school seemed impractical due to limited space in the classrooms. As such, although the teachers used participatory methods, the teaching and learning of human rights was ineffective because learners worked in very large groups, which were not well organised and supervised. Thus this concurs with an argument that minimal use of group work and large group work limit learner-learner interaction (Asiegbor, et al, 2001; Flowers, et al, 2000). Nonetheless, it can be contended that while learners were still working in very groups, approaches such as drawing posters on human rights issues could be used. In this activity, individual learners could be given specific tasks to do within the group. For example, each member of the group could be asked to write down on a piece of paper the rights abuses or violations they have ever suffered

or they have seen others suffer. After this, each learner in the group could share these rights abuses with the rest of the group. Then the group could produce a poster featuring different human rights abuses using the written abuses or violations people can be subjected to. In addition, these posters could be displayed on the chalkboard from where the group member could be allowed to explain on each rights abuse. This could allow for more learner participation in lesson activities rather than the way it was done. In this way, domination of activities in group work by a few individual learners would be reduced. As Vavrus et al (2011) contend that learner-centred methods that do not stimulate critical inquiry among learners are merely reduced to making learners work in groups. Thus, the way teachers used participatory methods was in agreement with what Vavrus et al (2011) have observed. This only reflected education about human rights that can only promote the development of human rights knowledge, but cannot empower learners with human rights skills and values to act upon social issues. It should be noted that inactive learner classroom interaction and participation that were observed in the case study school in Malawi, were also found in basic schools in Ghana in a study conducted by Asiegbor, et al in 2001.

4.1.3 Use of resources that promote classroom interaction and participation

Under this theme participatory and interactive common resources were employed in the teaching and learning of human rights issues. These resources promoted classroom interaction and participation but in a limited way. Each of the three teachers used interactive resources. For instance, a standard 6 teacher observed this in an interview:

Sometimes we have certain lessons, which we need to use a resource person who specialised in that field. We invite them to come and teach learners those human rights topics. [*Nthawi zina timakhala ndi ma*

“lesson” ena timayenera kuti tidzipeza “resource person” wakuti wapanga “specialise” mwina mu “field” imene ija kuti abwere adzphunzitse ana zokhudza “human rights” yo].

On the use interactive common resources, a standard 7 teacher in agreement said this in an interview:

However, I also explain as a narrative, and then write a short story. In addition, I use flip charts where I draw illustrations.

Furthermore, on the use of participatory common materials, one learner said this in a focus group discussion:

The teacher takes some learners aside, and tells them, do this and this. Then when they come back, they stand in front and act out a play. This helps us to learn many things. As such, we learn a lesson [*Amatenga anthu kupita nawo pambali ndi kuwauza apange izi izi. Ndiye amabwera patsogolopa kudzapanga sewero. Izi zimatithandiza kuti timatolapo zinthu zambiri*] (FGD 2).

During lesson observations, it was observed that teachers used the chalkboard for classroom instruction where they wrote key points for the learners to take note of. Each of the three teachers allowed learners to write their group presentations on the chalkboard for a whole classroom discussion. Teachers also used the Social and Environmental Science school textbooks and flip charts. The flip charts were pasted of the chalkboard for consolidating what learners discussed in their groups.

Basing on this evidence, it can be argued that by employing these common interactive resources and by allowing learners to use the chalkboard, teachers were attempting to make teaching and learning of human rights issues effective. This resonates with the assertion that using participatory resources in human rights education makes concepts more concrete, personalises abstractions, and affects attitudes (Flowers, et al, 2000). It

is further argued that, to affect the feelings, values and opinions of learners, teachers need to use creative resources such as drama, songs and drawings in the teaching and learning of human rights (Flowers et al 2000). It is observed that when human rights education is based on academic only, transformative learning of human rights, which involves feelings, values and opinions does not happen (Flowers, et al, 2000). In agreement with this, Oka (1999) asserts that, neglecting or ineffectively handling of affective and behavioural learning of human rights results into students' unchanging human rights attitudinal behaviours.

Despite the teachers' use of interactive common resources and allowing the learners to use the chalkboard, learners did not use the other resources. For example, only the teachers read to the learners from the flip charts, chalkboard and textbook. Though teachers as well as learners expressed that creative expressions were used, but none of the teachers were seen using these resources in the lessons that were observed. This may imply that creative resources were used sporadically in the teaching of human rights issues. Further, teachers also did not use any specific human rights education materials because they were not available in the school. Thus the teachers employed these resources in a limited way. For instance, a standard 7 teacher had this to say in an interview:

No. I have never used them because resources such as a constitution are not available at this school [Ayi. *Chifukwa chakusowa kwa ma "resources" munga "constitution" pa sukulu pano*].

Basing on the above extract, it can be argued that lack of the specific human rights materials and the dominant as well as monopolised use of the common materials by the teachers resulted into reduced interaction in the classroom between the teachers and learners as well as among learners themselves. Lack of human rights materials in

the case study school concurs with findings of research studies that were conducted in schools in Canada and Ghana that showed that human right education teachers lacked suitable information and resources for human rights education (Froese-Germain & Riel, 2013; Asiegbor, et al, 2001). This implies that Malawi is not the only country that is faced with lack of teaching human rights resources, but also the other countries around the world. A situation that may lead to less effective teaching and learning of human rights education in schools. This entails that human right education that is based on teacher and text book learning does not promote learning of skills and values. This resonates well with Oka (1999) and Sadli et al (1998) observation that learning about the nature and importance of values from books and from the teachers, and doing of textbook-based tasks does not change students' attitudes and behaviours.

4.1.4 Classroom, school and community activities in human rights education

In this theme classroom activities in human rights were employed in the teaching and learning of human rights issues. These activities promoted the learning of human rights in a limited way. Teachers in standards 6 and 7 involved the learners in some activities in human rights in the classroom. For example, a standard 7 teacher had this to say in an interview:

I put the learners in groups and give them an activity to find out issues on rights [*Kuwaika ana mmagulu mkuwapatsa kantchito kuti afufuze zaufulu*].

In agreement with classroom activities in human rights, one learner observed this in focus group discussion:

We are supposed to take care of these classrooms, by not breaking the windows. And also planting flowers. We once planted flowers, but some people uprooted them or trampled them down as they were playing football. [*Timayenera kusamala makalasi anowo, osaphwanya mawindo*]

ndiponso kudzala maluwa. Ifeyo tinadzalapo maluwa koma anthu ena anazulapo kapena kwapondaponda posewera mpira] (FGD 2).

On the contrary, on activities in human rights in the classroom, a standard 5 teacher in disagreement had this to say in an interview:

No. I do not do [*Ayi. Sindimachita*].

In the lessons that were observed, teachers never involved learners in any practical activity in human rights in the classroom. This, to some extent, confirmed what the standard 5 teacher had said in an interview that she did not do activities in human rights in the classroom. It was noted that the teachers only involved learners in non-practical activities such as discussing human rights issues in groups or in pairs. Furthermore, only teachers initiated the classroom activities.

It can therefore be argued that by using only the non-practical classroom activities in the teaching and learning of human rights issues, the learning of human rights was made ineffective. As such, the learners only learnt about human rights knowledge, which could not help them deal with real-life human rights issues. This agrees with an assertion that, to master human rights skills, teaching and learning of human rights issues should go beyond book learning (Flowers et al, 2007; Krain & Nurse, 2004). Flowers et al (2007) argue that, despite that studying and discussing human rights skills in the classroom is necessary, direct personal engagement in practical activities in human rights issues helps to hone and master these skills. Thus the teachers' failure to involve learners in practical activities in human rights, in the classroom, limited learners' opportunity to interact with real-life human rights issues as such the learning of human rights was theoretical rendering it ineffective.

It can further be argued that by failing to care for the planted flowers around the classrooms the learners showed lack of personal responsibility in taking proper care of the classroom surroundings. This contradicts with education through and for human rights, which tend to empower learners with personal responsibility. For example, a study in Canadian schools indicates that involving students in practical human rights activities enables the students to take care of the environment (Froese-Germain & Riel, 2013). Thus, practical activities in standards 5, 6 and 7 were done without basing that on human rights knowledge as such they were just done as a routine. Of course it should be noted that these human rights activities by the teachers and learners without them realising that what they were doing were activities related to human rights. As such, this reflected education through without linking it to education about human rights knowledge. It is contended that mere participation in an activity does not make an individual act upon something actively and sensibly (Berge, 2007; Blyth, 1984).

Under the subtheme on school and community activities in human rights, human rights activities for the school were used in the teaching and learning of human rights issues. It was noted that these activities were not organised by individual class teachers, but rather by school management. Thus classroom teachers did school human rights activities in a limited way. For instance, a standard 5 teacher observed this in an interview:

As a class, I have never done, unless there is an activity about human rights at this school. [*Monga ngati kalasi, ayi sindinachitepoyi. Pokha pokha pa sukulu pano pakhale “activity” yokhudza ufulu wachibadwidwe*].

On activities in human rights for the school, a standard 6 teacher in an interview had this to say in disagreement:

These activities, I have never done. Time for doing certain things is a problem. For the other things, we do because it is during lesson time. Nevertheless, for the others, it is difficult because of lack of time to do them. If it were that we knock off at around 2 o'clock in the afternoon, perhaps we could have time, possibly for doing them. For example, at this school, we have a human rights club. However, because of lack of time, I doubt if people do meet. I do not know. Nevertheless, this club is not active because some teachers come in the morning. By the time we arrive here, others are going home. When we are knocking off, it is around 4 o'clock in the afternoon. By this time, our minds are already at home. Therefore, time limits us. But also we lack commitment.

On human rights activities for the local community, all the three teachers and twelve learners indicated that these activities were not done. For example, a standard 7 teacher said this in an interview:

About the activities for the school and the community, I have never done. Lack of time is what limits us. Also lack of adequate information that which, we can give the community. It is difficult for me to do that, when I do not have information. We do not have information because we do not have supplementary reading materials about human rights. Also I did not learn how I could do human rights activities in the school and for the community.

Furthermore, during the lesson observations, it was noted that teachers did not involve learners in any practical activities save discussing human rights issues in group or pair work. This confirmed what standards 6 and 7 teachers said in the interviews that they had never done school and community human rights activities.

Basing on this evidence, it can be argued that largely, the teachers did not organise or do human rights activities for the school in the teaching and learning of human rights issues. This resulted in minimal doing of human rights activities in the school. Thus, by not involving learners in school and community human rights activities, the teaching and learning of human rights issues was made ineffective as such human rights values were not promoted and developed in the learners. This resulted in dealing with social and environmental issues inactively and insensibly as reflected in

the poor school social and physical environments as has been discussed in the subsequent section on the classroom practices in human rights education and the school human rights culture. Thus, this resonates with what Krain and Nurse (2004) observe that doing service to the community is rarely done even at college level. This is at variance with the education approach of education for as proposed by Blyth (1984) which enables learners to act actively and sensibly on social issues.

Furthermore, teachers' failure to involve learners in practical human rights activities contradicts with what Flowers et al (2000) observe that, learning for human rights has little to do with what we know, but how we act. In agreement with what Flowers et al (2000) observe, Krain and Nurse (2004) argue that, to help learners deal with real-life human rights issues, requires doing some services to the community including their school. Krain and Nurse (2004) further observe that doing some service to the community allows for learners to learn and apply course concepts in the real world. It can be contended that this was not the case at the case study school. The learners were only involved more in theoretical discussions about human rights issues than doing practical issues, and this did not allow learners to have the opportunity to experience and practise what they learn in class about human rights. This further disable them from active civic participation on issues. This does not concur with an assertion that learners need to be more informed theoretically and practically, if they are to become responsible in the exercise of their rights and freedoms (Burke, 1989; MacJessie-Mbewe, 2007). Thus limited involvement of learners in standards 5, 6 and 7 in practical human rights activities at the school and the failure to do human rights services for the local community reflected teaching and learning of human rights at knowledge level only.

It can be argued that the teachers' efforts to do practical activities in human rights were frustrated by lack of information on how to do these activities, lack of human rights resources, limited time due to the overlapping shift system as well as lack of commitment. It should be noted that Froese-Germain and Riel (2013) also found that teachers in Canada are challenged with lack of information about subject knowledge and pedagogy in human rights education, and time press due to work load. As such, teachers may need to be provided with information on how to do human rights activities. Such knowledge would enable them to teach human rights issues more effectively.

4.2 The classroom practices in human rights education and the school human rights culture

In this section, classroom practices that enhance participation in human rights, care of classroom and school environments, and school human rights culture that enhance human rights practices in the school have been presented and discussed.

4.2.1 Classroom practices that enhance classroom participation in human rights education

Under this theme classroom practices that enhance participation in human rights were employed in the teaching and learning of human rights issues. Though in a limited way, each of the teachers used practices that reinforce classroom participation. For example, a standard 5 teacher observed this in an interview:

When you are teaching in English, these learners are unable to understand very well what you mean. In the end, you are forced to use vernacular, that here, this is what I mean, I mean this and this. Yes. There is no option! Indeed, we do that [*Anawo ukamaphunzitsa ngati mu "English", samatha kumvetsa bwinobwino kuti ukutanthauza chiyani. Mapeto ake "you are forced to use vernacular" kuti apa chimene ndikutanthauza,*

ndikutanthauza chakuti chakuti. “Yes. There is no option!” Timapngadi zimenezozo].

On translating English to Chichewa, one learner in focus group discussion had this to say:

The teacher writes in English and also translates that in Chichewa. Sometimes the teacher reads to us and translates in Chichewa. Then we understand what madam is saying because we understand English here and there [*Amalemba chinthucho mu Chizungu ndi kuchimasuliranso chinthucho m’chichewa. Pena amatiwerengera ndi kumamasulira m’chichewa. Nde ife timamvetsa chimene “madam” akutanthauza chifukwa Chizungu timachimva mwa apo ndi apo*] (FGD 2).

It was noted that in the lessons that were observed, teachers did not translate into mother tongue what they taught in English as such code switching was done in limited manner. Based on this evidence, both teachers and learners agreed that use of English language limited learners’ understanding of what was being taught, and they further expressed that use of home language promoted their understanding. In this regard, it can be argued that by translating English into Chichewa, teachers were attempting to make teaching and learning of human rights issues more effective. This concurs with what Chilora (2000) observes that, use of a more familiar language allows learners to participate fully in classroom discussions. It should be noted that code switching in the case study school was done in contradiction with the 1996 school language policy, which bars the use of mother tongue for classroom instruction from standards 5 onwards in primary schools in Malawi (Chilora, 2000). Furthermore, it can be contended that the teachers’ limited code switching negated classroom communication and participation. Sure and Ogechi (2006) agree that, teaching children in second or third language makes them fail to express themselves effectively. In this way, non-participation is encouraged. Sure and Ogechi (2006)

further observe that this results in teachers dominating the classroom talk as such making learners just passive listeners as well as recipients of knowledge.

Furthermore, it is observed that, to use learner-centred pedagogy demands higher linguistic skills on both learners as well as teachers for them to express complex ideas or to ask critical questions. This makes teaching and learning of human rights issues become difficult when using a language the learners are not proficient in (Vavrus, et al, 2011). Further to this, it can be argued that it is undemocratic and a violation of children's fundamental rights to use English in schools in Africa as a language for classroom instruction before learners become proficient in it. Such is the case because English excludes learners in schools in Africa from active classroom participation as such quality education becomes inaccessible (Sure & Ogechi, 2006). Mhango (2008) concurs by observing that, employing of English in Malawi primary schools curtails students' active participation in lesson activities. Basing on these viewpoints, it can be argued that limited code switching by teachers encourages discriminatory teaching and learning of human rights issues. This denies the learners their right to effective human rights education. This, on human rights education perspective, is a violation of human rights. Moreover, teachers use English as a medium of instruction without knowing that using as is a human rights issue that needs to be addressed. It should be noted that the researcher's presence might have influenced the teachers not to code switch because in senior primary are require teach in English and not in Chichewa.

Furthermore, the teachers attempted to promote classroom participation by ensuring that learners were attending lessons in good time, and that the classrooms were safe

for learning for all learners. For example, a standard 6 teacher said this in an interview:

First, I make sure that every learner should be in class in time. This enables every learner to start learning together with their classmates. Nevertheless some learners come late and are given punishments, of which some teachers send them back home. I feel that, this is not good. That, I do not like doing. Because once the learner has gone home you are violating his or her right to learning.

On ensuring that the classroom was safe for learning, a standard 7 teacher had this to say in an interview:

What we do, is that there is no discrimination even when doing class activities [*Zina zimene timachita ndi zonena kuti sipakhala kusalana kapena “even” kagwiridwe ka ntchito m’kalasi*].

During lesson observations, some learners in standard 5 had the opportunity to ask their teacher to extend time for doing a group work discussion. The teacher, in turn, extended the time. It should be noted that each of the three teachers did not use any bad language or ill-treated the learners. Basing on this, it can, therefore, be argued that by employing these good classroom practices, teachers were trying to create an enabling classroom-learning atmosphere. This would enhance effective learning of human rights. This fits well with the observation that through the school curriculum, relationships within the classroom and school environments and how the school is governed human rights values are taught, learned, practised, respected, protected, promoted, and nurtured (Amnesty International, n.d; BEMIS, 2013). This also concurs with the assertion that, in a rights-based learner inclusive classroom and school, diversity is respected and equal opportunity is given to all members within that community to participate in and influence classroom decision (BIHR, 2009; MoEST & UNICEF, 2008). Thus the teachers’ use of good classroom practices in the

teaching and learning of human rights issues, to some extent, reflected learning of human rights issues through education through human rights.

Despite the teachers' use of good classroom practices, to a greater degree, these were done in limited ways. Each of the three teachers employed punishments for different reasons. For example, a standard 5 teacher had this to say in an interview:

For learners to exercise their rights and responsibilities, we enforce rules of this school. For every learner to follow. [*Kuti mwana achite udindo waufulu wake, timakhwimitsa malamulo monga ngati apa sukulu eti! Kuti mwana aliyense awatsatire*].

On enforcing classroom as well as school rules, a standard 6 teacher observed this in agreement:

Sometimes some learners are given punishments in which certain teachers do send them back home for them not to attend lessons.

On reinforcing the exercise of rights and responsibilities, a standard 7 teacher said this in an interview:

We give punishment for the learner to exercise his or her responsibility. For the learners to know their responsibilities, we need to use other techniques. Besides teaching them, however certain means such as punishments need to be employed [*Timampatsa chibalo kuti udindo wake uja athe kuwutsatira. Chifukwa kuti audziwe udindo uja, tikuyenera kugwiritsa njira zina. "After" kuwaphunzitsa, komabe njira zina monga ngati chibalo ziyenera kugwiritsidwa ntchito*].

Furthermore, on reinforcing learning of classroom tasks, one learner observed this in agreement:

If we fail, the teacher gives us punishment such as mopping the classroom and picking up pieces of paper outside the classroom [*Tikapanda kumakhoza pena amatigwiritsa chibalo monga ngati kukolopa m'kalasi ndi kutola mapepala panja*] (FGD 2).

Besides using punishments, teachers as well as learners did unbecoming classroom behaviours. For example, one learner had this to say in a focus group discussion:

Some learners write slowly, but the teacher rubs off what has been written on the chalkboard before some finish writing [*Ena amalemba pang'onopang'ono. Ndiye amatha kufufuta ena asanathe kulemba*] (FGD 1).

On using textbooks, another learner also observed this in agreement:

Some learners have received reading books, but some of us not. When the teacher tells us to open at a particular page for us to read, some deny us to read with them (FGD 1).

Furthermore, during lesson and classroom observations, it was noted that one learner in standard 6 beat a fellow learner during a group work discussion activity. Basing on this evidence, it should be noted that both teachers as well as learners expressed that punishments were administered in the school for various reasons. The teachers viewed punishment as a corrective measure as well as a way of reinforcing learning for lesson activities. On the other hand, learners viewed the use of other forms of punishments as a violation of their rights. For example, rubbing off work from chalkboard before they finished writing, learners felt were being punished for writing slowly. And, as such, although use of punishments is acceptable in certain situations, it can be argued that administering punishments is unacceptable in certain conditions such as punishing a learner for failing classwork as was the case at the case study school. For this only tends to encourage resentment, non-democratic interaction as well as undemocratic values and practices in the learners because learners could not relate well their failure to do classwork and the punishment, which was given to them. This may largely serve as a negative reinforcement to the learning of human rights values. As such, the use of some forms of punishments becomes a human rights issues if they are administered without following proper ethical guidelines. This is in contradiction with a rights-respecting classroom where teaching and shared responsibilities as well as guidelines are used to promote learning of human rights values instead of using punishments and

other unbecoming behaviours. However, this does not imply that punishments should not be administered to discipline learners, but that they should be given within ethical guidelines, and should be corrective in nature.

In addition, it is contended that bullying and discrimination are minimal at rights-respecting schools because human rights values like inclusion, tolerance, and respect guide school life (Amnesty International, n.d). Although inappropriate, oppositional as well as poor interactional and relational behaviours that happened among learners at the case study school may be attributed to other factors such as influence of drugs, but this may also be attributed to the bad punishments and the other unbecoming behaviours perpetrated by the classroom teachers. This concurs with what Vavrus et al (2011) observe that unwarranted punishments reinforce authoritarian values and practices in a classroom. These unbecoming classroom practices resulted into inactive classroom participation among learners as they feared to ask or answer questions. This reflected education about that only reinforced human rights knowledge rather than human rights values. Hence, irresponsible and undemocratic behaviours were reflected in the school human rights culture as has been discussed in the subsequent themes. It should be noted that use of punishments in managing classroom and school discipline is controversial; as such it needs to be researched further beyond the scope of this research study.

Another classroom practice that hindered classroom participation was noise making in the classrooms. It was noted that learners made noise while lessons were in progress. For instance, one learner asserted this in a focus group discussion:

When some people are making noise while the teacher is teaching, and when the teacher is tired of what those learners are doing, then she just

continues teaching. As a result, those of us who have come for learning, we do not understand [*Anthu ena ndi ena akamalongolola iwo akamaphunzitsa, chifukwa nthawi zina aphunzitsi amakhala atatopa ndi zimene akuchita ana aja, ndiye amangophunzitsa. Ndiye ife amene tabwerera kuphunzira sitimamvayi*] (FGD 2).

It can be contended that by making noise in the classroom, teaching and learning of human rights became ineffective since noise making hindered effective classroom communication. This further demonstrated that learners lacked respect for the right of other learners to learning. This is in contradiction with rights-respecting classrooms and schools where the learning environments are generally calmer. It is observed that at rights-respecting schools, teachers find it easier to do their work because learners are more receptive to learn (Amnesty International, n.d; MacLeod, 2007; Vasagar, 2010). Thus the learners' irresponsible behaviour reflected that teaching and learning of human rights issues only promoted human rights knowledge rather than attitudinal behaviours in the learners. It is observed that mere and loose use of teacher-centred methods does not make any change in learners attitudes and behaviours (Oka, 1999). It can be argued that making of noise in class can be attributed to misunderstanding of their rights and responsibilities. This implies that the teaching and learning of human rights issues did not help them develop human rights values. This concurs with what MacJessie-Mbewe (2007) observes that misunderstanding of democracy makes learners and teachers as well to exercise their rights and freedoms irresponsibly in Malawi schools.

The last classroom practice that hindered classroom participation was the tendency to laugh at seemingly wrong responses. The learners laughed at each other's wrong responses. For example, one learner had this to say in a focus group discussion:

The teacher tells us to do something. Then if one fails to do that, people can laugh at them. Then this makes them sad, and he or she says, I will never go there again [*Amatha kutiuza chinthu choti tichite, nde wina akalephera anthu amatha kumuseka. Ndiye amatha kukhala wokhumudwa. Ndikunena kuti mwina sindidzipitanso kumeneko*] (FGD 1).

On the tendency to laugh at wrong responses, another learner said this in agreement:

The teacher can ask that person a question, perhaps he or she responds and fails. The person becomes ashamed. Then when asked the next day that same question, will not be willing to respond again, considering that he or she is going to be laughed at if fails again. People will look at me as less intelligent [*Atha kufunsa munthu uja mwina kuyankha ndikulephera. Amakhala ndi manyazi. Ndiye akadzamfunsanso mawa funso lija sadzaliyankhanso poganiza kuti andiseka lero ndikalepheranso. Anthu andiona ngati opanda nzeru kwambiri*] (FGD 1).

In lesson observation 3 in standard 7, learners laughed and booed at seemingly wrong responses. Yet, the teacher did not discourage that. It can be argued that by laughing at wrong responses, the teaching and learning of human rights was made ineffective as such the other learners were, to some degree, discouraged to participate actively in classroom learning activities. This finding agrees with what Asiegbor, et al (2001) found in Ghana primary school where pupils laugh at each others wrong responses. It should be noted that by laughing and booing learners undermined dignity, diversity of viewpoints and respect for the other learners. Further, it can be contended that by not discouraging the laughing and booing, the teacher tended to encourage the practice in a way. Thus, the learners' behaviours were in contradiction with a rights-respecting school where collaborative learning, respect for a variety of points of view and a right to safe learning environments are encouraged and supported (Flowers, et al, 2000; Vavrus, et al, 2011; Froese-Germain and Riel, 2013). In agreement with this, Flowers et al (2000) further observe that, to ensure that every student has opportunity to speak; the students should not laugh when someone is speaking. Asiegbor et al (2001) concur

by arguing that laughing at wrong responses makes learners feel shy as such they do not actively interact and participate in class activities resulting in passive learning. Thus, the laughing tendency reflected lack of responsible human rights behaviour on the part of the learners. This was indicative of education about human rights, which is not sufficient to make an individual responsible (Blyth, 1984). Thus, the classroom-learning environment in the case study school was less learner inclusive and was not very conducive for learning of human rights values.

All in all, it is argued that, to rely on the discussed bad classroom practices produces weak results, which make learners passive recipients of human rights knowledge and undermine the course content in the teaching and learning of human rights issues. Thus, the bad classroom practices presented and discussed under this theme are a reflection of a teacher-centred pedagogy that was merely employed to teach about human rights knowledge. Hence, the classroom practices used in teaching and learning of human rights issues reflected education about human rights that could not change the learners' human rights attitudes and behaviours.

4.2.2 Care of classroom and school physical environments

In this theme the classroom and school physical environments were cared. Teachers and learners cared for the classrooms and the school environment in a limited way. For example, a standard 6 teacher had this to say in an interview:

The learners have the responsibility to care for property of their school because they use them in their learning. However, learners vandalise school property such as textbooks and classrooms [*Ana ali ndi udindo wasamalira zinthu pa sukulu pawo chifukwa zinthu zomwe akusamalira ndi zinthu akugwiritsa ntchito nthawi yophunzira. Koma zimapezeka kuti ana amatha kupanga “vandalise school property” monga mabuku ndi makalasi*].

During lesson, classroom and school observations, it was observed that the classroom and school environments were generally littered with pieces of paper as well as empty packets of foodstuffs. Furthermore, the school environment was bare and eroded.

It can be argued that by ensuring that the classrooms and school grounds were cleaned every school day, teachers and learners as well were attempting to make the school environment a safe place for learning. This fits well with a rights child-friendly school where the children's health and well-being, are enhanced and guaranteed by making sure that the learning spaces are safe and protected (UNICEF, 2012) In agreement with this, Froese-Germain and Riel (2013) observe that by teaching and learning human rights, learners are empowered to be responsible in caring for the environment. It should be noted that vandalising school property; littering the classroom and school environments; and also leaving the grounds bare and eroded reflected that teachers as well as the learners lacked responsibility to keep the school environment always clean and in good shape. This implies that the cleaning of the school environment by the learners was done without basing that on human right knowledge gained through learning about human rights. Thus the cleaning activities were mere participation reflecting education through devoid of a knowledge base of human rights. This agrees with what Berge (2007) observes that, simply having a lot of participation without guidance, denies students opportunity to experience a meaning in their participation. Berge (2007) further observes that, such a participation is reduced to 'something' that the learners just have to do as a routine. Hence learners and teachers as well failed to be responsible in keeping the classroom and school environments always in good shape. It can be argued that the teachers' as well as the learners' failure to care for the environments properly entailed that teaching and learning of human rights was done

as education about rather than education through and for human rights. This finding is in contradiction with what Froese-Germain and Riel (2013) in Canada found that students through human rights education are able to care for the school environment.

4.2.3 School human rights culture

Under this last theme bad attitudes and behaviours, which demonstrated poor school human rights culture were employed. Both learners as well as teachers demonstrated some anti-human-rights attitudes and behaviours. This made teaching and learning of human rights issues ineffective as such the school's social environment was less learner inclusive and not safe for all learners. For example, during lesson, classroom as well as school observations, learners made deafening noise, such that the school environment was too noisy for a conducive learning place. It was noted that some learners who were on break time, disturbed lessons which were in progress at that time. The learners peeped through the windows, shouted and called out those who were learning inside. Even worse, they threw in objects like sand and splashed water to those learning inside. On these unbecoming behaviours, the head teacher in agreement had this to say in a post observation interview:

Indeed, learners who are outside make noise, but they also boo even at the teachers by saying, hey you! You are cheating the learners, and they throw objects into the classroom. However, we have guards who see to it that learners who are outside are not disturbing lessons. We also move around to ensure that at least learners who are in the classroom are safe and are not disturbed by anyone [*Ana amene ali panja amatha kumalongolola komanso kumawawowoza "even" aphunzitsi kuti, eee uyo! Akuwanamiza ana, ndikumagenda mmakalasimo. Koma tili ndi alonda amene amaonetsetsa kuti ana sakusokoneza makalasi. Ifenso timakhala tikuzungulirazungulira kuti tionetsetse kuti "at least" ana amene ali mkalasimo ali "safe" sakupangidwa "disturb" ndi wina aliyense*].

During the school observations, it was also observed that learners insulted each other by calling names, bullying and fighting with each other. On bullying, the head teacher agreed by observing this in a post observation interview:

Some learners come direct to us to report that so and so is beating me, calling me names or insulting me. Then we call both of them and advise them [*Ana ena amatha kubwera kwa ife “direct” kudzatiuza kuti wakuti wakuti akundimenya, akundisinjirira kapena akunditukwana. Ndiye ife timatha kwaitana ana aja ndi kuwalangiza*].

Furthermore, it was also observed that certain teachers bullied or physically abused learners. For instance, one female teacher was seen manhandling as well as dragging roughly a learner who passed in between her and the other teacher. Surprisingly, the other learners who were around joyfully cheered and jeered up the incidence.

Basing on this evidence, the use of drug by some learners can also influence anti-human rights practices and behaviours in the school. Nevertheless, the unbecoming behaviours displayed by some teachers and some of the learners reflected lack of education through and for human rights. As such, it can be contended that these bad behaviours reflected ineffective teaching and learning of human rights education. This is the case because the rights of both teachers and learners were less respected and protected by some of the members of the school community. This was in sharp contrast with the Malawi primary school SES curriculum which intends that by teaching human rights issues learners may acquire human rights values such as tolerance and respect (MIE, 2005, 2007; 2008). It should be noted that lack of respect for rights of school children was also reported in Ghana primary schools in a study conducted by Asiegbor, et al (2001). Thus the teachers’ as well as learners’ use of these anti-human rights practices resulted in creating a less learner inclusive school that did not promote respect for rights and conducive learning atmosphere. This

contradicts with rights-respecting schools where positive classroom and playground relationships, better peer social interaction and inclusion and respect for diversity are promoted among members of the school community. It is observed that rights-respecting schools can facilitate in producing citizens who can uphold and respect human rights principles (AHR, 2010; AHRC, 2011; BIHR, 2009; Amnesty International, n.d). Further, it is observed that respecting human rights principles enables the school community to be thoughtful and take appropriate action to promote and protect human rights (Asiegbor, et al, 2001, Flowers, et al, 2000, Vavrus, et al, 2011).

Moreover, it can be argued that by cheering and jeering up human rights abuses and violations, learners demonstrated their lack of human rights understanding, skills and values. Thus the learners' failure to take personal as well as collective responsibility to protect other learners' rights when being abused or violated can be construed as a lack of human rights activism. Human rights activism could enable school children or teachers to stand up against any human rights abuses or violations inflicted on any learner. Thus the teachers' and learners' failure to protect those learners facing human rights abuses may signify lack of education for human rights skills and values, which could empower individuals to take action on issues. It can be contended that poor human rights culture observed at the case study school confirms what Berge (2007) observes that a distance between the preparatory state of schooling and the executive state of adult citizenship makes it hard for students to see the real value of what they are taught.

Nonetheless, implicitly though, human rights activism was done by some learners in the case study school as they were able to express their voice by reporting cases of abuses or violations on their own rights to their head teacher. Although the learners did this may be without fully realising that they were defending their rights, their action showed that, to some extent, they know their rights and what to do once these rights are violated. This situation is similar to what happens in Canadian schools where students express their voice on issues that affect them (Froese-Germain & Riel, 2013). Contrary to this, learners in basic schools in Ghana suffer human rights abuses in silence (Asiegbor, et al 2001). However, it can be argued that use of school guards to control noise making and other oppositional behaviours at the case study school, implies that human rights did not act as an instinctive frame of reference to guide the school life. At schools where human rights are respected and promoted, every member in the school community becomes responsible in upholding human rights. This agrees with what the Amnesty International (n.d) observes that schools where human rights act as instinctive frame of reference, human rights value, attitudes and behaviours as well pervade and guide the whole school life. It is further observed that where human rights are at the centre stage, school atmosphere becomes calmer and more learner inclusive and safe for everyone (Amnesty International, n.d). As such, the human rights culture at the case study school gives a general impression that teaching and learning of human rights was not effective to promote human rights values, attitudes, behaviours, and responsibilities as well. Hence, the teachers as well as learners were less responsible in the exercise of their rights and responsibilities. As Blyth (1984) observes that education about alone is not sufficient to make an individual act upon something actively and sensibly.

4.3 Conclusion

This chapter has presented and discussed the research findings. From these findings, lessons have been drawn. The general picture emerging out from these lessons is that the teachers' use of participatory approaches did not promote interaction between teachers and learners, and learners among themselves. The teachers dominated the classroom talk exchanges and activities, such that there was limited classroom participation resulting in passive learning of human rights issues. Furthermore, the teachers' inadequate or very long explanations made learners less active in learning activities. It was noted that large classes restricted free movement when doing classroom activities. Moreover, teachers dominated as well as monopolised the use of common resources. This limited learner interaction and participation in lesson activities. The findings also showed that teachers faced challenges that limited their efforts to do practical human rights activities for the school and the community. Such challenges include lack of specific human rights education resources, or information due to lack of supplementary human rights reading material and inadequate training, time stress due to overlapping shift system, and lack of commitment. The study further revealed that the use of good classroom practices was overshadowed by employing bad classroom practices such as using punishments. Moreover, these bad practices did not promote learning of human rights values. These only reinforced authoritarian values, undemocratic practices and non-democratic forms of interactions in the learners. The study has also established that teachers and learners did not take proper care of the school premises and property. Furthermore, the school social environment was less learner inclusive and not safe for all learners as it perpetrated human rights abuses and violations such as bullying, fighting, name-calling and physical abuse. Thus the challenges and the bad practices experienced at the case

study school made teaching and learning of human rights issues ineffective in developing human rights values in the learners reflecting education about human rights rather than human rights values. Nonetheless, the way the Malawi primary school Social and Environmental Sciences curriculum content is structured, and the manner in which teachers teach and learners learn human rights issues seem not to empower them to take an activist approach in addressing human rights issues they encountered.

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

5.0 Introduction

This chapter presents conclusions, recommendations and implications based on the findings of the study on the teaching and learning of human rights issues in primary schools in Malawi. The first section presents conclusions of the study while the second makes recommendations. The third section is on suggested areas for further study.

5.1 Conclusions

Firstly, on the question of what constitutes the teaching and learning of human rights issues in primary school in Malawi, it can be concluded that, to a greater extent, teaching and learning of human rights issues was done to develop human rights knowledge only rather than skills, attitudes, values and behaviours. This reflected the education approach of education about which when used in its simple form only develops knowledge. Thus only teaching learners human rights knowledge made them less active and sensible to act upon human rights issues or abuses.

Secondly, on the question of methods primary school teachers use in teaching human rights issues in Malawi, it can be concluded that, largely the participatory teaching methods were used to promote human rights knowledge. However, the teachers

dominated the use of these methods. Teachers also did not give the learners adequate opportunity to use common resources such as reading out their group presentations which they wrote on the chalkboard. Instead it was the teachers who read out the presentations. This limited learners' participation within learner-centred approach and made learning of human rights issues passive. It can be argued that largely teaching and learning of human rights issues was done not to develop human rights values of active civic participation in the learners. As such, learners were not empowered with necessary human rights skills, values as well as attitudes. This made them behave irresponsibly as reflected in the general school social environment, which was less learner inclusive and not conducive for learning for all learners. Thus employment of teacher-centred methods within the participatory teaching methods and resources was merely done. This did not promote active learning of human rights knowledge and values among the learners. Hence teaching and learning of human rights reflected human rights knowledge only and not skills, value and attitudes.

Furthermore, on the question of practices primary school teachers use in teaching human rights issues in the classroom, the school and the local community, it can be concluded that human rights activities were largely done to develop knowledge about human rights. This was the case because non-practical human rights activities were largely employed in teaching and learning of human rights issues. To a lesser extent, practical human rights activities were done at the school level, but none at all for the local community. From these findings of the study, it can also be concluded that, to a large extent, practical human rights activities for the school were done as a routine reflecting education through without basing that on education about human rights.

This was the case because doing of practical activities such as cleaning of the school environment was not directly linked to teaching and learning of human rights issues.

On insights that emerged out of the practices used by teachers, it can be concluded that the teaching of human rights issues was ineffective. Such classroom practices included the use of: punishments to reinforce learning and enforce classroom and school discipline, as well as use of English for classroom instruction. Furthermore, learners' unbecoming behaviours in the classroom and the whole school such as laughing at each other and noise making, bullying, fighting, name-calling; and littering of the classrooms and the school environments reflected lack of responsibility on the part of the learners. These behaviours reflected lack of positive human rights values and skills.

Fourthly, on the question of challenges faced in the teaching of human rights issues in primary schools in Malawi, it can be concluded that largely, teaching and learning of human rights issues did not develop human rights values. This was the case because teachers, to a greater degree, faced systemic challenges, which hindered effective teaching and learning of human rights issues as such teaching and learning beyond knowledge level was not realised. The challenges include lack of information on how to do human rights activities, lack of specific human rights materials, too much work to do within limited time, and large classes that hampered effective teaching and learning of human rights issues.

Furthermore, on the question of implications of the way in which human rights issues are taught in primary schools on teacher education and training in Malawi, it can be

concluded that, teaching and learning of human rights issues, to a large extent, was done to develop human rights knowledge but was limited in developing positive values and skills regarding human rights issues. The results of the study have clearly manifested an ineffective use of participatory teaching methods, resources, and very limited use of practical human rights activities in teaching and learning of human rights issues. The implication for this is that the primary school teachers' inadequacies in teaching and learning of human rights issues reflected ineffective human rights education they received during pre-service training in TTCs. As such, human rights education in Teacher Training Colleges can be construed as not effective enough to empower student teachers with ways of effective teaching of sound human rights knowledge, skills and values. As a result student teachers that graduate from these TTCs are not competent enough to teach human rights issues beyond knowledge level in primary schools in Malawi.

Another implication is that teacher training colleges in Malawi need to review the way student teachers learn human rights issues in colleges. The training should go beyond developing human rights knowledge by engaging student teachers with some human rights projects in the college as well as in the local community before they leave college. Such projects should include providing some social services to the needy, elderly and the orphans within the local community. Such an approach gives students an opportunity to experience and practices what they learn in class. Such a holistic approach would reflect the *education about, education through, education for* and *education in* approaches as discussed in the conceptual framework of the study in Chapter Two. As such, TTCs need to integrate these education approaches when

teaching student teachers for them to graduate with the competency of developing in learners human rights knowledge, skills, attitudes and values.

5.2 Recommendations of the study

From the findings of this research project, some recommendations have been made to improve the teaching and learning of human rights issues in Social and Environmental Sciences in Malawi primary schools. Some of the recommendations are made to the Ministry of Education, Science and Technology while others to Teacher Training Colleges (TTCs).

5.2.1 Recommendations to Ministry of Education, Science and Technology

One recommendation is that the Ministry of Education Science and Technology (MoEST) should empower primary school teachers by providing adequate human rights resources. This will promote effective teaching and learning of human rights issues.

The other recommendation is that the Ministry of Education Science and Technology should consider revisiting the school language policy by allowing primary school teachers to code switch English with a mother tongue language. The use of mother tongue language will enable teachers and learners to teach and learn human rights concepts and issues easily thereby making teaching and learning of human rights effective. Furthermore, this will assist teachers to code switch with a constitutional backing.

The last recommendation is that the Ministry of Education Science and Technology should orient serving primary school teachers on human rights-respecting practices in order to enhance human rights values in primary school teachers in Malawi. This will promote effective teaching and learning of human rights issues.

5.2.2 Recommendations to the teacher training colleges

One recommendation is that teacher educators in teacher training colleges (TTCs) should reconsider the way they involve their student teachers in the use participatory teaching methods in the teaching and learning of human rights issues. This will assist primary school teachers to manage well participatory teaching approaches in primary schools. This will further promote the teaching and learning of human rights in primary schools.

Another recommendation is that teacher educators should model good classroom management practices that reflect respect for human rights to student teachers. This will enable the student teachers to be well grounded in human rights practices that will promote effective teaching and learning of human rights issues.

The last recommendation is that teacher educators should involve student teachers in practical human rights at classroom, college and community levels in order to enhance the development of human rights skills, attitudes and values in the student teachers. This will promote effective teaching and learning of human rights issues in primary schools in Malawi.

5.3 Suggested areas for further study

This study focused on exploring the teaching and learning of human rights issues in primary school in Malawi. The focus of the study was on analysing the teaching, learning, classroom and school practices that enhance learning of human rights values. There is still more ground that needs further research to provide answers to questions relating to the teaching and learning of human rights issues in terms of practices that impact teaching and learning of human rights in Malawi schools. The following are the suggested areas that require further study:

- An exploratory study on how primary teacher educators are trained in human rights education and continuous professional development activities they undergo after their initial training. The study would focus on pedagogical content knowledge of teacher education on human rights education. This will provide knowledge on what human rights activities teacher educators are involved in during their preservice years, and the kinds of professional development activities they receive after initial training. And also what needs to be done to improve human rights education in TTCs.
- An exploratory study on how teaching and learning of human rights issues in Teacher Training College is done TTCs. The nature and quality of human rights and human rights education rests in the hands of TTCs which are mandated to educate, train and model students in human rights knowledge and values. The study would try to analyse teaching, learning, classroom and college practices, which teacher educators employ in the teaching and learning of human rights issues.

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APPENDICES

Appendix 1: Semi-Structured Interview Guide for Teachers

This study intends to explore the teaching of human rights education in Malawi Primary schools. The information you will provide will be treated with confidentiality.

Thank you for accepting to take part in this study.

1. Have you heard about the concept human rights and human rights education? (Kodi mudamvapo zaufulu wachibadwidwe ndi maphunziro afulu wachibadwidwe?)

-What strategies do you employ when teaching human rights education? (Ndi njira zANJI zophunzitsira zomwe mumagwiritsa ntchito pophunzitsa za ufulu wa chibadwidwe?)

2. What strategies are effective in teaching of human rights issues? (Ndi njira ziti zomwe mumaona kuti zimathandiza kuti ana aphunzire bwino?)

-Why are these methods effective? (N'chifukwa chiyani zothandiza bwino pophunzitsira ana?)

-How are these methods used? (Kodi njira zimenezi zimagwiritsidwa bwanji?)

3. What strategies are challenging to you when teaching human rights? (Ndi njira ziti zomwe zimavuta pophunzitsira ufulu wachibadwidwe?)

-Why are they difficult to use? (N'chifukwa chiyani zimavuta?)

4. Do you use specific HRE materials when teaching human rights? (Kodi mumagwiritsa ntchito zipangizo zapadera pophunzitsa za ufulu wachibadwidwe?)

- Like what? (Monga chiyani?)

-How do you use them? (M'mazigwiritsa bwanji ntchito pophunzitsira?)

-How do they help learner learn human rights? (Zimathandiza bwanji pophunzitsira)?

5. What human rights activities do you involve the learners in?

(a) In the classroom

(b) In the school

(c) In the local community

(Ndi mu zochitikachitika zokhudza ufulu wachibadwidwe zomwe mumachita ndi ana m'kalasi, pa sukulu pono ndi mmidzi yozungulira?)

6. How do you involve the learners in planning these activities?

(a) In the classroom

(b) In the school

(c) In the local community (Kodi ana a sukulu a mathandizira bwanji pokonzetsera zochitikachitika za ufulu wachibadwidwe m'kalasi, pasukulu ndi mmidzi yozungulira?)

Appendix 2: Focused Group Discussions with Learners

This study intends to explore teaching human rights education in Malawi Primary Schools. The information you will provide will be treated with confidentiality.

Thank you for accepting to take part in this study.

1. Have you heard about the concept human rights and human rights education? (Kodi mudamvapo zaufulu wachibadwidwe ndi maphunziro afulu wachibadwidwe?)

-What methods are employed when learning human issues? (Ndi njira ziti zophunzirira zomwe zimagwiritsidwa ntchito pophunzira zaufulu wachibadwidwe?)

2. Which methods help you learn better human rights issues? (Ndi njira ziti zomwe zimakuthandizani kuphunzira bwino za ufulu wachibadwidwe?)

-Why are these methods better? (N'chifukwa chiyani njirazi zimakuthandzani kuphunzira bwino?)

-How are these methods used? (Kodi njira zimenezi zimagwiritsidwa motani?)

3. Which methods do you find difficult to learn from? (Ndi njira ziti phunzirira zomwe mumavutika kuti mumve ndi kudziwa bwino zomwe mukuphunzira?)

-Why do you find these methods difficult to learn from? (N'chifukwa chiyani njirazi m'zovuta kuti muphunzire bwino?)

4. Are there any specific HRE materials that are used when learning human rights in classroom? (Kodi pali zipangizo zapadera zomwe aphunzitsi amagwiritsa ntchito zophunzitsa za ufulu wachibadwidwe?)

- Like what? (Monga chiyani?)

-How are they used? (Kodi zimagwiritsidwa bwanji?)

-How do they help you learn better the human rights? (Zimakathandizani bwanji pophunzira za ufulu wachibadwidwe?)

5. What human rights activities do you do

- (a) In the classroom?
- (b) In the school?
- (c) In the local community?

(Ndi zochitika zotani za ufulu wachibadwidwe zomwe mumachita m'kalasi, pasukulu ndi mmidzi yozungulira?)

6. How are you involved in the planning for human rights activities?

- (a).In the classroom
- (b).In the school
- (c).In the local community

(Kodi mumatenga nawo mbali bwanji pokonzetsera zochitikachitika za ufulu wachibadwidwe m'kalasi, pasukulu ndi mmidzi yozungulira?)

Appendix 3: Lesson, Classroom and School Observation Checklist

Issue to be observed:Teaching, Learning and Classroom and School Human Rights Practices	Observation Remarks
Education about human rights -Teacher-initiated activities -Learner involvement -Teacher-learner relationship -Learner-learner relationship -Teacher-learner interaction -Learner-learner interaction -Use of language -Respect -Teaching and learning methods used -Teaching and learning resources	
Education through human rights -Learner-initiated activities -Learners' involvement (participation in and influencing decision-making in the classroom) -Teacher-learner relationship -Learner-learner relationship -Use of language -Respect for rights -Teacher-learner interaction -Learner-learner interaction -Teaching and learning methods used - Teaching and learning resources	
Education for human rights -Social inclusion (the value of living in an inclusive community) in the classroom -Relationship (Treating others with respect and fostering safety for every one) -Active participation (The value of Engagement and expressing voice and action) -Teaching and learning methods used	

Devised by the researcher

Appendix 4: Head Teacher Semi-Structured Interview Guide

This study intends to explore teaching human rights education in Malawi Primary Schools. The information you will provide will be treated with confidentiality.

Thank you for accepting to take part in this study.

1. When was this established?
2. Who is the proprietor of this school?
3. What is your administrative structure like?
 - How many sections do you have?
 - which are these
4. How many members of do you have?
 - What about learners?
5. How many of these do you have
 - (i) School blocks?
 - (ii) Classrooms?
 - (iii) Classes?
6. How do you accommodate 68 classes against 34 classroom?
7. During observation, I found that some learners fighting, name-calling and even disturbing lessons in other classes.
 - Do you know of this?
 - How do you deal with this situation

Appendix 5: Coding scheme

Theme 1	Categories	Evidence	Instrument code
Methods that promote teacher-learner interaction.in human rights issues	Methods that promote and limit interaction between the and learners. -Whole class discussion, question and answer, Miming, demonstration Illustration by giving an example, verbal teaching, improper explanation	-I discuss with the learners -The teacher illustrates by giving something like an example of a person whose rights are being violated -The effective strategy for learning human rights is when the teachers calls one learner in front and use them as examples to mime (imitate) something -Madam can ask us questions to mention human rights issues. -A strategy such as group work, if you do not explain very well, the learners get “lost” -Verbal explanation strategy for the teacher to be talking to us to listen, using such strategies, we do not understand.	Interview 1:T2 FGD2: Learner 3 FGD 2: Learner 2 FGD 1: Learner 3 Interview 1 Teacher 1 FGD2

Theme 2	Categories	Evidence	Instrument code
Methods that promote learner-learner interaction	Methods and practices that promote and limit learner-learner interaction -Case studies, role plays/plays/dramatization , group discussion, pair work discussion, peer explanation	I use strategies such as case studies. I also use role-plays. Mainly, I use these methods, discussing either in groups, or in pairs. -The teacher makes us work in groups -Teachers used group work and pair work discussions	Interview 1 Standard 5 teacher 2 Interview 2 Standard 6 teacher FGD 3: Learner 4 Lesson observations 1, 2 and 3 Teachers 1, 2 and 3

Theme 3	Categories	Evidence	Instrument code
Resources that promote classroom interaction and participation	Interactive resources: -Resource person -Narratives/stories -Charts with illustrations -Quizzes -Plays/drama -Use of local environment -Use of chalkboard -composing songs in groups	-sometimes we have certain lessons that we need to find a resource person who specialised in that field. We invite them to come and teach learners those human rights topics -but I also explain as a narrative, and then write a short story. And I mainly use charts where I draw illustrations -we do quizzes on rights issues. -the teacher takes some learners aside, and tells them what to do -The teachers allowed learners to use the chalkboard. - We compose songs with the learners. The learners work in groups -We also tell stories about human rights. -We are told to perform drama on human rights pertaining to what we have learnt in the classroom	Interview 2 Standard 6 Teacher Interview 3 Standard 7 Teacher FGD1 Learner 3 FGD2 Learner 2 Lesson observations 1-3 Teacher 1, 2 and 3 Interview 2: Standard 6 Teacher FGD1 Learner 2 FGD1 Learner 3

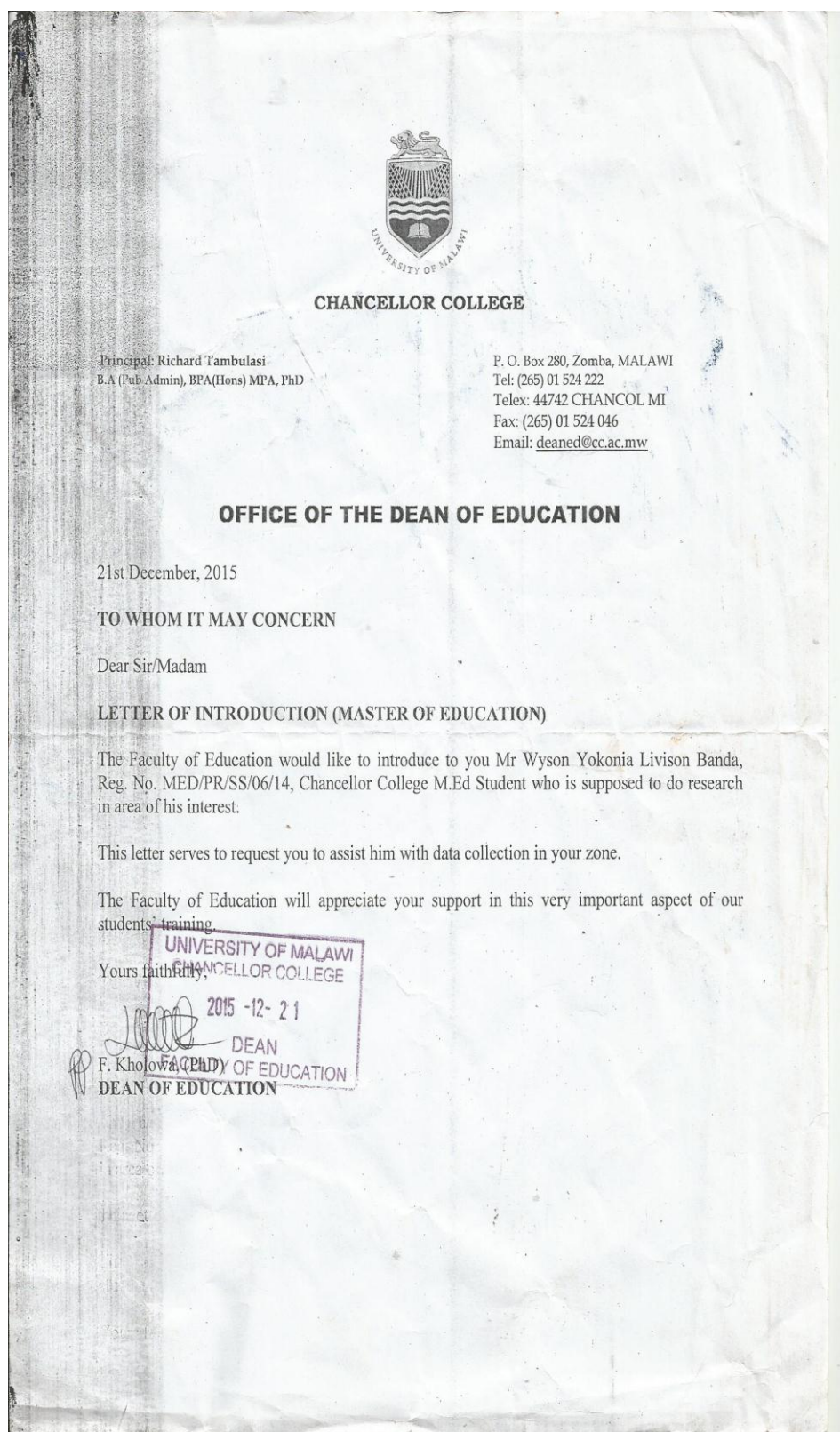
Theme 4	Categories	Evidence	Instrument code
Use of participatory and interactive activities in the classroom, school and community in human rights education	Sporadic doing of human rights activities -Research activities -Caring the classroom -Unless there is school activity -Never done -Nothing	-I put the learners into groups and give them an activity to research on rights. -we are supposed to take care of these classrooms. By not breaking down the windows, and by planting flowers. We once planted flowers. -As a class I have never done, unless there is a human rights activity at this school. -I have never done. these activities Time for doing certain thing is a problem -Most of the time we can say that no, because when he has finished teaching, he just tells us that shut up your books. -About school and community, I have never done because time limits us. But also lack of adequate information - Teachers did not involved their learners in practical activity save the group work discussion	Interview 3: Standard 7 Teacher FGD2: Learner 1 Interview 1 Standard 5 Teacher Interview 2 Standard 6 Teacher FGD 3: Learner 2 Interview 3 Standard 7 Teacher Lesson observations 1-3

Theme 5	Categories	Evidence	Instrument code
Classroom practices that enhance interaction and participation human rights education	Positive and negative classroom practices -Translates to Chichewa -Every learner should be class in time -No discrimination -Enforce rules and regulations -Punishments -Noise making -Laughing at each other -Limited participation -Inability to understand in English -Unwillingness to respond	The teacher write in English and also translates that in Chichewa - I ensure that every learner in class in time. -There is not discrimination when doing class activities -we enforce rules of this school -Learners are given punishments in which certain teachers do send them back home for them not to attend lessons -If we fail, the teacher gives us punishments such as mopping the classroom -The teacher tells us to do something, and then if one fails to do that, people can laugh at them. -Then when asked the next day that same question, will not be willing to respond again, considering that he or she is going to laughed at if fails again. -When you are teaching in English, learner are unable to understand very well what you mean	FGD2 Learner 4 Interview 2 Standard 6 teacher Interview 3 Standard 7 teacher Interview 1 Standard 5 teacher Interview 2 Standard 6 teacher FGD 2 learner 4 FGD 3 learner 4 FGD1 learner 4 Interview 1 Standard 5 Teacher

Theme 6	Categories	Evidence	Instrument code
Care of classroom and school physical environments	Limited care of classrooms and school grounds -Mopping -Swept grounds -Littered with paper -Bare, eroded grounds	-Classroom were littered with pieces of paper, and empty packets of foodstuffs by break time. -School grounds were swept every school day by learners -school grounds were bare and eroded.	Classroom observations 1-3 School observations

Theme 7	Categories	Evidence	Instrument
School human rights culture	Poor school human rights culture -Vandalism -uprooted flowers -fights and name-calling -rough treatment -disturbing behaviours -noisy school	-learners vandalise school property such as books and classrooms -We planted flowers and some people uprooted or trampled upon them when playing football. -There were some fights and name-calling among some learners. -One female teacher man handled and dragged roughly a learner while the other learners who around were jeering. -learners were peeping through the windows, shouting and calling out inside learners. They also threw in object such as sand and water to those learners who were inside learning. -the school environment was too noisy Indeed, learners who are outside make noise, but they also boo even at the teachers by saying hey you! You are cheating the learners, and they throw objects into the classroom	Interview 2 Standard 6 teacher FGD2 Lesson, classroom and school observations Interview 4 Head teacher

Appendix 6: Letter of introduction (Master of education)



Appendix 7: Request letter to the head teacher

University of Malawi

Chancellor College

P. O. Box 280, Zomba, Malawi

28th December, 2016

The Head Teacher

Dear Sir,

REQUEST FOR RESEARCH STUDY IN YOUR SCHOOL

I am an M.Ed student in primary social studies at the above named university, and I intend to do my research project at your school.

I am interested in exploring the teaching and learning of human rights issues and the focus will be on teaching and learning as well as classroom and school human rights practices.

The period for the study is from 4th January to 27th February, 2016. Thus, the purpose for writing this letter is to request for your permission to use your school as a case study in my research study. Data generation will involve interviews with the head teacher, Standard 5, 6 and 7 teachers and as well as lesson, classroom and school observations, and focus group discussions with learners in these classes.

All the information from this study will be strictly confidential. And, as such, I will not use the names of participants or the name of the school in the generation and analysis of the data, and final write-up of the study.

I will be very thankful if you will grant me the permission.

Yours faithfully,

Wyson Livison Yokonia Banda

Appendix 8: Consent form

I am Wyson Livison Yokonia Banda, a student at University of Malawi, Chancellor College undergoing M.Ed in primary Social Studies Education. I am currently doing a research project as part of my studies. I am interested in exploring the teaching and learning of human rights issues in primary schools in Malawi, and I am going to use this as a case study. The data that will be generated will only be used for the purpose of this study. Be assured that there is going to be strict confidentiality and that your names and the name of your school will not be used during the entire process. Audio recorder will be used in the interviews and focus group discussions to record your utterances. Nevertheless, these will be deleted as soon as the project is over. I will use names of standards such as Standard 5, and I will assign codes to your responses in focus group discussions as well as observations.

The information from this study will help me to understand how human rights issues are taught and learnt in primary schools in Malawi. The findings will also help primary teacher training colleges in Malawi to improve teaching and learning of human rights education.

For this reason, I invite you to participate in this study because you have the information, which I need. However, you may choose to participate or to decline or even to withdraw voluntarily at any time without giving reasons.

Participant:

I choose voluntarily to participate in this research project.

Print name of participant:_____

Signature of participant :_____date:_____

Print name of researcher:_____

Signature of researcher:_____