

**SCHOOL FACTORS INFLUENCING INTEGRATION OF HUMAN
RIGHTS EDUCATION IN PUBLIC SECONDARY SCHOOL
CURRICULUM IN KASARANI SUB-COUNTY, NAIROBI CITY
COUNTY KENYA**

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Award of Master of Education Degree in Curriculum Studies**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this project to my dear loving mother Mrs. Esther Nduta Njuguna who has sacrificed a lot and beaten all odds to see me and my siblings through school.

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I am thankful to the almighty God for giving me good health, knowledge, endurance and financial provision that has seen me pursue my Masters studies. I remain indebted to my relatives, particularly my dear wife Jane Mwende, my dear mother Esther Nduta and siblings for their enormous support and encouragement during times of stress and strain.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRC	Convention on the Rights of the Child
EFA	Education For All
GBV	Gender Based Violence
HRE	Human Rights Education
KICD	Kenya Institute of Curriculum Development
KNCHR	Kenya National Commission on Human Rights
MDG	Millennium Development Goals
TSC	Teachers Service Commission
UDHR	Universal Declaration on Human Rights

ABSTRACT

Human rights are those rights that belong to all human being everywhere in the world. They are universal, inalienable, indivisible and interdependent. Each person irrespective of status or any other factor has rights which should not be infringed for peace and prosperity within the society to be realized. It is against this background that nations have integrated human right education in their curriculum. However, despite efforts to integrate human rights education in the school curriculum, levels of human right awareness among the students and teachers in many countries is wanting and teachers still violates some of these rights. Therefore, this study sought to investigate school factors affecting human rights integration in public secondary schools in Kasarani sub-county, Nairobi city county, Kenya. The variables investigated included, students and teachers' level of human right awareness, teachers' perception towards teaching of human rights education, instructional resources and teaching strategies. The study adopted descriptive survey design which involved `selecting a sample from the population and on that basis inferences are made about the population from which it is drawn. The population included 1303 form three students and 280 teachers from the public secondary schools at Kasarani Sub-County. Students were selected using stratified random sampling to get a sample of 298 forms three that were included as participants in this study. Teachers were selected using purposive sampling technique to obtain a sample of 40 teachers who were History, Christian Religious Education, and Life Skills teachers. Research instrument used in this study were open and closed ended questionnaires. Qualitative data was analyzed using content analysis and quantitative data was analyzed using descriptive statistics. The result indicated that instructional resources for teaching human right were inadequate. Teachers used lecture method to teach human right education. Teacher's perception towards human right education was positive though many had low self-efficacy due to lack of training on how to teach human right education. The students showed high level of human rights awareness with the internet being a major contributor to this awareness. The following recommendations were made. School administration to provide adequate instructional resources, integration of aspects of human right in Key subjects relevant to the topic, carrying out of in-service and pre-service courses on human right to increase teacher's confidence, teachers to use students centered and interactive teaching strategies for quality integration of Human Rights Education in Secondary school curriculum in Kenya. .

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Human rights are those rights that belong to all human beings everywhere in the world. They embody standards that should be maintained to realize human dignity. Therefore, everyone deserves to know about them. These rights are inalienable, indivisible, inter-dependent and universal (UNESCO, 2012).

The United Nations General Assembly proclaimed the World Program for Human Rights Education in 2004, whose aim is to encourage the development of sustainable national strategies and programs in human rights education across nations (Gerber, 2010). In Northeast Asian school system, human rights education has been integrated starting from primary school, lower secondary and upper secondary curriculum. In China, the education reforms in 2001 introduced a credit system which included compulsory subjects “Morality and Society” for Primary, “Thought and Morality” for lower secondary and “Thought and Politics” for upper secondary which covers human rights extensively. In Taiwan, human rights education is on the list of seven important issues in the National Curriculum Guidelines. (Guimei, Chojoo, Goh, Hige, & Tang, 2013).

In United States of America school system, there are numerous programs and activities both curriculum and co-curriculum, such as performing arts, put in place to enable learners appreciate and master human rights (Spero, 2012). In Bosnia, a curriculum for peace education covering human rights has been

implemented (ODIHR, 2009). Many African countries have also integrated Human Rights Education in the school curriculum. South Africa has infused Human Rights Education into the revised curriculum for grade 1-12 (Keet & Carrim, 2006). Apart from integrating human rights education in basic and tertiary education curricula, Tunisia set up a commission for human rights education in 1995 (Africa, 2009). Uganda has also integrated human Rights Education in her school curriculum (Horn, 2009).

Integration of human right education in the curriculum has led to increased awareness by masses concerning their rights (Matliwala, 2015; Nava, Mancao, Victoria, & Yeban, 2005). A study done in Philippines by Nava, Manco, Victoria and Yeban (2005) revealed that 96% of students in secondary schools are aware of their rights where majority get the knowledge at school. However, research done in India by Matliwala (2015) in four B.ED colleges show that it is only a small proportion of the students who demonstrate high human right awareness, none of students in the study exhibited low human right awareness. Akiri (2013) research in Nigeria on the level of human right awareness indicated that there was limited awareness among the students on the fundamental rights. Akiri's study is in line with a report by Human Right Awareness and Promotion Forum-Uganda(2011) on Uganda human right awareness that indicate low level of human right awareness. The report also indicated that majority of Ugandans can not define human rights.

In all the aforesaid studies done in India, Philippines, Nigeria and Uganda the right to education was most known. Kiprotich & Ong'ondo (2013) study

revealed that there was limited awareness about children rights among children in primary schools in Eldoret Municipality in Kenya. Most children in the study were aware about the right to freedom of thought followed by the right to protection from sexual exploitation. Similarly Kamanyi (2002) study in Nairobi on level of human right awareness indicated that majority of teachers and students are aware of only a few human rights especially the right to education (Kamanyi, 2002). According to annual reports by Kenya Human Rights commission most of the violations of human rights are reported in Nairobi county as shown in table 1.

Table 1 - Human Rights Violation Reported at the Kenya National Commission on Human Rights between 2009and 2014

PROVINCE	2010/2011		2011/2012		2012/2013		2013/2014	
	No.	%	No.	%	No.	%	No.	%
CENTRAL	356	14.6	165	8.81	102	6.15	98	5.45
COAST	111	4.6	72	3.84	174	10.49	370	20.58
EASTERN	144	5.9	139	7.42	64	3.86	120	6.78
NAIROBI	1218	50	765	40.84	549	33.11	399	22.2
NORTH	78	3.2	146	7.79	181	10.92	133	7.4
EASTERN								
NYANZA	172	7.1	99	5.29	63	3.8	102	5.68
RIFT	214	9.9	388	20.72	458	27.62	515	28.66
VALLEY								
WESTERN	113	4.6	94	5.02	54	3.26	50	2.78
OTHERS	6	0.2	5	0.27	13	0.79	10	0.56
TOTAL	2439	100	1873	100	1658	100	1797	100

(Source: Kenya National commission on Human Rights (KNCHR, 2014).

The violations of children right is mainly caused by the teachers' perception on the children rights. Cheruvalath and Tripathi, (2015) study conducted in India involving 160 secondary schools, teachers disclosed that corporal punishment, which is not only banned but violates rights of a child is commonly used by teachers because they perceive it as an effective method of controlling indiscipline in class. This is contrary to a study by Gundogdu(2011) in

Turkey where teachers were found to favor human rights education and had positive attitude towards teaching of human rights. However, Keng(2010) research in Malaysia revealed that teachers and those in education administration had a general negative perception towards upholding human rights to a child because they believed it necessitates pampering of the child. This is consistent with Asiegbor and Fincham(2001) study in Ghana where teachers argue that affording respect for the rights of children diminishes respect for their own. In Tanzania Muneja (2013) study revealed that caning in school was commonly used, because teachers believed in the swahili adage “Samaki mkunje angali mbichi”(bend the fish while fresh). Here in Kenya, Kamau (2013) research done in Gatundu indicated that teachers had a negative attitude towards making students aware of their rights because they may take advantage of their rights and ignore their responsibilities. A study conducted in Eastleigh revealed that teachers perceive that the secondary curriculum has not clearly spelt out human rights education. Mathematics and Physics teachers perceived the science curricula to be too broad which limits inclusion of human rights education (Atoyebi, 2012). In Kasarani little has been done on human rights awareness. The literature available is of a study done by Otsola (2012) indicating high level of human rights violation.

UNESCO (2012) reports that the best approach to human right education should be one that ensures all the components and processes of education including curricula, materials, methods and training are conducive to the learning of human rights. A study conducted in Canada by Froese-Germain, Riel and

Theoret (2013) shows that school-based human right education project are effective method of teaching human rights as an extension of the curriculum. The results of the aforesaid study revealed that only 48% of respondents agreed that schools in Canada had sufficient resources for the teaching of human rights. This is in agreement with Ochuodho (2013) study at Dagoretti, Kenya which revealed that there was inadequate instructional materials and that most teachers used only discussion method for the implementation of child rights education.

Kenya is a signatory to important human rights declarations which include; the Universal Declaration of Human Rights (UDHR) of 1948 and the Convention on the Rights of the Child (CRC) of 1989. Moreover, Human rights are enshrined in the Kenyan constitution (2010) under the Bill of Rights (Reports, 2010). Kenya has shown its commitment on Human Rights in schools by integrating Human Rights Education in the primary and secondary school curriculum in 2003 through 2006. In primary schools, Social Studies curriculum has adapted a spiral approach to integrating child rights from standard one to eight (Karugu, 2013). The study by Kamanyi, (2002) revealed that various secondary school subjects contain aspects of Human rights, which include elective History, Religious Education and non examinable life kills. Human rights are taught in History form two syllabus where students are expected to define human rights, classify human rights and identify rights of a child. In Christian Religious Education at form four, under the topic “Christian Approaches to Law, Order and Justice” students are required to explain the rights and duties of citizens (Kenya Institute of Education, 2005).

1.2 Statement of the problem

For peace and prosperity to be enjoyed and human dignity maintained, it is necessary to raise awareness of human rights through education and enforce them through enactment of laws (Katoch, 2015). However, despite the acknowledgement of problems associated with violation of human rights in Kenyan Schools, the number of violations of children rights such as sexual abuse and corporal punishment is high. Barasa, Ngare and Wanyama (2013) study in Kasarani Sub-county primary schools revealed that about 75% of learners had suffered physical violence, 53% have experienced psychological abuse and 9.3% have been sexually assaulted within the school environment. Many cases of child rights violation went unreported because of ignorance among victims. A study conducted by Otsola (2012) showed that cases of gender based violence especially among the school children were more prevalent in Kasarani.

According to a baseline survey in Kasarani on Knowledge, Attitude and Practices of State Gender Based Violence State Duty bearers by Kenya Women and Children's Wellness Centre, (2013) the number of cases of sexual violence rose from 19.66% in 2007 to 21.29% in 2012 and physical violence from 20.46% in 2007 to 20.96% in 2012 as depicted in table 2.(Consumer Trends Limited, 2013).

Table 2: Number of sexual and physical violence cases reported to the Gender Violence Recovery Centre from 2007 to 2012 in Kenya.

Year	Sexual Violence	Percentage %	Physical Violence	Percentage %	TOTAL
2011-2012	2532	21.29	422	20.96	2954
2010-2011	2524	21.22	385	19.13	2909
2009-2010	2100	17.66	387	19.23	2487
2008-2009	2398	20.17	407	20.22	2805
2007-2008	2338	19.66	412	20.46	2750
TOTAL	11892	100.00	2013	100.00	13905

(Source: Kenya Women and Children’s Wellness Centre, 2013)

These violations of children rights happen despite Kenya having ratified and domesticated the United Nations Convention on Children Rights (1989). Moreover, human rights education has also been incorporated in the Kenyan education curriculum, although they are mostly taught in elective subjects such as History, Religious Education and non examinable Life Skills education (Owiye, Nandi, & Mechumo, 2011). Studies related to human rights in Kenya have concentrated on assessing level of human rights awareness, cases of human rights violation, and influence of child rights awareness (Kamanyi, 2002; Kamau, 2013; Otsola, 2012). These studies did not cover the integration of human rights in public secondary schools, instructional resources and teaching methodologies used to teach human rights education at Kasarani Sub-county. This study intends to fill this gap in knowledge.

1.3 Purpose of the study

The purpose of the study was to establish school factors influencing integration of human rights education in public secondary school curriculum in Kasarani sub-county, Nairobi city County Kenya

1.4 Objectives of the Study

1. To establish how awareness of Human Rights by teachers and students influence its integration in secondary school curriculum.
2. To establish the influence of teachers' perceptions on the integration of Human Rights Education in secondary school curriculum.
3. To establish how teaching strategies used to teach Human Rights Education affect its integration in secondary school curriculum in Kasarani sub-county, Nairobi City County.
4. To establish how the instructional resources used to teach Human Rights Education affect its integration in secondary school curriculum in Kasarani sub-county, Nairobi City County

1.5 Research questions

1. To what extent has awareness on Human Rights among teachers and students influenced integration of human rights education in the secondary school curriculum?
2. To what extent has the perception of teachers on human rights education influenced its integration in the secondary school curriculum?
3. To what extent has teaching strategies affected integration of Human Rights Education in public secondary schools in Kasarani Sub-county?
4. To what extent has instructional resources affected integration of Human Rights Education in public secondary schools in Kasarani Sub-county?

1.6 Significance of the study.

It is hoped that the findings of this study may be used by the Kenya Institute of Curriculum Development to improve on integration of human rights education in the secondary curriculum, provision of teaching and learning resources and instituting in-service and pre-service courses on human rights education. The findings may also enable teachers and students to understand the concept of human rights and what is contained in these rights leading to smooth curriculum implementation and therefore enhancing academic performance. Lack of human rights awareness is probably one of the causes of students' unrest that has swept across Secondary schools in Kenya in the recent past. It is therefore, imperative to understand the concept of human rights so that teachers, administrators and policy makers may address the problems.

1.7 Limitations of the study

The level of awareness of the respondents on specific human right was found to be limited. In order to overcome this, the research questionnaires included some of the rights to guide respondents. The issue on rights is highly sensitive especially when it involves awareness, violation and denial of rights by persons in authority. The respondents were found to be unwilling or hesitant to provide truthful sensitive information. To mitigate this, the researcher assured the administrators that the research was for academic purposes and to inform curriculum practice on human rights education. All respondents were assured of nondisclosure of identities and confidentiality of sensitive information.

1.8 Delimitations of the study

The study was conducted in Public Secondary Schools in Kasarani sub-county, Nairobi Country. Respondents were Form three students, History, Christian Religious Education and Islamic Religious Studies teachers sampled from the 1303 Form three students and the 280 teachers. The study used human rights awareness, teaching strategies, instructional resources and teachers' perception as key indicators of effective implementation of Human Rights Education.

1.9 Basic assumptions of the study

The study was based on the following basic assumptions:-

1. That the secondary school curriculum adequately sensitizes learners about their fundamental rights.
2. That form three students in Kenyan secondary schools have been exposed to the secondary school curriculum long enough to internalize their rights.

1.10 Definition of significant terms

Awareness refers to having knowledge or understanding of the human rights.

Child refers to a person below the age of eighteen (18) years

Children's Rights refers to correlatives of duties and entitlements that are generally thought that every child should have.

Convention refers to a statement of intent that member states sign and later ratify by bringing their own legislations in line.

Human Rights refers to values that reflect respect for human life and dignity

Human Rights Education refers to education, training and information aimed at building a universal culture of human rights by providing knowledge about human rights and skills needed to promote, defend and apply human rights in daily life.

Instructional resources are items that are used as sources of information for teachers and students to enhance learning.

Perception refers to mental expression of human rights. It is having a positive or negative attitude toward the teaching of human rights.

Teaching strategies refers to methods used by a teacher to facilitate learning.

Violation refers to disturbance or interference of personal freedom.

1.11 Organization of the study

The study is organized in five chapters. Chapter one is introduction covering the background of the study, statement of the problem, research objectives, research questions, limitations, delimitations of the study, key assumptions and definition of key terms. Chapter two covers review of related literature, Theoretical framework and Conceptual framework. Chapter three deals with research methodology covering the research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four is data analysis and interpretation which covers description and analysis of

data, discussion and interpretation. Finally chapter five is the summary, conclusions and recommendations which deals with summary of highlights of study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents a review of related literature. It contains the following themes, Overview of Human rights and their characteristics, Integration of human right education, human rights awareness among students and teachers, Teachers' perception and integration of human rights education, Teaching strategies and integration of human rights education, Instructional resources and integration of human right education, summary of the literature, Theoretical Framework and Conceptual framework.

2.2 Overview of Human Rights and their characteristics.

Human rights are those rights that belong to every individual simply because he or she is a human being. They embody the basic standards without which one cannot realize inherent human dignity. They are universal to everyone; therefore, they are birth right of every member of the human family. Secondly, they are inalienable meaning one cannot lose these rights than he or she can cease to be a human being. They are indivisible, since one cannot be denied any of them by someone who may decide that it is less important or non-essential. Lastly, human rights are interdependent implying that they are part of a complementary framework (Flowers, Bernbaum, Rudelius-Palmer, & Tolman, 2004).

The Universal Declaration on Human Rights (UNDHR) was adopted by the United Nations General Assembly on 10th December 1948 at Palais de Chaillot, Paris after the Second World War. It has 30 articles that spell out the rights which all human beings are inherently entitled without any discrimination whatsoever. Under Article 26 the UNDHR states that everyone has the rights to education where elementary and fundamental stages shall be free. This education should be geared towards full developments of the human personality and to strengthening of respect for human rights and fundamental freedoms. The UNDHR stresses the need for education to promote understanding, tolerance and friendship among all nations (United Nations , 1948)

Human rights are not granted by any human authority such as a monarch, government or religious authority, thus they are not the same as civil rights like those enshrined in a country's constitution. The constitutional rights are granted to an individual because of citizenship to that country whereas human rights are inherent and held as attributes of the human personality. Human rights are both abstract and practical. They hold up the inspiring vision of a free, just and peaceful world and set minimum standards for how both individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others (Flowers, Bernbaum, Rudelius-Palmer, & Tolman, 2004)

Every human being deserves to know about human rights and every organ of society should strive to teach and educate people on these rights in order to promote respect and freedom. The international community has increasingly

expressed consensus on the crucial contribution of human rights education (HRE) to the realization of human rights as well as to the long-term prevention of human rights abuse and violent conflicts. Provision on HRE and in particular within the school system, have been incorporated into many international instruments, which include social and cultural right, the convention on the right of a child and elimination of all forms of discrimination against women. Human Right Education (HRE) is defined as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace among individuals, within societies and among nations (UNESCO, 2012).

Such education requires the adoption of a human right-based approach to education, which promotes human right education, ensuring that all the components and processes of education- including curricula, materials, methods and training are conducive to the learning of human rights. This will ensure that the human rights are respected and practiced by all members of the school community and all citizens in general (UNESCO, 2012).

2.3 Integration of Human Rights Education

Education is the best instrument to redress inequalities by promoting equality, social justice and respect for the individual human being (Matliwala, 2015). Education on human rights enables an individual to understand his rights. Katoch (2015) argues that human rights education focuses on instances of

progress in the protection of human rights in order to avoid the feeling of discouragement when confronted with the violations of human rights. He further contends that human rights should be taught effectively and that learners must participate to acquire skills and attitudes. This is consistent with Matliwala views that issues and values addressing human rights should be integrated across the entire school so as to generate high level of human rights awareness.

It is against this background that international community has expressed importance of Human right education in realization of human rights culture. In 2004, the United Nations General Assembly proclaimed the World Program for Human Rights Education, whose aim was encourage the development of sustainable national strategies and programs in human rights education (Gerber P. , 2010). The World Program for Human Rights Education is structured in phases with concrete plans of action. The first phase (2005-2007) focused on integration of human rights education in the primary and secondary school system with focus on rights-based approach to education. Five key components to effective integration of human rights education are identified. These include (i) Educational policies on human rights education developed in a participatory manner to promote quality education. (ii) Policy implementation that included measure such as allocation of adequate resources, setting up coordination mechanisms, ensuring coherence, monitoring and evaluation. (iii) The learning environment where human rights are practiced and lived in the daily life of the whole school community. The learning environment should offer children an opportunity to express their views freely and have healthy interaction with the wider society.

(iv) Teaching and learning which requires a holistic approach that reflects a human rights value. In this approach, curriculum content and objectives should be rights based, methodologies should be democratic and participatory and all materials and text books should be consistent with human rights values. (v) Education and professional development of school personnel. School personnel as rights holders need to work and learn in a context of respect for their dignity and rights. They need to be able to transmit and model human rights values (United Nations Educational Scientific & Cultural Organisation , 2006)

In Northeast Asian school system, human rights education has been integrated starting from primary school, lower secondary and upper secondary curriculum. According to Matliwala(2015) in India human right education has been integrated in the school curriculum. The author contend that according to India curriculum teachers are expected to be well equipped with 3As (Awareness, Analysis and Action) of human rights once they come out of teacher education institutions and should have the necessary skills to identify and translate into action the values and concerns related to human rights hidden in the text using the integration approach. In China for instance, the education reforms in 2001 introduced a credit system which included compulsory subjects “Morality and Society” for Primary, “Thought or Morality” for lower secondary and Thought and Politics for upper secondary. These subjects extensively cover the thematic area of human rights. In Taiwan, human rights education is on the list of seven important issues in the National Curriculum Guidelines (Guimei, Chojoo, Goh, Hige, & Tang, 2013).

In United States of America school system, there are numerous programs and activities both curriculum and co-curriculum, such as performing arts, put in

place to enable learners appreciate and master human rights(Spero, 2012). In Bosnia, a curriculum for peace education covering human rights has been implemented (ODIHR, 2009). Many African countries have also integrated Human Rights Education in the school curriculum. South Africa has infused Human Rights Education into the revised curriculum for grade 1-12 (Keet & Carrim, 2006). Apart from integrating human rights education in basic and tertiary education curricula, Tunisia set up a commission for human rights education in 1995(Africa, 2009). Uganda has also integrated human Rights Education in her school curriculum (Horn, 2009).

Kenya is a signatory to important human rights declarations which include; the Universal Declaration of Human Rights (UDHR) of 1948 and the Convention on the Rights of the Child (CRC) of 1989. Moreover, Human rights are enshrined in the Kenyan constitution (2010) under the Bill of Rights (Reports, 2010). Kenya has shown its commitment on Human Rights in schools by integrating Human Rights Education in the primary and secondary school curriculum in 2003 through 2006. In primary school, Social Studies curriculum has adapted a spiral approach to integrating child rights from standard one to eight (Karugu, 2013). The study by Kamanyi, (2002) revealed that various secondary school subjects contain aspects of Human rights, which include elective History, Religious Education and non examinable life kills. Human rights are taught in History form two syllabus where students are expected to define human rights, classify human rights and identify rights of a childIn Christian Religious Education at form four, under the topic “Christian Approaches to Law, Order and Justice” students are required to explain the rights and duties of citizens(Kenya Institute of Education, 2005)

2.4 Human Right Awareness Among Students and teachers

The integration of human right education by different Nations in their National curriculum has led to increased awareness by students, masses and teachers concerning their rights. Researches done on awareness shows the importance of integration of human right education in curriculum to students awareness (Matliwala, 2015; Nava, Mancao, Victoria, & Yeban, 2005). In all the nations integrating human rights in their curriculum their citizens are conversant of their rights.

A survey of 2001 secondary students in Philippines showed that about 96% of students have heard or known human rights. Most of the respondents identified the school as the source of knowledge followed by the radio or television and lastly the parents. This indicates the importance of school in disseminating the human rights education (Nava, et al., 2005). Similarly, a study by Matliwala on the human rights awareness among Bachelor of Education (B.E.D) students in India found out that only a negligible proportion of the students studied demonstrated high human rights awareness. At the same time none of the students examined exhibited low human rights awareness. All were conversant with human rights. The findings also revealed that B.E.D students exhibited high human rights awareness with respect to the dimensions like cultural and educational rights. The study attributed the awareness of students of their right as a result of integration of human right education in the Indian curriculum.

A study done by Sharma (2001) revealed that science students have more awareness of human rights as compared to arts students. This is in agreement with Kumar (2002) whose study found out that there is significant difference in the awareness of the girls students of science and arts stream about human rights. The

girl students of science stream attending school in urban areas have more awareness about human rights as compared to the girls of art stream schooling in rural areas. However, Sharma suggested that both rural and urban areas students have almost equal level of awareness but their level of awareness is very poor.

Akiri (2013) research in Nigeria on the level of human rights awareness in 15 secondary school in Delta Central Senatorial District, indicated that there was limited awareness among the students on the fundamental rights. However, the study revealed that teachers were aware of most of the fundamental rights enshrined in Nigerian constitution. Akiri study is in line with a report by Human Right Awareness and Promotion Forum-Uganda (2011) on Uganda human right awareness that indicate low level of human right awareness. The report also indicated that majority of Uganda can not define human right and those who can only know one right. In all the aforesaid studies done in India, Philippines, Nigeria and Uganda the right to education was most known. Kiprotich & Ong'ondo (2013) assessed level of children right awareness in Eldoret Municipality. Their result revealed that there was limited awareness about children right among children in primary school in Eldoret Municipality in Kenya. The study further shown that most children were aware about the right to freedom of thought followed by the right to protection from sexual exploitation. Similarly Kamanyi (2002) study in Nairobi on level of human right awareness indicated that majority of teachers and students are aware of only a few human rights especially the children rights. However, studies of human right awareness at Kasarani sub-county in Nairobi have not been done, a gap that motivate this study.

2.4 Teachers Perception and Integration of Human Rights Education

According to the Business Dictionary, perception is the process by which people translate sensory impressions into a coherent and unified view of the world around them (Business Dictionary.com, 2015). The word perception is synonymously used to refer to the attitude. Attitude is as an inclination to act or be in a state of readiness to act. A positive attitude arises due to previous success or from a perception that success is possible. Attitude is influenced by self-efficacy, which is the belief in one's own ability to execute a certain course of behaviour successfully. Teachers' initial attitude regarding ease of teaching human rights influences how best they will teach the students (Bandura, 2002).

Sarwa, Yousu and Hussain, (2010) in a study on teacher's perception concluded that teacher's effectiveness and decision-making in the classroom was greatly influenced by teachers' perceptions, attitudes and beliefs on teaching the subject. They further added that teachers attitudes are crucial in determining success or failure of implementation of the curriculum. Andreopoulos and Claude, (1997) add that legislators may approve human rights education and department of education may develop strategies to implement it but unless teachers themselves are interested and committed, the subject will never become alive and important to students. Some of the secondary and primary teachers have not received formal training on human rights, therefore, they need to be trained to gain competence and self-efficacy in teaching human rights. Andreopoulos and Claude contend that its only few teachers who feel adequately informed to teach human rights. Further, they add that the overloaded curriculum does not give time

for teaching human rights effectively. Fenner and Newby, (2006) agree with Andreopoulos and Claude that the current curriculum fails to articulate human rights appropriately.

Yuan, (2011) alludes that teachers are cognisant of the importance of children rights, however, they continue to violate children rights because of their perception of human rights. For instance, Corporal punishment whose detrimental effects are known and, which is against human rights is still practised today. A survey done at Keelung city in Taiwan revealed that although corporal punishment had been banned teachers practiced it because of their viewpoint regarding difficulties in disciplining students. The finding also revealed an overwhelming concern that teachers might ignore students' misbehaviour and indiscipline to cope with the banning of corporal punishment. This is consistent with Kilimci, (2009) findings where students interviewed believed that all the administrators and teachers in education area were using corporal punishment as disciplinary measure and therefore they considered it 'natural' to receive such treatment. According to the study the principals interviewed stated that they were against any kind of violence and they were aware that it was illegal, however, their opinion was that corporal punishment was the only method that could be effective to discipline the students (Kilimci, 2009).

According to Cheruvalath and Tripathi, (2015) study conducted in India involving 160 secondary teachers disclosed that corporal punishment, which is not only banned but violates right of a child is commonly used by teachers because they perceive it as an effective method of controlling indiscipline in class.

This is contrary to study by Gundogdu (2011) in Turkey where candidates teachers were found to favor human rights education and had positive attitude towards teaching of human rights. However, Keng (2010) research in Malaysia revealed that teachers and those in education administration had a general negative perception towards upholding human right to a child because they believed it necessitates pampering to the wants of the child. This is consistent with Asiegbor and Fincham (2001) study in Ghana where teachers argue that affording respect for the rights of children diminishes respect for their own. Therefore, they did not see harm in using caning as a form of disciplining children. In Tanzania Muneja (2013) study revealed that caning in school was commonly used, because teachers believed in the swahili adage “Samaki mkunje angali mbichi”(bend the fish while fresh). Here in Kenya Kamau (2013) research indicated that teacher had a negative attitude toward making student aware of their right because they may take advantage of their right while ignoring responsibilities that accompany these rights. The above-mentioned evidences indicate the role teachers perception play in teaching of human rights education and in violating student’s rights.

2.6 Teaching strategies and integration of Human Rights Education

Since the approval by the United Nation of the convention on the Right of the Child in 1989, various efforts have been made to provide children’s rights education in schools (Howe & Covell, 2007). A number of interactive teaching strategies can be used when teaching human rights to a wide variety of people. Not all methods are appropriate for all types of audience, and instructors should

be flexible and adopt their teaching methods appropriately where necessary (McQuoid-Mason, 1995). The technique suggested below illustrate how teachers can engage students' empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity and equality into their everyday experience of people, power and responsibility. These techniques have been proved appropriate for human rights education because they encourage critical thinking (OHCHR , 2004).

The following are the some of the teaching methods that can be used to teach human right. Brainstoming, Case studies, Closings, Creative Expression, Debates and Negotiations, Discussion, Dramatizations, Energizers, Films and Vedios, Field Trips, Games, Hearing and Tribunals, Icebreakers and Introductions, Interpretation of Images, Interviews, Jigsaw Activities, Journal writing, Media, Mock Trials, Open-Ended Stimulus, Presentations, Research Projects, Ranking and Defining Exercises, Simulations, Storytelling, Surveying Opinion and Information Gathering, Webbing Activities(Human Right Resource Center, 2007).

Brainstorming is technique, which can be used to seek solutions to problems that are both theoretical and practical. It requires a problem to be analysed and then solutions to be developed. Brainstorming encourages a high degree of participation, and it stimulates those involved to maximum creativity. Following presentation of a problem, all ideas in response to it are recorded on a board or chart paper. To all the responses recorded no explanations are required and no suggestions are judged or rejected at this stage. This is followed by

categorization and analyses of the responses, from which some are combined, others adapted or rejected. Finally the group makes recommendations and takes decisions on the problem (OHCHR , 2004).

Creative expression can help to make concepts more concrete, personalize abstractions, and affect attitudes by involving emotional as well as intellectual responses to human rights. Techniques may include stories and poetry, graphic arts, sculpture, drama, song and dance. Teachers do not need to be artists themselves but to set engaging tasks and provide a way for students to share their creations (OHCHR , 2004).

In simulations participants are placed in fictional circumstances. Although simulations closely resemble role-plays, they typically are longer, more elaborately scripted, and less open ended in order to achieve the learning objectives. Usually participants in a simulation do not pretend to be someone else but act as themselves in a novel situation. Since simulations can involve a fairly large group of people and last many hours, facilitators must prepare carefully beforehand and remain attentive during the activity to make sure that everyone understands what is going on. In general participants should already be familiar with the background issues, which could be supplied on their role cards. Be sensitive to the fact that some people may be uncomfortable in the assigned situation. Others may need help understanding roles, both their own or that of others. A thorough debriefing is essential for participants to draw the parallels between what they have experienced and situations in the real world (Human Right Resource Center, 2007).

Interviews provide direct learning and personalize issues and history. Those interviewed might be family or community members, activists, leaders or eye-witnesses to human rights events. Such oral histories can contribute to documenting and understanding human right issues in the home community (OHCHR , 2004).

After employing the appropriate strategy in teaching human right next is evaluation. The information content and level of understanding of the students can be tested in standard ways. However, assessing attitudes and attitude change is much harder because of the subjective nature of the judgements involved. One can use open-ended questionnaires, which are given at intervals, alternatively indicators for success can be defined followed by evaluation to monitor these indicators.

UNESCO (2012) reports that the best approach to human right education should be one that ensures all the components and processes of education including curricula, materials, methods and training are conducive to the learning of human right. This is in line with Katoch, (2015) who contend that for human rights to be taught effectively effective strategies should be employed and that there should be enough instructional resources. A study conducted in Canada by Froese-Germain, et al., (2013) shows that school-based human right education project are effective method of teaching human rights as an extension of the curriculum. Emperical studies on teaching strategies of human right are very few especailly in African context. This research intends to fill this gap.

2.7 Instructional Resources and Integration of Human Rights Education

The success of Human Rights Education depends on the availability of instructional resources. These are items that are used as sources of information for teachers and students to enhance learning. Orodho (1996) says that there is a strong association between resources and students' achievement. Textbooks availability has been shown to be consistently related to achievement in less industrialized countries and access to reading materials is positively related to students' achievement. A study carried out in Canada indicated that despite teachers reporting that they teach human rights in school, fewer than half (48%) agreed that there are sufficient resources to support it (Froese-Germain, Riel, & Théoret, 2013).

Currently, there are many print material available, audio-visual and international documents that can be used for teaching human rights. In addition, many organizations have a variety of resources available online that are useful in teaching human rights. A good example is National Peace Corps Association, which offers the following classroom materials for teaching human rights; Lesson Plans, Curriculum and Teaching Materials, Global Classroom Connections, Resource Collections and Virtual Libraries, Interactive and Informational Websites, Classroom Programs and Presenters, Art, Film, and Video Resources, Media Sources for Global Educators, Global Statistics and Facts for Educators (National Peace Corps Association, 2015). Amnesty international provides a wide range of curriculum resources on human rights designed for both

primary and secondary levels(Amnesty International , 2009). Empirical studies on teaching resources are few and this study aims to fill this gap.

2.8 Summary of the literature review

The United Nations charter on human rights (1948) and the promotion of Human Rights Education has led to integration of human rights education in the curriculum resulting in general awareness by not only students but also the masses(Matliwala, 2015). However a study carried out in Eldoret municipality by Kiprotich and Ong'ondo (2013) reveal low level of awareness of child rights among primary school children. A similar study carried out by Kamanyi (2002) in Nairobi indicate that a majority of teachers and students were aware of only a few human rights especially the right to education. Studies investigating the awareness of human rights in Kasarani context are scanty, hence need to fill the contextual gap.

For effective integration of human rights education teachers need to have not only the knowledge but also positive perceptions in order to disseminate the content to student effectively. However, the literature reviewed shows that teachers perception has contributed to the violation of children rights (Kilimci, 2009). According to research by Cheruvalath & Tripathi, (2015) teachers, though knowing corporal punishment is a violation of human rights still perceive the practice as the best to control indiscipline cases. Studies on teachers perceptions on human right education are very few and most are non-African context. This study seeks to establish the influence of teachers perception on the integration of

human rights in public secondary school in Kasarani context hence fill the knowlegde gap.

For effective integration of Human Rights Education to be realised, teachers should use effective teaching strategies, which involve students participation. The literature reviewed outlined the recommended teaching strategies but none of the studies done has investigated the teaching strategies used in African countries calling for research to fill this gap. Additionally, instructional resources play a vital role to realize integration of Human Rights Education in the curriculum. There are various online sites that provide useful instructional materials (National Peace Corps Association, 2015). However, empirical studies done on instructional resources are non-existent in the literature reviewed. This study will fill the gab by investigating the use of appropriate methodologies, teaching and learning resources used to teach human rights education in Kenyan context.

2.9 Theoretical Framework

The study was based on critical pedagogy theory by Paulo Freire (1974) which provides the theoretical foundation for the integration of Human Rights Education (Meintjes, 1997; Suarez, 2007). Critical pedagogy is corncerned with the promotion of learning that is student-centred, promotes social justice and goes beyond economic and political factors. It also involves development of critical consciousness and transformation of the learners. This means the teaching strategies should not be limited to interactive strategies but should include all those which are effective in promoting awareness of the human rights. For

teachers to be able to apply a mix of effective teaching strategies in the classroom they need to master the content to be taught. This can only be realized when there is high quality instructional resources.

Critical pedagogy theory also refers to the practice of education which is authentic and empowering (Freire, 1974). An authentic education occurs when individuals reflect critically upon their experiences and engage in a dialogical experience where they become consciously aware of one's context. Once becoming aware of current context and barriers to full equity and human dignity, individuals become politicized and empowered to take action in order to transcend current oppressive structures resulting in transformation.

Critical pedagogy theory is hinged upon three basic tenets. These are (a) reflection on individual's culture or life experiences (b) development of a voice through a critical look at individual's world and experiences and (c) transformation of society towards equity for all through active participation in democracy (Bercaw & Stooksberry, 2001). This theory is related to the teaching of human rights education as it aims at implementation of classroom praxis that will ultimately lead to social justice and a humane society (Breuning, 2005). It encourages pedagogical techniques that spur critical thinking and champion for practices that have a potential to transform oppressive institutions and social realities (Breunig, 2011). Being aware of human rights students will be able to be understand ways of not only maintaining human right but also they will understand how to prevent violations of these rights. The objectives of the study are in line with the tenets of the theory.

2.9 Conceptual framework

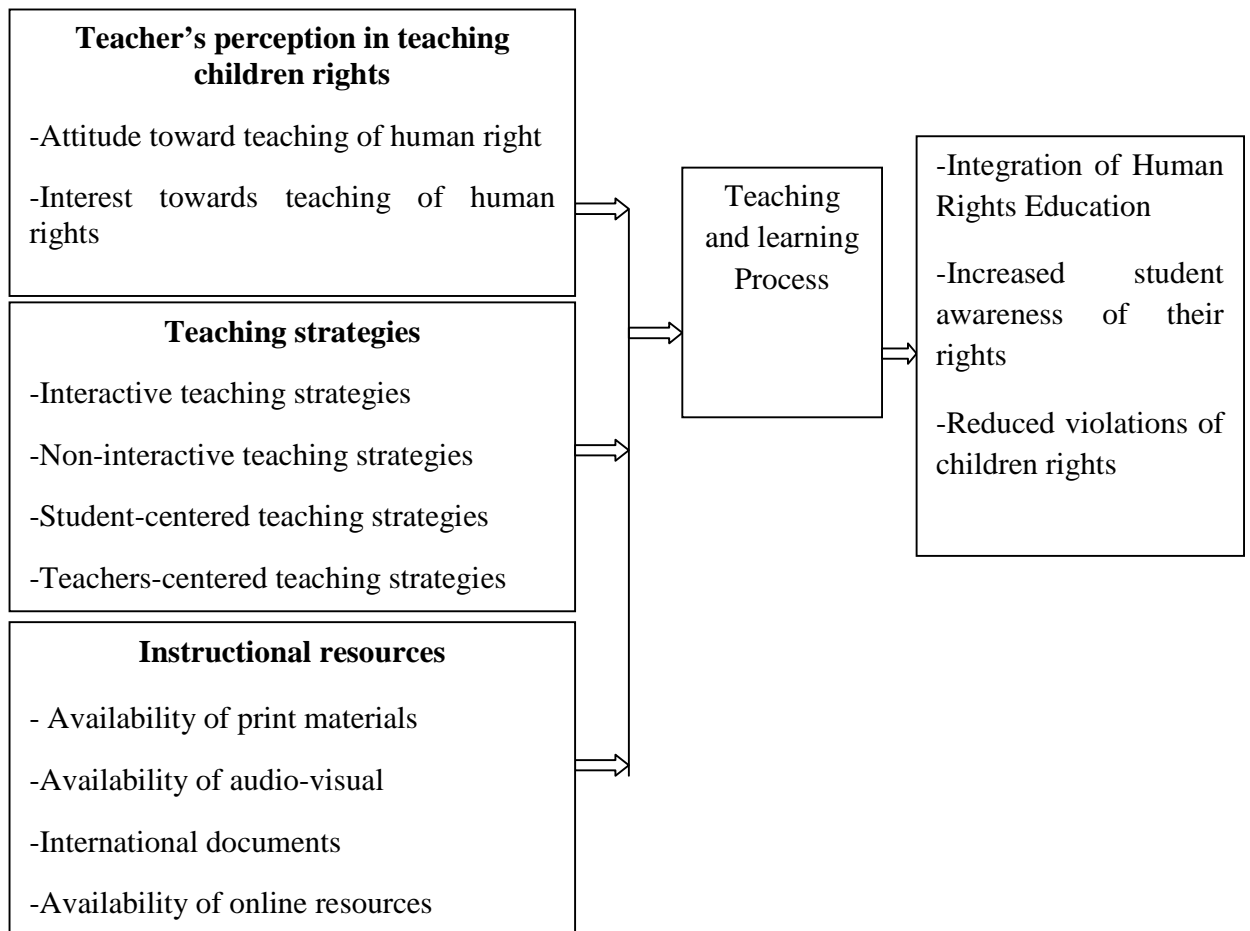


Figure 1 Conceptual framework on Integration of Human Rights Education in Secondary School Curriculum

The study conceptual framework was based on the school factors affecting integration of human right education in secondary school curriculum. These are teachers' perceptions towards teaching of human rights, teaching strategies employed, and the availability of instructional resources which are the independent variables. These are the inputs to the teaching and learning process. The outputs include high human rights awareness among students and teachers and upholding of other people's rights. The outcome is reduced violation of human rights in the school setup as well as in the entire nation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research design, target population, sample size and sampling techniques, description of research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The study adopted descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals used when collecting information about people's attitudes, opinions, and habits on a variety of educational or social issues (Orodho,2009). The study gathered quantitative and qualitative data that describes both the integration of human rights education and the awareness among students and teachers.

3.3 Target population

Target population represents the total number of units for which the study is designed to be carried out. The study targeted 12 public schools in Kasarani Sub-county. Two hundred and eighty teachers and the 1303 form three students in public secondary schools at Kasarani sub-county were targeted (DEO Kasarani Enrollment Data, 2015).

3.4 Sample size and Sampling procedure

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population. The study included all the 12 public secondary schools at Kasarani Sub-County, which had a total population of 1303 Form three students according to the DEO Kasarani Enrolment list 2015. Sample size of the students was calculated using the formula detailed by Clegecie and Morgan cited by Kenya Institute of Management (2009)

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

S= required sample size

X^2 = the table of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be .05 since this would be the maximum sample size)

D = the degree of accuracy expressed as a proportion (0.05)

Applying the formula gave a sample size of 298 students who will be selected as respondents from the 8 schools with form three classes. This was an average of 37 students per school. Kothari, (2002) contends that margin of error should be between 1 and 5 and that most desired confidence level is 95%.

Form three students were involved in the study because they were considered well adjusted and therefore able to respond appropriately to the questionnaires. The student respondents were chosen using stratified random sampling technique which allowed separation of boys and girls on the basis of gender. Out of the 1303

from three students targeted for the study, 583 were boys while 720 were girls. This gives a ratio of 5:6. The sample therefore included 135 boys and 163 girls. This was followed by simple random sampling in each school visited. Students in a classroom were assumed to be randomly arranged and will be selected for inclusion in the sample at regular predetermined intervals. This was to ensure equal chance for every respondent. Teacher respondents were selected using purposive sampling technique. Purposive sampling technique allowed a researcher to hand picks participants because they have the required information (Kothari, 2002). In this case teachers teaching History, Christian, Islamic Religious Education and Life Skills education were used because the researcher believed they had information required in respect to the objectives of the study.

3.5 Research Instruments for Data Collection

Two questionnaires were used in carrying out the research and facilitated gathering of information. Mugenda and Mugenda (2003) contend that questionnaires are commonly used to obtain important information because they can be developed to address a specific objective. In this study they were used to collect information on Human rights awareness, instructional resources, teaching strategies and perception of teachers towards teaching Human Rights Education as outlined in the objectives. Questionnaires contained both closed and open-ended items. The closed items sought to collect the respondent's demographic information. The open-ended questions contained item intended to seek respondents' opinion on student's right awareness in secondary schools. Questionnaires seeking human rights awareness were of two types, one for the

teachers and the other for the form three students. Perception questions were drawn from the Human Rights Education Attitude Scale (HREAS), originally developed by Karaman-Kepenekçi in 1999 (Gundogdu, 2011). The drafting of the research instruments to be used in data collection will was done in collaboration with the supervisors.

3.5.1 Validity of the Instruments

Validity is the degree to which results obtained from an analysis of data actually represent the phenomenon under investigation (Orodho, 2009). This study considered content and face validity. Content validity was undertaken to ascertain whether the content of the questionnaires was appropriate and relevant to the study purpose. Bush and Grove (1993) point out that content validity is the degree that the instrument covers the content that it is supposed to measure. They also allude that content validity is obtained from three sources: literature, representative of the populations and experts. The two supervisors who are experts in this field of study reviewed independently the relevance of each item in the research instrument as per the conceptual framework. The Content Validity Index (CVI) will be used to estimate the validity of the items (Parsian, 2009).

Face validity was done to evaluate the appearance of the questionnaire in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used (Parsian, 2009). To determine face validity an evaluation form was developed to help respondents assess each question in terms of, the clarity of the wording, the likelihood that the target audience would be able to answer the questions, and finally the layout and style. Respondents completed

the face validity form on a Likert scale of 1-4, strongly disagree= 1, disagree= 2, agree= 3, and strongly agree= 4.

Both content and face validity of the research instruments were ascertained through piloting of both the interview schedules and questionnaires used in this study. According to Lucienne & Chakrabarti, (2009) a pilot study enables the reasearcher to identify potential problems that may affect the quality and validity of the results. In this study piloting of research instruments was carried in one school in Kasarani, which were included in the sample studied.

3.5.2 Reliability of the Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study test-retest technique was used to assess the reliability of the research instruments. The method involved administering the same instrument twice to the same group of subjects. After the first test the same instruments were administered to the same subjects after one week. This was followed by a computation of reliability coefficient using Pearson-product moment correlation coefficient (r)

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where n= number of pairs of scores

$\sum y$ = sum of y scores

$\sum xy$ = sum of the products of paired scores $\sum x^2$ = sum of squared x scores

$\sum x$ =sum of x scores

$\sum y^2$ = sum of squared y scores

A correlation coefficient of 0.70 at a significance level of 0.05 is generally acceptable and used by most researchers (Mugenda & Mugenda, 2003). Instruments that gave a co-efficient of above 0.7 were used in this study because they implied a high degree of reliability of the data and thus suitability of the research instruments.

3.6 Data Collection Procedures

After successful defense and approval of the proposal, the researcher was issued with an introduction letter from the University of Nairobi to seek a research permit from National Commission for Science Technology and Innovation. This was followed by seeking permission from the Kasarani District Education Officer followed by a visit to the schools and introduction of the researcher to the head teachers to book appointment for data collection. On the appointment date the researcher collected data from the sampled respondents

3.7 Data Analysis Techniques

According to Orodho (2009) data analysis involves searching and arranging of data collected from the study in groups or classes on the basis of common characteristics. In this study quantitative data, which included responses in the questionnaires was tabulated, coded and analyzed using the relevant computer software. Descriptive statistics such as frequencies, percentages and means were used to analyze the responses. For the qualitative data which included open-ended item in the questionnaire were categorized into themes, coded and

analyzed using Statistical Package for Social Science SPSS Text Editor for analysis of the data (Mugenda & Mugenda, 2012).

3.8 Ethical Considerations

The researchers sought clearance from the University and got the permit prior to the commencement of the research. This was preceded by a visit to the schools to book appointment with head teachers. On the data collection day the researcher explained the purpose of the study to the respondents and sought participants' willingness to participate in the study. Those who accepted to participate in this study were assured that their responses would be used for the purposes of the study and that confidentiality will be highly maintained

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the analysis of data collected from respondents who filled questionnaires. The respondents included teachers and form three students. The structured questions generated quantitative data which was analyzed using descriptive statistics and has been presented in the form of tables, percentages and graphs. The qualitative data was analyzed through the use of content analysis. Results of the data analysis provided information that formed the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study.

4.2 Response rate

The researcher administered forty (40) questionnaires to purposively selected respondents who were History, Religious Education and Life Skills teachers and two hundred and ninety eight (298) questionnaires to randomly selected form three students. Teachers and students questionnaires were dropped, filled at the convenience of the respondents and picked at a later agreed date. Table 4.1 shows a response rate of seventy five percent (75%) for teachers and seventy point five percent (70.5%) for students. This response rate was considered acceptable for this study focusing on school factors influencing integration of human rights education in public secondary school curriculum in Kasarani Sub-county, Nairobi

City County Kenya. According to Cottrell and McKenzie (2010) a response rate of 50-60% range would be the minimum required of an acceptable study

Table 4.1 Response Rate

Response	Teachers		Students	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Responded	30	75.0	210	70.5
No Response	10	25.0	88	29.5
Total	40	100	298	100

4.3 Analysis of Demographic information

The researcher sought information on demographic data of respondents regarding their gender, age, education level of teachers and teaching experience of teachers.

The findings are presented as follows.

4.3.1 Gender of teacher Respondents

The study finding indicated that there was no significant difference between male and female teachers teaching subjects containing aspects of human rights. Male teacher constituted fifty six point seven percent (56.7%) and female teachers constituted fourth three point three percent (43.3%) of the respondents sampled.

Table 4.2 Gender of teacher respondents

Gender	Frequency	Percent (%)
Male	17	56.7
Female	13	43.3
Total	30	100.0

4.3.2 Gender of Student respondents

The students who participated in the study had a gender representation of thirty four point eight percent (34.8%) and sixty five point two percent (65.2%) male. This is consistent with Enrollment data in Kasarani public schools which has a ratio of boy to girls at 5:6.

Table 4.3 Gender of student respondents

Gender	Frequency	Percent (%)
Male	73	34.8
Female	137	65.2
Total	210	100.0

4.3.3 Age of Student Respondents

Table 4.4 indicates that nineteen point zero percent (19.0%) of the respondents were aged between 13-15 years, seventy six point seven percent (76.7%) were aged 16-18 years while four point three (4.3%) were aged over eighteen years. This corresponds to the expected age bracket of form three students where most are expected to be aged between 16 to 18 years.

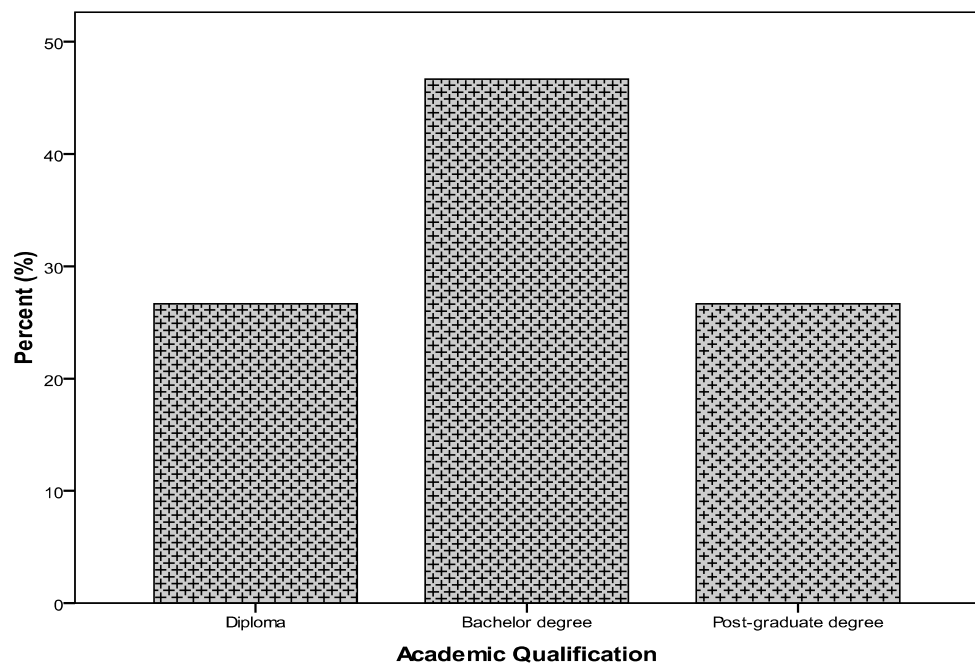
Table 4.4 Age of Student Respondents

Age	Frequency	Percent
13-15 years	40	19.0
16-18 years	161	76.7
Over 18 year	9	4.3
Total	210	100.0

4.3.4 Education level of Teacher Respondents

Figure 4.1 shows that teachers academic qualification are diploma at 26.7% Bachelors degree at 46.7% and Post graduate degree at 26.7%. All the teachers have acquired academic qualifications to teach at Secondary school level and are therefore competent to transmit knowledge on human rights education.

Figure 4.1 Qualifications of Teachers

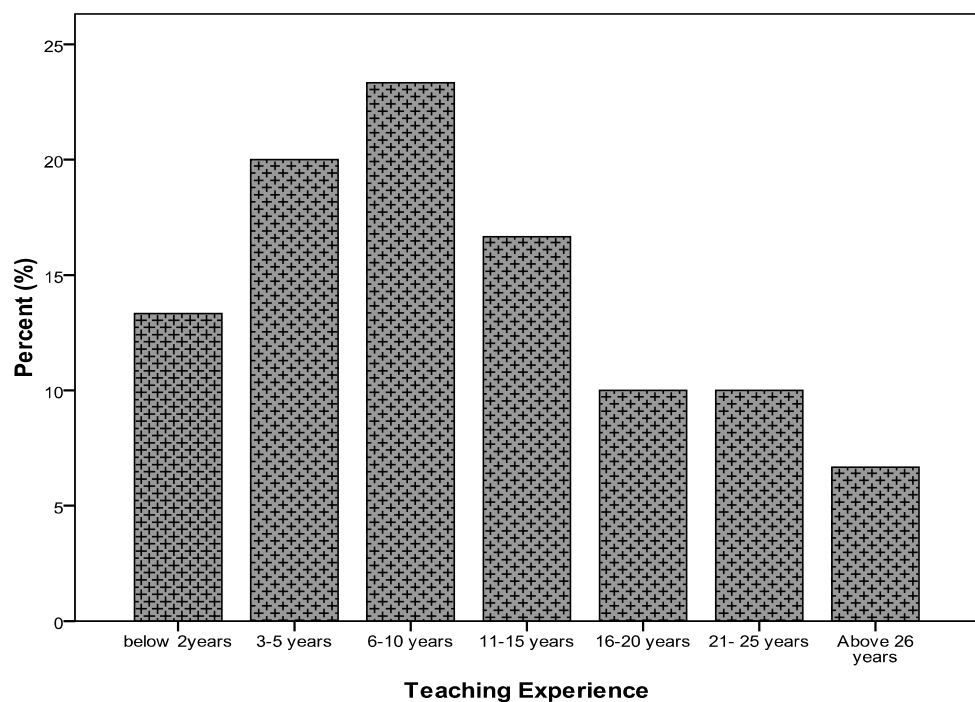


4.3.5 Teachers' teaching experience

The teaching force in Kasarani sub-county has considerable teaching experience. Figure 4.1 shows that 13.3% of teachers have taught for duration below two years, 20% had a teaching experience of 3-5 years, 23.3 % had an experience of 6-10 years, 10% of the respondents had an experience of 16- 20 years, 10% had an experience of 21-25 years while 6.7% had teaching experience above 26 years.

The data show that teachers teaching subjects with aspects of human rights have a wealth of experience which could be used to draw real life experiences while transmitting knowledge and are well versed with curriculum content and teaching methodologies.

Figure 4.2 Teachers teaching experience



4.4 Influence of Human Rights Awareness among students and teachers on integration of Human Rights Education in the Secondary school curriculum

The school curriculum should be a major agent of transmitting important societal norms, skills, knowledge and attitudes. Human rights awareness and its inculcation in society is an important facet of the school system. This section seek to identify the sources of human rights knowledge, whether learners take subjects

that teach human rights, level of awareness of human rights among teachers and students in Kasarani sub-county.

4.4.1 Source of Knowledge on Human Rights

The researcher sought to establish the first source of knowledge on human rights by students as one of the items in the students' questionnaire. The responses are presented in table 4.5.

Table 4.5 First source of human rights knowledge by students.

First source of Human rights Knowledge	Frequency	Percent (%)
Television / Radio	34	16.2
Family / Parents	43	20.5
From School	3	1.4
Internet / websites	126	60.0
Legal documents	3	1.4
Others	1	.5
Total	210	100.0

The study indicated that the key source of first encounter with aspects of human rights is the internet and websites at 60% followed by Family and Parents at 20.5%. The media through television and Radio came third at 16.2%. School and legal documents accounted for 1.4% each and other sources at 0.5%. This is contrary to general expectation that the school is a main source of knowledge on human rights. According to study by Nava, Mancao, Victoria, & Yeban(2005) study in Philippines schools were found to be the source of knowledge on human rights among the students.

The further study indicated that the youth of school going age in Kasarani Sub-county are well versed with technology and used it to learn about human rights for the first time. The school should therefore, exploit this as a source of information and provide more opportunity for students. There is need to reinforce the school curriculum and make students well versed on matters of Human rights.

4.4.2 Human Rights Education in the Secondary School Curriculum

The researcher sought to find out whether learners who responded to the questionnaires take subjects that cover human rights education in the secondary school curriculum as one of the items. The findings are tabulated in table 4.6

Table 4.6 Among the subjects you learn, are there some which have aspects of Human Rights?

	Frequency	Percent
Yes	196	93.3
No	14	6.7
Total	210	100.0

Table 4.6 shows that ninety three point three percent (93.3%) of learners in this study take subjects which inculcate aspects of human rights education. On the other hand six point seven percent (6.7%) do not learn about human rights in the subjects they are currently taking. These findings are in line with a study by Kamanyi, (2002) who contend that various subjects in the secondary school curriculum contain aspects of human rights education. This has a significant bearing on the level of human rights awareness among learners in Kasarani Sub-county.

4.4.3 Awareness of selected human rights among students

The researcher sought to establish the level of awareness on selected human rights by students in Kasarani sub-county. The findings are presented in table 4.7.

Table 4.7 Mean awareness on Human Rights among students

Right, freedom or responsibility	Mean Awareness	Comment
Right to Life	4.9	Fully aware
Freedom of Worship, assembly and association	4.6	Fully aware
Freedom and security of persons	4.47	Aware
Freedom of belief and opinion	4.6	Fully aware
Freedom of expression	4.47	Aware
Freedom of movement and residence	4.57	Fully aware
Right to participate in cultural activities, preserve ones cultural heritage and language	4.11	Aware
Right to fair trial	4.32	Aware
Right to participate in the political process of the society	4.01	Aware
Right to vote	4.61	Fully aware
Right to good health care, reproductive health and emergency medical treatment	4.32	Aware
Right to adequate and clean water	4.57	Fully aware
Right to leisure and rest	4.22	Aware
Right to privacy	4.49	Aware
Right to just and favorable working conditions	4.11	Aware
Right to equal pay for equal work & no discrimination	4.14	Aware
Right to social security, social benefits and pension	3.94	Aware
Right of workers to form trade unions and right to strike	4.37	Aware
Right to acquire and own property in a just way	4.38	Aware
Consumer right to quality goods, services & information	3.94	Aware
Right to a healthy environment	4.88	Fully aware

Right to adequate living standards and sanitation	4.44	Aware
Responsibility to save and invest for the future	4.43	Aware
Right to education	4.87	Fully aware

Table 4.7 shows that on a Likert scale of 1-5 (1 = Full unaware, 2 = Unaware, 3 = Not sure, 4 = Aware, 5 = Fully aware) the students are aware of the selected human rights. None of the student exhibit low level of awareness of human rights, however, it only few that had high level of human right awareness. This can be largely attributed to the fact that most students take subjects incorporating aspects of human rights. This is in agreement by a research conducted by Matliwala(2015) in India where it was revealed that none of the B.ED students respondents in the study exhibited low level of human rights awareness. In addition apart from the curriculum at school, other sources of information such as the internet, media and parents are readily available.

4.4.4 Awareness of Human rights among teachers

All the teachers who took part in this study acknowledge that children have rights and cited several examples of those rights. The most common rights cited were right to education, right to life, right to quality health care, right to food and shelter among others. These results agrees with Kiprotich and Ong’ondo (2013) study conducted in Eldoret which revealed that rights to education, right to food and shelter and right to life were the most known by the students and teachers.

Table 4.8 Are you aware of the United Nations World Program for Human Rights Education?

	Frequency	Percent
Yes	29	96.7
No	1	3.3
Total	30	100.0

Table 4.8 indicate that ninety six point seven (96.7%) of the teacher respondents are aware of the United Nations World program for Human Rights Education. This program spells out the need to integrate human rights education into the primary and secondary school curriculum. All the respondents reported that they had not received training on Human Rights Education yet they were teaching subjects incorporating human rights aspects. There is therefore need to train teachers on Human Rights Education in order to raise their self efficacy and confidence.

A study by Andreopoulos and Claude (1997) emphasizes the need to train teachers on human rights education to improve their self efficacy. They contend that even when legislators enact laws and policies to approve human rights education, the ultimate implementation rests on teachers. Surwa, Yousu and Hussain (2010) further add that teacher's effectiveness and decision making in classrooms is greatly dependent on their attitude, perception and self belief on teaching the subject.

4.5 Influence of teachers' perception on Human rights Education and its Integration in the Public school secondary curriculum.

The researcher sought to establish the extent to which teachers' perception towards teaching of human rights education influence its integration in the public secondary school curriculum. The findings are presented in table 4.9.

4.5.1 Teachers perception on human rights field and learning environment.

Teacher's perception towards teaching a subject is vital in curriculum implementation. It influences the teachers' attitude and contributes to the quality of decisions a teacher makes to enrich the learning experiences. This study utilized the Human Rights Education Attitude Scale (HREAS), originally developed by Karaman-Kepenekçi (1999) (Gundogdu, 2011)

Table 4.9 Teachers' responses to items on the Human Rights Attitude scale

Item	Mean	Rank
I want to learn more about human rights	4.77	1
I believe that people should be educated in the human rights field so they can realize and interpret human rights related issues	4.70	2
I think teachers should be respectful to the rights of all students	4.63	3
I believe that students should be listened to in the classrooms	4.60	4
I think human rights education has a great effect on the development of self-respect in people	4.60	4
I believe that students should be respected even if they think differently	4.43	6
I believe that schools and classrooms should be democratic	4.40	7
I think that a human rights course is needed in order to learn what human rights are	4.37	8
I believe that human rights education should be offered at any level of the	4.37	8

education system, beginning from kindergarten

I believe that students should directly participate in the school administration or through representatives	4.30	10
A human rights course should be a “must course” (compulsory) in the Curriculum	4.30	10
Human rights is one of my favorite fields	3.70	12
I believe that human rights violations can be eliminated by having human rights education only	2.80	13
There is no need to have a human rights course for people to respect each other	2.03	14
There is no need for human rights courses to make people unprejudiced	1.97	15
I never strive to learn more about human rights	1.97	15
I do not think that human rights education is necessary for democratic administration to run properly	1.77	17
I do not think that human rights education contributes to making people more tolerant and understanding	1.77	17
I am not interested in human rights related books	1.63	19
There is no need for human rights courses. I think that human rights education is a waste of time	1.60	20

The findings from this study show that teachers in Kasarani Sub-county would like to learn more about human rights (4.77), they agree that people should be educated on human rights to interpret related issues (4.70) they think that teachers should respect the rights of all children (4.63), they agree that students should be listened to in classrooms (4.60) and that human rights education has a great effect on development of self-respect (4.60).

Teachers in Kasarani have a positive attitude towards the learning environment when they agree that students should be respected even if they think differently (4.43) and that schools should be democratic (4.40). Teachers in this study have demonstrated their positive perception towards human rights education as a field when they think that human rights course is needed and should be offered at all levels from Kindergarten (4.37 each) and that human rights course should be compulsory (4.30).

Negatively framed items have received low rating meaning that teachers believe the positive form of the statement. For example the statement that the teacher is not interested with human rights related text book (1.63) show that teachers are interested with reading more about human rights. These findings indicate that teachers in Kasarani sub-county are interested in matters relating to human rights education and therefore well poised to transmit the same to students. These findings are consistent with the study by Gudogdu (2011) on Candidate Teachers' Attitudes Concerning Human Rights Education in Turkey which revealed that teachers had a positive attitude towards teaching of human rights.

4.5.2 Teachers perception on their resourcefulness in integration of human rights education.

The researcher sought to establish how teachers rate their resourcefulness in teaching human rights education. Table 4.10 shows that 53.3% of the teachers who responded in this study felt that they were not resourceful in teaching human rights education while 46.7% felt fairly resourceful. None of the respondents felt very resourceful. They largely attribute this to lack of pre-service and in-service

training on the teaching of human rights education. Teachers therefore felt insufficient while handling human rights education.

Table 4.10 How do you rate your resourcefulness on teaching human rights education?

	Frequency	Percent
Not resourceful	16	53.3
Fairly resourceful	14	46.7
Total	30	100.0

4.6 Influence of teaching materials of Integration of Human Rights Education

The researcher sought to establish the extent to which availability and adequacy of teaching and learning materials used to teach human rights education influence its integration in the public secondary school curriculum. The findings are presented in this subsection.

4.6.1 Specific materials for teaching Human Rights Education

Table 4.11 show that 36.7% of teachers used customized materials for teaching human rights while 63.3% did not use specific teaching materials during teaching. Teachers who used such materials cited copies of the Kenya Constitution 2010, videos showing historical cases of violation of human rights such as the dictatorship of Adolf Hitler. Other teachers used newspaper reports and magazine publications on cases of violation of human rights to sensitize learners about human rights.

Table 4.11 Are there specific materials you use to teach human rights?

	Frequency	Percent
Yes	11	36.7
No	19	63.3
Total	30	100.0

4.6.2 Adequacy of teaching materials

Table 4.12 shows that thirty three point three percent (33.3%) of teachers said that teaching resourced were adequate while sixty six point seven percent (66.7%) felt that teaching resources were not adequate. This agrees with research conducted by Froese-Germain, Riel, and Théoret(2013) in Canada where majority of teachers said that there was inadequate resources for teaching human right. Similarly Ochuodho(2013) study at Dagoretti in Kenya revealed that there were inadequate instructional resources in Kenya for teaching human rights. Availability of appropriate teaching materials will impact negatively on integration of Human rights Education. Appropriate teaching resources should be provided or be compensated in other ways such as increased awareness or use of heuristic teaching methods.

Table 4.12 Are the teaching resources adequate?

	Frequency	Percent
Yes	10	33.3
No	20	66.7
Total	30	100.0

4.6.3 Reference to United Nation Documents on Human Rights

Table 4.13 show that majority of teachers at seventy three point three percent (73.3%) do not make reference to United Nations documents on human rights when preparing lessons on human rights. They contend that the documents are too complicated and beyond the scope of learners. They further argue that a lot of time is required to read interpret and synthesize information in such documents to effective transmission to learners. This time is not available since the curriculum is overloaded and examination oriented. Other teachers said that though they are willing to refer to such documents their school did not have reliable internet connection for them to access the documents online. Twenty six point seven percent (26.7%) of teachers said that they do refer to United Nations documents on human rights while preparing lessons on human rights. Some teachers said that their school library had such documents which they loan and use to prepare lessons. Others update their knowledge on human rights by reading the documents online. While others believe that all fundamental rights, freedoms and responsibilities are derived from such documents and they therefore read them to get the original information.

Table 4.13 Do you make reference to United Nations documents on human rights when preparing lessons on human rights?

	Frequency	Percent
Yes	8	26.7
No	22	73.3
Total	30	100.0

4.7 Influence of teaching methods on Integration of Human Rights

Education

The Kenya Institute of curriculum Development has recommended several teaching methods that are appropriate for teaching human rights education in the secondary school curriculum (Kenya Institute of Education, 2005). The extent to which these methods are used impact on the quality of integration of human rights education.

Table 4.14 Teaching methods used to teach Human Rights Education.

Teaching method	Mean	Rank
Lecture method	4.00	1
Brainstoming	3.20	2
Discussions	2.93	3
Debates and Negotiations	2.50	4
Poems	2.37	5
Dramatization	2.33	6
Games	2.27	7
Modeling	2.17	8
Composition	2.17	8
Case studies	2.14	10
Story telling	2.13	11
Films and Vedios	2.10	12
Field Trips	1.97	13
Resource persons	1.97	13
Songs and dance	1.97	13
Project	1.93	16
Hearing and Tribunals	1.90	17
Art work	1.83	18

On a scale of 1-5, (1=Never, 2=Rarely, 3=Not sure, 4=Often, 5=Very often) teachers indicated how often they use the suggested teaching methods. Table 4.14 show that lecture method with a mean of 4.0 is the most commonly used method. This is a teacher centered method where the class room is largely dominated by the teacher while the learners are passive recipients of knowledge on Human Rights. Lecture method is then followed by other heuristic teaching methods such as Brainstorming (3.20), Discussions (2.93), Debates and negotiations (2.50), poems (2.37) and dramatization (2.33). Ochuodho (2013) study in Dagoretti revealed that discussion was the common teaching method employed by teachers to teach human right education. Methods that seek the independence, creativity and active involvement of learners received low rating. These include Art work (1.83), Project work (1.93), Song and Dance (1.97) and field trips (1.97). This is despite Froese-Germain, et al., (2013) research indicating that creative method such as school based human right education projects are more effective method of teaching human rights as an extension of the curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusions and recommendations based on the data gathered during the field study at Kasarani, sub-county in Nairobi. The purpose of the study was to investigate factors affecting the integration of human right education in public secondary school at Kasarani Sub-county.

5.2 Summary of the study

This section will offer a summary of the finding in line with the specific objectives of the study. The purpose of this study was to investigate the school factors influencing integration of human right education in public secondary school at Kasarani. The study sought to establish how students and teacher's awareness, teaching strategies, instruction resources and teachers' perception affect the integration of human right education in public secondary school at Kasarani sub-county.

Finding of the study revealed that majority of students and teachers are aware of the children right. There is none that had low level of human right awareness; however, few had high level of awareness. The teaching strategies commonly used were non-interactive and teacher-centered such as lecture method. Rarely were interactive and student centered teaching method employed. This is contrary

to Froese-Germain, Riel, & Théoret (2013) who emphasise the importance of using interactive, and student centred teaching method such as projects.

The study revealed that instructional resources are inadequate in most public secondary schools. This is due to the few number of textbook available and lack of access to online resources because some schools do not have access to internet services. This is in agreement with Ochuodho(2013) in Dagoretti which indicated that in most public schools the instructional resources were inadequate. It was also revealed that rarely teachers made use of the United nation human right document because they claimed it was too complicated to understand and beyond the scope of learners.

Teachers had positive attitude toward teaching of human right education. This agrees with research conducted by Gundogdu (2011) in Turkey where candidate teacher's interviewed favoured integration of human right education because they had positive attitude. However, teacher's efficacy in the teaching of human rights was low because of lack of training.

5.3 Conclusion

Despite the high level of human rights awareness among students and teachers in Kasarani sub-county the school does not constitute a major source of initial information on human rights. Most of the student respondents in this study take subjects that incorporate human rights hence their knowledge on human rights is improved. The teachers were found to have positive perception on human rights as an area in the curriculum. They were positive about personal development on

human rights knowledge, implementation of human rights knowledge in the curriculum as well as the place of the learners in classroom and school praxis. However, the study showed a major shortfall in availability and adequacy of instructional resources used to teach human rights. There is need to develop and use more teaching aids while transmitting knowledge on human rights. The study also established that teacher centered methods are predominantly used as opposed to learner centered methods. There is therefore need to encourage use of heuristic teaching methods that appeal to the cognitive, psychomotor and affective domains of the learner. These methods would include use of project work, art work, inviting resource persons who have survived violation of their rights or human rights activists.

5.4 Recommendation

The students and teachers were all aware of human rights and none had low level of human right awareness. The main sources of human right knowledge were internet access and the media. Thus there is need to make school one of the main sources of human right knowledge so as teachers and students can have high level of human right awareness. This can be done by integrating aspects of human rights in key subjects in relevant topics. For instance, English and Kiswahili subjects can incorporate these aspects in Comprehensions and Ufahamu as well as selecting set books that have human rights as a key theme.

The study shows that the teachers teaching human rights have a positive attitude on teaching of human rights. They believe that human rights education is vital in

our school system. Their perception on both the learning environment and curriculum content is positive. However, all the teacher respondents in this study have not received training on human rights and this makes them not to feel resourceful in curriculum implementation regarding human rights. The researcher therefore recommends carrying out of in-service and pre-service courses on human rights to increase the confidence of teachers.

This study established that teaching and learning resources used in teaching human rights education are not adequate. There is need for the schools to have access to adequate instructional resources for effective integration of human right education. The researcher recommends that school administration should provide adequate instructional resources and provide internet connectivity for use during teaching of human right education.

Teaching methods employed to teach any content greatly influences the understanding of the content being delivered. There is need to use effective teaching method for better understanding and grasping of the content by the learners. The researcher recommends that teachers should regularly make use of interactive and student centered teaching methods when teaching human right education.

5.5 Suggestions for further studies

- i) The researcher feels that there is need to carry out a similar study in a rural setting so as to establish the level of human rights awareness among students in rural areas and the key sources of information. This study

showed that internet and websites are key sources of human rights information among students in Kasarani sub-county which may not be available in rural areas.

- ii) There is also need to carry out studies to establish the influence of the civil society on integration of human rights in the school curriculum as well as its impact on human rights awareness among citizens. No doubt an active robust civil society has profound impact on social issues affecting the society. Human rights are no exception.
- iii) A study to establish government policies on human rights and their implementation need to be carried out. This is because a lot of advocacy on human rights and several conventions have been ratified. There is therefore need to establish what policies exist and how they are being implemented.

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APPENDICES

Appendix 1 - Transmittal letter/Letter of Introduction

John Njoroge Nduta,
P. O. Box 6847-00200,
Nairobi

16TH May, 2015

The Principal

Dear Sir/Madam

RE: TRANSMITTAL LETTER

I am a post graduate student from the University of Nairobi Department of Educational Administration and Planning. I am carrying out a research on **“School Factors Influencing Integration of Human Rights Education in Public Secondary School Curriculum in Kasarani Sub-County, Nairobi City County Kenya.”** Your institution has been selected to participate in the study.

The attached questionnaires have been designed to assist the researcher gather data for the purpose of the research only. Respondents will not be required to write their name or the name of the institution. Respondents are kindly requested to respond to all items thoughtfully and honestly. Information received will be used for the purpose of the study and to inform policy, theory and practice of Human Rights Education.

Thank you in advance.

Yours faithfully

John Njoroge Nduta

Appendix 2–Questionnaire for Teachers

This questionnaire is aimed at collecting data on *School Factors Influencing Integration of Human Rights Education in Public Secondary School Curriculum in Kasarani Sub-County, Nairobi City County Kenya* for a Master Thesis. The data will be used for academic purpose only, and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use a tick (✓).

Personal data

1. Gender

i) Male ()

ii) Female ()

2. Academic qualifications

i) Secondary education ()

ii) Diploma ()

iii) Bachelor Degree ()

iv) Post-graduate degree ()

v) Other () Specify

3. Teaching Experience in Years ()

4 Which subjects do you teach in this school?

A. Teachers' awareness on Human Rights,

1. In your opinion, do you think children have right

a) Yes () b) No ()

2. Are you aware of the United Nation World Program for Human Rights Education?

Yes () No ()

3. Among the subject you teach, is there any that incorporate aspects of human rights?

a)Yes () b) No ().

Briefly explain

.....
.....
.....

4. Have you ever attended any training on human rights?

a) Yes () b) No ()

If you have answered yes, please give details of the training you attended

.....
.....

6. How would you rate your resourcefulness with regards to the teaching of Human Right Education?

- a) Not resourceful ()
- b) Fairly resourceful ()
- c) Very resourceful ()

Briefly explain

.....
.....

B. Teacher's perception on Human Rights Education

On a scale of 1-5, indicate your opinion on the following statements regarding human rights education using a tick. (1= strongly disagree, 2= disagree 3=Neutral, 4= agree, 5=strongly agree)

Statement	Opinion
I think teachers should be respectful to the rights of all students	
I believe that students should be listened to in the classrooms	
I believe that students should be respected even if they think differently	
I believe that schools and classrooms should be democratic	
I believe that students should directly participate in the school administration or through representatives	
I want to learn more about human rights	
I believe that people should be educated in the human rights field so they can realize and interpret human rights related issues	
I believe that human rights education should be offered at any level of the education system, beginning from kindergarten	
I think human rights education has a great effect on the development of self-respect in people	
A human rights course should be a "must course" (compulsory) in the curriculum	
I think that a human rights course is needed in order to learn what human rights are	

Human rights is one of my favorite fields	
I believe that human rights violations can be eliminated by having human rights education only	
There is no need to have a human rights course for people to respect each other	
I am not interested in human rights related books	
There is no need for human rights courses. I think that human rights education is a waste of time	
There is no need for human rights courses to make people unprejudiced	
I never strive to learn more about human rights	
I do not think that human rights education is necessary for democratic administration to run properly	
I do not think that human rights education contributes to making people more tolerant and understanding	

D. Resources and strategies used to teach human right.

1. Are there specific materials you use to teach human rights?

a) Yes () b) No () Describe briefly

.....

.....

2. Are the resources above adequate for you and the learners?

Yes () No () Describe briefly

.....

.....

3. Do you make reference to United Nations documents on human rights when preparing lessons on human rights?

Yes () No () Briefly explain

.....

4. On a scale of 1-5, indicate how often you use the following strategies to teach human rights education using a tick. (1=Never, 2=Rarely, 3=Not sure, 4=Often, 5=Very often)

Teaching Strategy	Frequency	Teaching Strategy	Frequency
Lecture method		Films and Vedios	
Discussions		Field Trips	
Brainstoming		Games	
Case studies		Hearing and Tribunals	
Dramatization		Resource persons	
Debates and Negotiations		Songs and dance	
Modeling		Story telling	
Project		Composition	
Art work		Poems	

5.How do you think teaching of human rights education can be improved?

.....

Thank you very much for your cooperation

Appendix 3 –Questionnaire for Students

This questionnaire is aimed at collecting data on *School Factors Influencing Integration of Human Rights Education in Public Secondary School Curriculum in Kasarani Sub-County, Nairobi City County Kenya* for a Master Thesis. The data will be used for academic purpose only, and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use a tick (✓).

A General personal Data

1. Type of school

- i) Girls boarding ()
- ii) Boys boarding ()
- iii) Mixed day ()
- iv) Mixed Boarding ()

2. Gender

- a) Male () b) Female ()

3. What is our age

- i) Below 13 years ()
- ii) 13-15 years ()
- iv) 16-18 years()
- v) iv) Over 18 ()

B. Student’s rights awareness

1. Do you know any of human right?

- a) Yes () b) No ()

2. Where did you first hear of human right?

- i) Television/ Radio () ii) Family/parents () iii) Newspaper/Magazine ()
- iv) School () v) Internet/website () vi) Legal documents ()
- vii) Others () Specify.....

4 Among the subjects that you learn, are there some which have aspects of Human Rights?

(i) Yes () (ii) No ().

If yes, Please specify

.....

.....

.....

.....

5. Are there subjects that do not include aspects of human rights that you would like them to capture human rights?

i) Yes () ii) No ()

If yes please specify

.....

.....

.....

6. On a scale of 1-5 indicate, using a tick, your level of awareness on the following rights. (1= Fully unaware, 2= unaware, 3=Not Sure, 4= Aware, 5= Fully aware)

Human Right	Level	Human Right	Level
Right to life		Right to just and favorable working conditions	
Freedom of worship, assembly, association		Right to equal pay for equal work without discrimination	
Right to freedom and security of the person		Right to social security, social benefits and pension	
Freedom of expression		Right of workers to form, join trade unions and right to strike.	
Freedom of movement and residence		Right to acquire and own properties in a just way	
Right to participate in the cultural activities, preserve ones cultural heritage and language		Consumers rights to quality goods and services and right to information	

Right to fair trial		Right to protect the environment for the benefit of present and future generations,	
Right to participate in the political process in their society		Right to adequate shelter and good living standard	
Right to vote		Responsibility to save and invest for the future.	
Right to good health reproductive health and emergency medical treatment		Right to education	
Right to adequate food and clean water		Right to a healthy environment.	
Right to leisure and rest		Reasonable standards of sanitation	
Right to privacy		Freedom from discrimination	
		Right to marry and found a family	

Thank you for your cooperation

Appendix 4 – Kasarani Sub-county Public Secondary School Enrollment Data 2015

KASARANI SUB COUNTY

PUBLIC SECONDARY SCHOOL ENROLMENT

S/N	SCHOOL DETAILS NAME OF SCHOOL	2015 ENROLMENT										TOTAL
		FORM 1		FORM 2		FORM 3		FORM 4		TOTAL		
		B	G	B	G	B	G	B	G	B	G	
1.	RUARAKA	117	65	113	73	85	65	68	44	383	247	630
2.	KARIOBANGI NORTH GIRLS	-	127	-	132	-	156	-	92	-	507	507
3.	BABA DOGO SECONDARY	78	50	71	46	101	94	78	58	328	248	576
4.	OUR LADY OF FATIMA	98	87	99	98	108	106	110	110	415	401	816
5.	KAHAWA GARRISON	78	36	90	69	93	69	90	55	351	229	580
6.	STAREHE GIRLS	-	120	-	120	-	120	-	120	-	480	480
7.	KAMITI	108	39	102	46	104	56	92	36	406	177	583
8.	GARDEN ESTATE	74	37	40	51	86	51	12	12	175	100	275
9.	CLAYCITY	34	26	8	12	-	-	-	-	42	38	80
10.	MWIKI	57	46	19	12	-	-	-	-	103	31	134
11.	JOHN NJOROGE SECONDARY	53	51	13	11	-	-	-	-	66	62	128
12.	KASARANI TREESIDE FOR THE DEAF	3	1	5	4	6	3	-	-	14	08	22
TOTALS		700	685	560	674	583	720	450	527	2283	2528	4811
		1385		1234		1303		977		4811		

Appendix 5 – University Research Authorization Letter



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

26 /10/2015

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: JOHN NJOROGI NDUTA – REG. NO. E55/70666/2013

This is to certify that **John Njoroge Nduta** is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled *"School Factors Influencing Integration of Human Rights Education in Public Secondary School Curriculum in Kasarani Sub-County, Nairobi City County Kenya"*.

Any assistance accorded to him will be highly appreciated.

**DR. GRACE NYAGAH
CHAIRMAN**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



Appendix 6 Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/14453/8554**

Date:

24th November, 2015

John Njoroge Nduta
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing integration of human rights education in public secondary school curriculum in Kasarani Sub-County, Nairobi City County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **24th November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.




Appendix 7 Research Permit

THIS IS TO CERTIFY THAT:

MR. JOHN NJOROGE NDUATA
of UNIVERSITY OF NAIROBI, 0-200
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: SCHOOL FACTORS
INFLUENCING INTEGRATION OF HUMAN
RIGHTS EDUCATION IN PUBLIC
SECONDARY SCHOOL CURRICULUM IN
KASARANI SUB-COUNTY, NAIROBI CITY
COUNTY KENYA

for the period ending:
24th November, 2016

Permit No : NACOSTI/P/15/14453/8554
Date Of Issue : 24th November, 2015
Fee Recieved :Ksh 1,000




[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7331

CONDITIONS: see back page