



*The Cradle of Knowledge: African Journal of  
Educational and Social Science Research  
AJESSR - ISSN 2304-2885-p, 2617-7315-e  
Volume 10, Issue 2, 2022  
P.O. Box 555 (00202) Nairobi, Kenya  
editor@serek.or.ke*

**SOCIETY OF  
EDUCATIONAL  
RESEARCH  
AND  
EVALUATION  
IN KENYA**

## **Exploring Human Rights Education in Pre-service Teachers' Training Programs in Rwanda: Opportunities and Challenges**

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### **Abstract**

*The purpose of this paper was to explore opportunities and challenges of human rights education in pre-service teachers' training programs in Rwanda. This is very important because pre-service teachers are supposed to disseminate and promote human rights education in schools after their graduation. The paper therefore, presents empirical findings collected from 415 pre-service teachers and tutors/lecturers selected in pre-service teachers training institutions in Rwanda. Both quantitative and qualitative approaches were used whereby explanatory research design was used by first collecting quantitative data and then qualitative data. Questionnaires made of open and close ended questionnaires were used to collect quantitative data and semi-structured interview and focus group discuss were used to collect qualitative data. Descriptive statistics and thematic analysis were used to analyze quantitative and qualitative data respectively. The findings were presented in graph and verbatim. The study findings revealed that initiatives to promote human rights education in pre-service teachers training programs were taken but issues such as lack of expertise and specialized teaching resources, routines and cultural practices still affect the teaching of human rights education in Rwandan teacher training institutions. Therefore, the study recommends to building the capacity of the teaching staff, to provide specialized resources and to create a powerful learning environment to enhance the teaching of human rights education in Rwandan pre-service teachers' training institutions.*

**Key words:** *Human rights education, opportunities, challenges, pre-service teachers, Rwanda*

### **Introduction**

Nelson Mandela once said that "Education is the most powerful weapon which you can use to change the world". As this famous quote says, education is key in promoting human rights. To emphasize the role of education in promoting human rights education, UNESCO (2014) states that "education develops in young people new values and attitudes that can restrain them from becoming offenders in the future." This corroborate with the findings of a research by Fisher (1997) which state that one way to address the global problem of youth criminality is to educate young people about the dangers of criminality. In so doing, since the adoption of the Universal declaration of 1948, numerous global human rights treaties have been elaborated to address the issue human rights violation: United Nations Educational, scientific and Cultural Organization (UNESCO) convention against Discrimination in education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All forms of discrimination against women (1981) among many others.

These treaties established an entitlement to free, compulsory primary education for all children. In this perspective, an obligation to develop secondary education was supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education was also seen as a fundamental right (Ntawiha, 2016). Furthermore, UNESCO (2007) specifies that "these treaties aimed at raising awareness of human rights and enabling individuals



to participate effectively in free society where friendship and tolerance are respected.” However, incidences of violation of the rights, especially child rights, by teachers or among students have been reported in different countries (Save the Children Report, 2006).

UNESCO (2014) emphasizes that the right to education has long been recognized as encompassing not only access to education at all levels of the educational system but also to set minimum standards and to improve quality. UNESCO adds that “education is necessary for the fulfillment of any other civil, political, economic or social right and this should be focused on while training student teachers before they engage in their professional duties.”

Various challenges in teaching human rights have been observed within the pre-service teacher trainings and UNICEF (2007) mentions that the weakness about the progress made to Education for All to date is far from adequate. For instance, UNESCO (2007) statistics about enrollment show that 77 million children in 2004 were not registered in school and UNICEF sources show that this figure may be as high as 90 million children for 2005-2006 in terms of school attendance figures whereas in many regions, girls lag far behind whereas in others, the problem of underachievement by boys was observed. Likewise, UNICEF (2007) states even those who enroll experience a quality of education that is extremely poor, leaving them without the skills and knowledge they need to lift themselves out of poverty.

According to Osler & Yahya (2013) education needs not only to prepare young people for successful economic integration but also to play a full and active part in shaping society in accordance with democratic ideals that embody equity and social justice. In other words, education system and schools in particular have a key role to play in strengthening democratic development and human rights. This can be done by recognizing and overcoming inequalities and instances of discrimination via an examination of learning content, teaching methods, assessment modes, management of peer relationships, and learning outcomes (Chan and Cheung 2007). They therefore conclude that human rights education is therefore the content for teaching and should be reflected in the teaching and learning environment as well as in teaching approaches. To this end, the Rwandan Competence Based Curriculum (CBC) integrates different aspects of human rights education (REB, 2015).

UNICEF (2007) says that “*the rights-based approach focuses on the inalienable human rights of each individual, as expressed in UN instruments. In doing so, it aims to support and empower individuals and communities to claim their rights. Right based-approach poses some challenges such the need to balance the claims of different rights or between rights and responsibilities.*” Osler (2010) agrees with this view and asserts that students are likely to feel disempowered if, despite the human rights they learn about, societal conditions undermine these rights. HRE is a right and part of quality education. Students not only need knowledge about rights but also education in human rights. Therefore, this study explored how the school helps students and teachers to apply human rights and challenges they encounter while implementing human rights education.

Human rights education should therefore prepare learners to training and creating a sense of solidarity between the genders and across ethnic and religious groups so that learners are encouraged to show responsibility towards and defend the rights of others in general and, particularly those who are different from themselves or with whom they may disagree (Ntawiha, 2016). This is what Osler and Starkey (2005) characterized as “*education for cosmopolitan citizenship*”. They insist that learners will only realize their rights if they are equipped and ready to struggle for them. Thus, human rights education requires much more than merely translating international instruments into national policies or implementing educational reforms. It implies an approach that includes school policies and practices which empower students and provide them with a language to discuss sensitive issues.

On the other side, in their study Bernie, et al. (2013) found that issues such as time stress and workload, lack of resources for human rights education, curriculum-related issues, teaching controversial issues in schools, lack of professional development and training in the area of human rights education and Parental/community support among others constitute the challenge to human rights education in Canada. They recommend to place more value on human rights education, and to take more responsibility for raising children’s awareness about human rights issues and finally reducing apathy by fostering empathy.

Concerning human rights education in Rwandan education system, specifically in pre-service teachers’ education programs in Rwandan, the CBC framework recommends to integrate some aspects of human rights education as cross-cutting issues in all subjects but also as a separate topic or course in some training programs (REB, 2015 &



2019). This supports the idea of UNESCO (2013) recommends that human rights education in school should be taught both formally and informally in the hidden curriculum.

### **Objectives**

The study sought to achieve the following objectives:

- ✓ To explore opportunities offered to promote human rights education in pre-service teachers' training programs in Rwanda,
- ✓ To find out the challenges faced in promoting human rights education in pre-service teachers' training programs in Rwanda.

### **Methodology**

This study adopted a mixed method research approach whereby explanatory sequential research design was used. By using this design, both qualitative and quantitative data collection and analysis methods was applied. Mixed-method approach was motivated by the researchers' intention to refer to both quantitative and qualitative methods of inquiry in order to be able to better understand the phenomenon under study (Ivankova & Stick, 2007; Creswell & Clark, 2011; Creswell, 2012).

The study population was all final year students and their tutors/lecturers across Teacher Training Colleges (TTCs) and High Learning Institutions offering educational courses in Rwanda. Within this backdrop, a total of 415 subjects made of 365 students and 50 tutors/lecturers were sampled from nine TTCs and three Educational institutions of Higher Learning. The simple random sampling and purposive sampling techniques were used to select the sample. Questionnaires made of open and close ended questions were used to collect quantitative data and Focus Group Discussion, interview guide and observation were used for qualitative data. Content validity of the research instruments was checked through expert judgment and test-retested method was used to check the reliability. Descriptive statistics including means and standard deviation were used to analyze quantitative data and qualitative data were analyzed thematically. These analytical techniques were based on the nature of the problem under investigation which requires collection and merger of both quantitative and qualitative data so as to use the results to get more understanding of the research problem. Hence, the mixture of the methods to investigate the issue of human rights education in pre-service teacher training programs in Rwanda offered the opportunity to overcome challenges that would be caused by use of one single approach so as to make conclusion and recommendations based on stronger findings (Creswell, 2012). The findings were presented in graphical mode and verbatim in accordance with the research objectives.

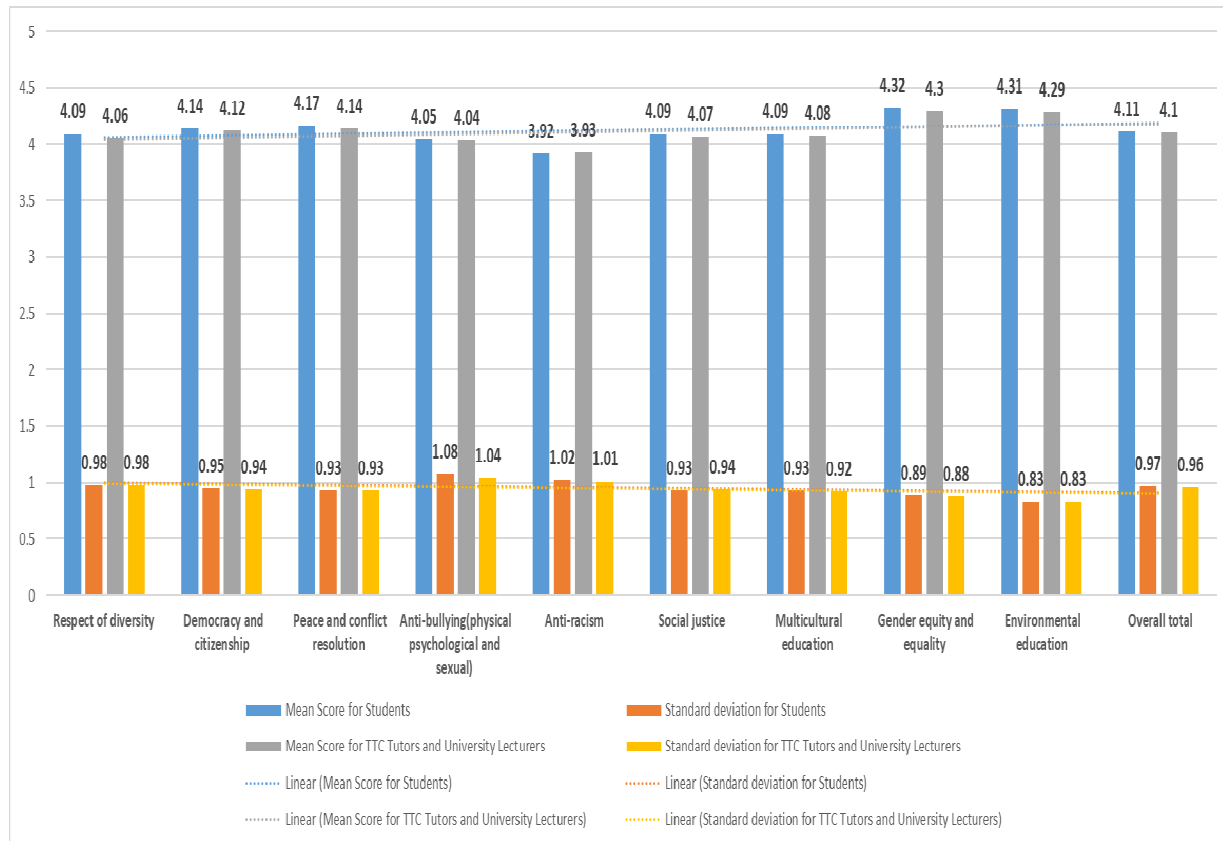
### **Findings and discussion**

This section presents the findings of this study as per research objectives.

#### **1. Opportunities to promote human rights education in pre-service teacher training program**

The first objective of the study was to explore opportunities enhancing human rights education in pre-service teacher program. In order to achieve this objective, respondents were asked to rate their view about different aspects of human rights education are promoted in the school life. The following figure summarizes the findings:





**Figure 1:** Promotion of human rights education in pre-service teachers training programs

The findings presented in the figure indicate that human rights education is promoted in pre-service teachers training programs in Rwanda. The human rights education aspects investigated include: diversity, democracy and citizenship, peace and conflict resolution, anti-bullying, anti-racism, social justice, multicultural education, gender equity and equality and environmental education.

**a. Respect of diversity**

The findings of the study revealed that the school environment offers different opportunities related to respect of diversity. The level of opportunities related to this aspect of human rights education show that students score was 4.09 as mean and 0.98 as standard deviation while for tutors and lecturers was 4.06 as mean and 0.98 as standard deviation. Within this regard, the schools offer enough opportunities which could help the school community to practice respect of diversity. This was corroborated by the results from the interview with tutors and leaders. For instance, one tutor said:

*“The school life integrates the acceptance of individual differences among the school community through activities done in different groups not only in classroom but also outside the classroom.... This is observed also as the sponsorship is offered to all TTC students regardless whether the students come from poor and rich families”.*

A school leader in one of the pre-service teacher training institutions added: *“Though our school belongs to ADEPR church, we allow students from different faith to pray in their respective churches”.* Similarly, during the focus group discussion, students acknowledged that individual differences are catered for during teaching and learning activities. One of them highlighted: *“our school avails different materials to support the students with hearing or visual impairment such as projectors and audio devices”.*



Despite different opportunities offered by the school life on this aspect of human rights education, participants agreed that it is not practiced at a satisfactory level. They argued that there is a need to avail more infrastructures to accommodate people with disabilities. During the focus group discussion, one of the students emphasized: *“People have got different disabilities but, the focus is mainly put on visual and hearing disabilities. There is a need to think of other types of disabilities such physical, mental disabilities among others”*. The above arguments match with the opinion of Villagrassa (2014) who claimed that it is important to respect everybody, no matter what differences are since all human beings have equal rights.

#### **b. Democracy and citizenship**

On the aspect of democracy and citizenship, the findings of the study showed that students scored 4.14 as mean and 0.95 as standard deviation while for tutors and lecturers the score was 4.12 as mean and 0.94 as standard deviation. Therefore, the schools offer enough opportunities associated to democracy and citizenship to support the school community to practice human rights education. These findings from quantitative data bend in the same direction with the results from interview and group discussions as participants confirmed that this aspect of human rights is one of the crosscutting issues found in their Curriculum. One of the students agreed with it but not fully satisfied on how it is implemented: *“it is reflected in the curriculum, but sometimes teachers and school authorities do not put into practice as they often appoint our leaders and set some rules without consulting us”*.

The above view was also supported by tutors as one of them mentioned: *“democracy and citizenship is found in the curriculum, but when it comes to implementation, we lack skills to integrate it effectively in the lessons depending on the subjects we teach”*. This reality is in contradiction with Europe Council (2017) which suggests that “education for democratic citizen as part of human rights education should focus on activities that empower learners to exercise and defend their democratic rights and responsibilities in society with a view to the promotion and protection of democracy and the rule of law.”

#### **c. Peace and conflict resolution**

Concerning the aspect of peace and conflict resolution, the findings of the study showed that students scored 4.17 as mean and 0.93 as standard deviation while for tutors and lecturers the score was 4.14 as mean and 0.93 as standard deviation. Therefore, the schools offer enough opportunities linked to peace and conflict resolution to support the school community to practice human rights education. The results from quantitative data are similar with the findings from qualitative data. For example, one of tutors said: *“peace and conflict resolution are the aspects of human rights that are more reflected in the curriculum and they are also more practiced at our school”*. Similarly, students mentioned that this type of human rights are most observed in the subject of Social Studies and Foundation of education as one them put it: *“we always practice peace and conflict resolution in our daily life as we learn to solve conflicts in the subject of Social Studies and Foundations of Education”*. Likewise, another interviewee added *“Another key enabler to peace and conflict resolution aspect is the school structure where there is an office in charge of discipline for both students and staff”*, one of the principals said. In addition to that, one tutor mentioned: *“group discussion in classroom activities, clubs and various religious activities are good opportunities found in the school life enhancing peace and conflict resolution”*.

Though the students agreed that the aspect of peace and conflict resolution was reflected in various ways, one of them complained about punishments given by some tutors: *“some tutors administer inappropriate punishments such as telling the student to go out whenever the tutor enters the class”*. In the same line, another student added: *“the problem becomes more serious when the tutor keeps on giving the same punishment to the same student for a long time without forgiving him/her”*.

The views discussed above show that the teachers should consider that they are role models to the learners. Students are likely to copy what they have seen their teachers doing. They should, therefore, mind providing good examples enhancing peace and conflict resolutions such as: tolerance, forgiveness, patience and the provision of appropriate punishments when necessary.

#### **d. Anti-bullying**

The findings of the study revealed that the school environment offer different opportunities related to anti-bullying. The level of opportunities related to this aspect of human rights show that students score was 4.05 as mean and 1.08 as standard deviation while for tutors and lecturers was 4.04 as mean and 1.04 as standard deviation. Within this



regard, the schools offer opportunities which could help the school community to practice anti-bullying. The students indicated that there are many opportunities talking to the aspect of anti-bullying as one of them explained in the following statement: *“We find anti-bullying in our curriculum....and there are subjects units in social studies and in Foundation of Education about fighting against harassment, ...we learn also that we do not have to give to children works that are very hard or to ask them to carry heavy things.....”*

With this statement, students specify that the subject of Foundation of Education is the one which cater for different rights to be respected by teachers, especially those related to physical, Psychological and sexual anti bullying. Thus, they demonstrated that the school leaders always call them to respect each other by avoiding all kinds of acts that could undermine their neighbors. However, they pointed out that their tutors do not always respect them since they sometimes call them the names that could stigmatize them as expressed in the following statement:

*“The problem is that some teachers do not respect those aspects of human rights. They call us bad names such as idiots. This is not a good example as some of us also imitate them. Some teachers do not understand that it is possible for a student to have difficulties in their subjects.....for example mathematics is difficult but teachers do not understand why students do not understand them and when they try to ask questions the teacher treat them as idiots.”*

Considering the above statement, students claim that their tutors use bad words that hurt them during their teaching activities. Those who are weak in some subjects like mathematics are called idiots; which means that some learners are stigmatized by their tutors. Though the tutors interviewed specified that such behaviors are not frequent, they agreed that it is not easy to control the words they use all the times they are in class. For example, one of the tutors made the following statement:

*“Many things depend on the personality of the teachers.... but here we have regulations and we follow the line set by the institution...but, sometimes one can tell bad words to the students ...and these words can harm them .....but it is not done we cannot say that it is done deliberately, we normally control ourselves in what we say in front of students.”*

Considering the above statement from one of the tutors interviewed, it is obvious that some tutors do not control the words they use and do not provide good example to their learners. Thus, we agree with Villagrasa (2014) who identifies anti-bullying behavior as one of the major principles of respect oh human dignity. Bullying people makes them not to feel safe in their school or group because someone is frightening them, persecuting them or treating them badly which means that their rights as human beings are not respected. Therefore, students should feel comfortable in the school environment in order to learn effectively. Despite all differences, students and teachers should be valued as human beings, and nobody should treat them with cruelty or violence or address them in an offensive way in order to create a conducive environment of learning. Though they are some subjects that seem to be difficult to them, the tutors should find the appropriate way to support them without bullying them.

#### **e. Anti-racism**

On the aspect of anti-racism, the findings revealed that the school environment offer different opportunities related to practice it. This is observed since the level of opportunities related to this aspect shows that students score was 3.92 as mean and 1.02 as standard deviation while for tutors and lecturers was 3.93 as mean and 1.01 as standard deviation. Within this regard, we realize the schools offer opportunities to practice anti-racism in the community as the participants indicated that different groups that are organized at school usually talk on about the importance of respecting everybody, no matter what differences are.

In addition, the subject like, Social Studies contains elements related to social life and helps learners to be aware that all human beings have equal rights regardless of different cultures, religions and ways of experiencing and understanding life where people live. Though the school tries to offer opportunity about this aspect of human rights, the findings from the interview conducted with the tutors, TTC leaders and focus group discussion revealed that it is not very reflected in the school life. *“There are no races in Rwanda, and the Government made considerable efforts to straighten the unity among Rwandans through different national programs such as Ndi umunyarwanda (I am Rwandan)”*. A principal mentioned in the interview.

#### **f. Social Justice**



Regarding the aspect of social justice, the findings of the study show that students score was 4.09 as mean and 0.93 as standard deviation while for tutors and lecturers was 4.07 as mean and 0.94 as standard deviation. Then, the schools offer opportunities to practice social-justice among the community members. This was also observed during the focus group discussion during which the students revealed that this aspect of human rights is reflected in the subject of social studies. However, they claimed that this aspect should be clearly stated in the program and that the school should do all the necessary to take care of those students who are socially vulnerable. For example, one student said: *“concerning feeding, we all eat but those students who are sick and do not get special food appropriate to their health conditions while they pay the same amount of money as other students. They need to pay special food by themselves”*.

With the above statement, it is obvious that some schools do not care of the vulnerability of their clients, especially when it comes to the fact of considering their health conditions while preparing food. For other schools where the special food is prepared, students accused their leaders of nepotism as they choose subjectively some students to benefit from the food prepared without clear criteria in the selection. This is in contradicting what WHO (2016) advocates because the World Health Organization argues that social justice is a primordial principle that can be justified as part of the principle of maximizing individual freedom of choice and requires that every individual have the opportunity to be as healthy as possible.

#### **g. Multicultural education**

Considering the multicultural education, the findings of the study revealed that the school environment offer different opportunities that could help to practice it. This was noticed through the answers provided by the respondents on their perception of human rights education in the school life. Thus, that students score was 4.09 as mean and 0.93 as standard deviation while for tutors and lecturers was 4.08 as mean and 0.92 as standard deviation. In this perspective, we notice that the schools offer opportunities to practice multicultural education. Rios and Markus (2011) asserts, that the proposition that multicultural education is a human right comes from recognition of access to quality education as well as cultural diversity as internationally recognized rights. In this regard, the respondents argued that access to education has been understood as an essential human right and that this help the people understand the need to assure both individual rights and the collective rights of religious minorities. The respondents specified that at school, they are allowed to practice their beliefs in their different religious groups. Again, the deputy principal in charge of studies demonstrated that the school provides support to enhance associations and students' groups:

*“The support we provide is that when a student arrives here, he/she can join different groups, movements, clubs, etc. and all those groups have to be practiced as extra curricula activities which help them to demonstrate their talents such as, games, innovations, etc... all those activities help them to achieve what they want in their different religions, games, etc.”*

The statement above shows that it is clear that the schools try to offer opportunities in relation to multicultural education. The school leaders have understood that education needs to manifest human rights and cultural diversity in all aspects of schooling including policies and practices, curriculum and instruction, organizational structures, educational outcomes, assessment practices, etc. Thus, the schools have elaborated internal regulations and try to integrate the government policy aiming at education for all. In this regard, the participants claimed that the poverty is a handicap to the access to different teaching and learning materials that could help all learners to be assured the quality of education taking into consideration their cultural background since some might have different family problems, different behaviors and different believes. This contradicts Pimental, (2006) who argues that education must respect and positively represent each student's individual cultural background *“so that each person can make the most of it in their personal journey and in their interaction with others...They learn about their past, understand their present, and acknowledge their power to fight for their future”*.

#### **h. Gender equity and gender equality**

Regarding the gender equity and gender equality, the findings of the study show that students score was 4.32 as mean and 0.89 as standard deviation while for tutors and lecturers was 4.3 as mean and 0.88 as standard deviation. Then, the schools offer opportunities to practice gender equity among the community members as the participants as their answers were ranged between 3 and 5. During the focus group discussion, the participants argued that gender is more reflected in the school life than other aspects of human rights. This is also due to the fact that it is a



crosscutting issue which is clearly stated in TTC Curriculum and also that the government of Rwanda took it as pillar for its sustainable development. The following statement indicates how participants were excited while talking on gender issues: *“The gender equity and equality is reflected clearly in the program and it is reflected as a crosscutting issue and in all things, we do gender must be respected”*.

The above statement does not differ from what REB (2015) demonstrates when it specifies that teaching gender issue reflects human rights education in the way that it aims to improve the outcome of quality teaching by enabling girls and boys to exploit their full potential and talents without any discrimination or prejudice. Thus, within the curriculum development gender inequality is addressed and it by doing so, the objective cannot be achieved in isolation from other aspects of schooling, such as ways of teaching and learning, and interactions within and out of the classroom which are also essential in human rights education. Therefore, the participants were satisfied on the aspect of how gender issues are addressed at their schools.

However, on the other side the practices are different to what should be expected. Some students continue expending their thoughts regarding gender stereotypes and do not think that girls are able to do various activities as their brothers do. One of the respondents said the following:

On the side of students, we continue harassing one another. *“We do not practice all the times.... some girls do not want to assist boys in some activities and they let them do alone, there are some stereotypes here stigmatizing girls and sometimes we think boys are more powerful than girls ....and the girls do not have confidence like boys.”*

Thus, it is obvious that though many efforts are being done to empower females, some of females themselves have not reached the level where they can show that they are confident and that they can participate in all the activities as males.

#### **i. Environmental education**

Concerning environmental education, the findings of the study indicate that students score was 4.31 as mean and 0.97 as standard deviation while for tutors and lecturers was 4.10 as mean and 0.96 as standard deviation. With these results, it is obvious that those different opportunities are offered at schools and that the school members should benefit from implementing that aspect of human rights. According to Hanneman (2013), Environmental education programs aim to develop participant awareness, sensitivity, and understanding of their affective relationship to the natural environment through conceptual knowledge and personal experiences. With the findings of this study, it was noticed that participants contribute very much to their environment protection through different manual activities they do at school. Again, their education programs lead them to change their mind in regard of the importance of environment in their daily life leading to a good understanding of environmental knowledge, pro-environmental attitudes, and intentions to act in environmentally responsible behaviors. This is due to the fact the environmental education is reflected clearly as a crosscutting issue in their program and that the subject of Social Studies focuses on it in different units. However, the respondents argued that this aspect of human rights is not respected all the times as it is specified in the following statement: *“Environmental sustainability is not sometimes respected and students do not put dirty things in the dustbin.... they throw them everywhere; they do not care of the environment.”* Thus, the above statement shows that though the schools offer opportunity to understand and apply environmental education, students do not respond positively to the call and through dirty things everywhere. For Quadri and Sambo (2011), the goal of environmental education is to develop a world population that is aware of, and concerned about the environment with a commitment to work individually and collectively towards the practice of sustainable development. The environmental education also encompasses human rights and is very relevant to all countries so that all students could be taught how to keep improving on avoiding all activities and things which are seriously damaging the environment and making the environment unhealthier for the humans, animals, and plants to live in it.

### **Challenges to Human Rights Education**

The findings revealed that there are challenges that obstruct human rights education in pre-service teacher training programs in Rwanda. They include lack of expertise and specialized resources to teach human rights education, routines and cultural practices among others.

#### **✓ Lack of expertise to teach human rights education**

Responses from different categories of respondents showed that lack of expertise to teach human rights is the major challenge to human rights education in pre-service teachers' training institutions. For example, during the interview





one of the participants said “*teachers and school leaders are not conversant with that concept of human rights education. In addition to that we do not have expert tutors in the field to handle that topic.*” Similarly, one of the interviewed lecturers emphasized the difficulties in teaching some aspects of the human rights education by saying: “*AEGIS TRUST has trained us in teaching peace and values education as a cross-cutting issue in CBC but that was not enough, it not easy to integrate peace education in all subjects. I think more trainings are needed. How can I integrate peace in integrated science subject for example? In social studies it is easy because there is a unit on peace education but in other subjects, we concentrate on the major content to make sure we finish it on time.*” These two quotes from interviewees demonstrate that there is lack of expertise to teach human rights education in pre-service teachers training institutions in Rwanda.

#### ✓ **Lack of resources to teach human rights education**

Lack of specialized teaching resources was also raised as another challenge to human rights education in pre-service teachers’ training programs. For instance, during the focus group discussion, one student said: “*there are no posters, no enough devices to help all students with disabilities.*” Similarly, the interviewed tutors said: “*We do not have appropriate documents about HRE such as references and textbooks. It would be better if there are teaching resources such as movies, photos and scenarios illustrating the respect and promotion of human rights in the real life. They can be integrated in textbooks and other pedagogical documents.*” The view of leaders bent in the same direction; one of them said: “*The school environment its self does not reflect the concept of human rights education, no specific program to cater for HRE, no seminars about HR. briefly, the context in which we work, does not fully promote HRE.*”

#### ✓ **Routines and cultural practices**

Generally, it is very difficult to accommodate changes, in the context of HRE, some participants highlighted resistance to change and cultural beliefs to be a blockade to HRE. “*Some tutors seem be irresponsible and do not put more focus on human rights education while teaching.*” One student has highlighted. It has been realized also there is no adequate inspection for human right education implementation in the schools. “*The content is too big such that teachers focus much on it and have little time to cater for Human right education.*” One of the tutors has revealed in the interview

### **Conclusion and recommendations**

Based on the findings of this study it is evident to conclude that there are good human rights education is promoted in pre-service teachers training programs in Rwanda. There are also evidence to conclude that although there are good initiatives to promote human rights education in pre-service teachers’ training institutions the major challenges facing the promotion of human rights education include lack of expertise and specialized resources to teach human rights education, routines and cultural practices. Therefore, the study recommends to build the capacity of teaching staff in pre-service teachers’ training institutions to enable them teach human rights education effectively and to provide specialized teaching and learning resources to enhance the teaching of human rights education in pre-service teachers training programs. Finally, a powerful learning environment should be created to address different challenges facing peace and confliction resolution education in pre-service teachers’ training institutions in Rwanda.

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