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THE GAMBIA

Review Report

INTEGRATING HUMAN RIGHTS EDUCATION INTO THE BASIC CYCLE AND SENIOR SECONDARY SCHOOLS CURRICULA

January 2022

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Acknowledgments

One of the functions of the National Human Rights Commission is to promote and protect human rights in The Gambia. Through its public awareness and education programmes, the Commission endeavours to create a culture of respect for human rights in The Gambia. The education system becomes the most important vehicle for the realisation of this objective.

The NHRC conveys its gratitude to the British High Commission in The Gambia for funding this activity, including the printing of the final report and for its continuous support and commitment to the work of the Commission. The Commission extends its appreciation to the French Embassy in Senegal for supporting supplementary printing of this report. We also greatly appreciate and acknowledge the active role of the members of the Task Force who provided invaluable support and guidance to the consultant throughout this curricula review process:

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Special thanks to the Consultant, Mr. Burama L.J.Jammeh, for this great piece of work. The Commission wishes to recognise and acknowledge the contributions of all the Commissioners and staff of the NHRC, and all the people who were interviewed by the Consultant.

This curricula review is our first step towards integrating Human Rights Education in the Basic Cycle and Senior Secondary Schools. The next steps include the development of the human rights modules, training of critical stakeholders, and piloting in a selected region.

Executive Summary

The National Human Rights Commission (NHRC), with support from the British High Commission in The Gambia, assigned a review of the Basic Cycle and Senior Secondary School curricula to identify ways of integrating Human Rights Education into them. This Report presents the background, purpose, objectives, methodology, findings, results, conclusions, as well as recommendations of the review. The Report is divided into five sections (Sections A to E).

Section A consists of a review of the curricula of Basic Cycle and Senior Secondary Schools in The Gambia, starting with a definition of curriculum to underscore the meaning being adopted in this assignment. The education system of The Gambia is reviewed to contextualise the target educational levels for integrating Human Rights Education. The notion of Human Rights Education is clarified from various perspectives, followed by the dimensions, objectives, and content of Human Rights Education that are necessary for reviewing or interrogating the status of Human Rights Education in the curricula.

Section B examines best practices in Human Rights Education through the school curriculum from other countries. Some international best practices on Human Rights Education are discussed, focusing on the methodologies and strategies employed to integrate Human Rights Education into the school curriculum.

Section C constructs the methodology of the assignment, describing and justifying the sampling method, the tools and methods of data collection, and the analysis. Pertinently, non-probability sampling, known as purposive sampling, is used in this assignment. That is to identify and interview the respondents that are best placed to provide the information required for the exercise (Denscombe, 1998). Key informants were also identified from the relevant institutions and engaged to provide very relevant information about the different Human Rights Education programmes in The Gambia. The respondents provided relevant data about ways of integrating Human Rights Education in the school curricula, which are analysed and presented in the findings.

Section D presents the findings. The Human Rights Education Indicator Framework developed by the Global Coalition for Human Rights Education is used as the lens to analyse and present the findings from both secondary and primary data.

Section E synthesises the literature and the analysis of data collated to identify the entry points for integrating human rights into the curricula of Early Childhood Development (ECD), Basic Cycle (Grades 1 to 9), and Senior Secondary (Grades 10 to 12) levels of The Gambia education system. The three dimensions of Human Rights Education offered in the literature were used as the theoretical framework to determine ways of integrating Human Rights Education into the curricula of the various levels. The dimensions are (a) education about human rights (b) education through human rights and (c) education for human rights.

It is pertinent to note, as presented in Section D6.6 (Page 43), that the associated challenges in delivering Human Rights Education are multifaceted. Nevertheless, Section D6.7 (Page 44) states how the challenges may be addressed.

Reflecting on the definition of curriculum adopted in this report (Section A1 – pages 10 and 11) and the findings from data analysis, what is adopted in this report, as the integration model in The Gambia, is the multifaceted approach where Human Rights Education is integrated into the relevant subjects (Infusion) while specific modules are developed to build capacity at various levels. The specific targets include teachers' understanding of human rights issues, the pedagogy, and the development of a culture of human rights in schools. Intensifying awareness campaigns and sensitisation to address the prevailing community resistance, misconceptions, and misperceptions are among the key recommendations.

Since the ECD is the starting point for formal contact between teachers and students, it is recommended that Human Rights Education starts at the ECD level via the relevant carrier subjects at various levels. The development and implementation of modules/handbooks for teachers, students, and the community will go a long way to effectively and efficiently execute the curriculum integration. Finally, some specific recommendations are offered to kick-start and sustain the process in The Gambia.

1.0 Introduction

This is the report on the review of the basic cycle and senior secondary school curricula with a view to identifying ways of integrating Human Rights Education into the curricula of the various education levels. First and foremost, the report provides the background, purpose, and objectives of the consultancy, deliverables, and methodology described in the Terms of Reference (TOR). The report is divided into five sections (Sections A to E), consisting of a literature review, methodology, the findings, and ways to integrate Human Rights Education into the curricula of basic and secondary education levels. Other sections focus on the challenges and remedies, conclusion, and recommendations.

2.0 Background and justification

The background in the Terms of Reference (TOR) describes the child population of The Gambia, the establishment and responsibilities of the National Human Rights Commission (NHRC), and the justification for the decision to integrate Human Rights Education in the national school curricula.

According to the 2013 Gambian Population and Housing Census Preliminary Report, children form nearly 48 percent of the population. A significant proportion of this children population is attending school, which also is the environment where attitudes, ideas, and characters are formed at a young age, and this is heavily influenced by their school education. Thus, the school curriculum is the most effective entry point for Human Rights Education, for the inculcation of human rights values in children's attitudes and behaviours. Assisting young people to incorporate these values into their daily lives is a concrete way to create a culture of respect for human rights, and to have future adults who are tolerant, respect diversity and inclusion, and treat others with dignity.

Established in 2017 by an Act of the National Assembly, the National Human Rights Commission (NHRC) is a permanent body set up with a broad mandate to promote and protect human rights, conduct public awareness and education programmes to promote a culture of human rights in The Gambia and assist the Government in the formulation of appropriate policies to guarantee human rights.

With a Vision that seeks to have "a Gambia where everyone enjoys their fundamental human rights and freedoms", Human Rights Education in school becomes one of the critical means for the creation of a society where all human rights are respected and promoted. The school curriculum is the most effective entry point for sustained, impactful Human Rights Education.

The school curriculum is the most effective entry point for sustained, impactful Human Rights Education.

Therefore, a review of the curricula and the inclusion of a human rights component would provide the NHRC with a unique opportunity to ensure all children develop an understanding and appreciation for human rights.

The delivery of Human Rights Education in schools also fulfils The Gambia's international and domestic human rights commitments as stipulated in legal instruments such as the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the African Charter on Human and Peoples' Rights, International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. At the national level, the Education Policy 2016-2030 affirms the Government's commitment to delivering Human Rights Education in schools. Some of the relevant aims of the Education Policy are to: create an awareness of the importance of peace, democracy, and human rights, duties, and responsibilities of the individual in fostering these qualities; and promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity.

To this end, with support from the British High Commission in The Gambia, the NHRC hired the services of a consultant to review the Basic Cycle and Senior Secondary School curricula and identify ways of integrating Human Rights Education into them. The next step would involve the development of human rights modules for the various education levels. Inclusion of Human Rights Education through the school curriculum can help foster a 'rights respecting culture' – where human rights become integrated into both personal and institutional- and embed an understanding of human rights and Gambian values as a cornerstone of our social fabric and national ethos that informs all aspects of our nation, attitudes and behaviours.

3.0 Purpose of the Consultancy

To support the integration of human rights in the Basic Cycle and Senior Secondary Schools to create a culture of respect for human rights in The Gambia.

4.0 Consultancy Objectives

The overall objective of this consultancy was to conduct a thorough review of the Basic Cycle and Senior Secondary school education curricula and come up with concrete recommendations for the integration of human rights in the basic and secondary school education system. Specific objectives included:

a) Review the curricula of the basic cycle and senior secondary school.
b) Examine best practices in Human Rights Education through the school curriculum from other countries with a similar education system to The Gambia.
c) Identify entry points for the integration of human rights into their separate curricula.

5.0 Key Deliverables

The Consultant produced the following products:

- Inception report detailing the methodology and work plan
- Methods of integrating Human Rights Education in Basic and Secondary curriculum
- First draft report and analysis
- Final draft report and analysis along with Executive Summary
- Lead validation workshop of various stakeholders on the report and its findings modules.
- PowerPoint presentation summarizing the review process, main findings, recommendations, and the report identifying approaches how human rights can be integrated into the identified levels of education.draft human rights modules for the various levels of the education system.

SECTION A: REVIEW OF THE CURRICULA OF THE BASIC CYCLE AND SENIOR SECONDARY SCHOOL

The purpose of the literature review was to construct and base the methodology on sound footing. As Aveyard (2007) argues, a literature review helps to see the full picture in the field of study through which the researcher uncovers new evidence as well as ideas about different methodologies thus helping to avoid mistakes made by others. To this end, the term 'curriculum' is defined with a view to identifying the provisions and opportunities for integrating Human Rights Education.

The structure of the education system of The Gambia within which the curriculum is implemented is discussed, including the curriculum subjects and statistics. The review of curriculum subjects is to facilitate the decision-making regarding which one(s) to identify for integrating Human Rights Education. The statistics show the magnitude of the target clientele for planning the delivery of Human Rights Education. Finally, the concept of Human Rights Education, the aims and objectives, dimensions, strategies, and processes adopted by some United Nations (UN) member countries to integrate Human Rights Education into their systems and curriculum are discussed.

A1: Curriculum Definition

The term 'curriculum' is not merely the subjects taught. It is a contested idea because different people understand it in different ways at different times and there is no universally agreed definition. Equating a curriculum with a syllabus limits the planning to a consideration of the content or the body of knowledge desired to be transmitted (Kelly, 2004, p 4).

In an article entitled 'Thinking About Curriculum' Carr (1996) puts certain questions to be considered "seriously" when thinking about curriculum. These are: (i) what should be taught? (ii) How should it be taught? (iii) To whom it should be taught? (iv) How should it be assessed (p.2). Carr (1998) considers this approach to the curriculum definition as broader than the notion of curriculum as "the content or subject matter that is taught in schools" (p 325).

The definition adopted here is that of Kelly (2004) who uses the term 'total curriculum', defining curriculum as "the totality of the experiences the pupil has as a result of the provisions made" (p 8). This definition includes four dimensions of educational planning and practice: (1) the planner's intention, (2) the procedure adopted in pursuit of the planner's intention – teaching method, (3) the experience of learners from the procedures adopted by teachers and (4) the hidden curriculum.

Kelly (2004) suggests that curriculum definition must recognise and consider the distinctions between the 'intended' and 'hidden' curriculum; between 'planned curriculum' and the 'received curriculum'; between the 'formal' and the 'informal' curriculum.

Developing on Kelly's definition, it is my view that curriculum planning entails the consideration of the following interrelated aspects/elements:

(1) Political configuration of knowledge
(2) Principles and procedures for selection and construction of what is to be taught
(3) School culture and social interactions such as:

a. Registration
b. Assemblies
c. Uniforms
d. School clubs
e. What children are asked to do or not to do during break periods
f. Code of conduct in schools
g. Teacher-pupil relations
h. Class and school prefect hood

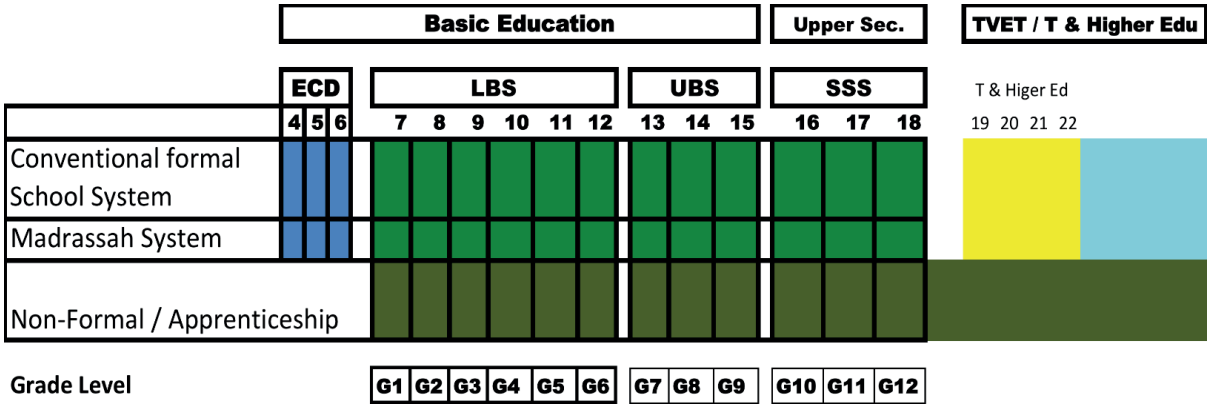
(4) Pedagogical practices/teaching methods
(5) Assessment and evaluation procedure
(6) Total experiences of students including the norms, values, knowledge, skills, and behaviours students learn from school, whether these are overtly included in the school's educational proposal or syllabuses,
(7) School textbooks and learning materials, including supplementary and or reference materials
(8) School calendar and daily timetable and
(9) School-based professional development endeavours (Jammeh B.L. J. (2012).

All these elements offer ample opportunities to integrate Human Rights Education.

A2: The Gambia Basic and Secondary Education System and Curriculum Subjects

This section reviews the education system of The Gambia and the learning areas/subjects offered at each level from Early Childhood Development (ECD) to senior secondary. It shows the organisation of the subjects at each level to help in the identification of the subjects that have the potential to incorporate or strengthen Human Rights Education learning activities.

The Gambia has adopted an expanded vision of Basic Education to include Early Childhood Development (ECD), Adult and Non-formal Education, and the formal nine-year Basic Education cycle which is divided into Lower Basic School (LBS) (Grades 1 to 6) and Upper Basic School (UBS) (Grade 7 to 9) of six and three years duration respectively. These levels correspond with the age groups 7 to 12 years and 13 to 15 years respectively. The Senior Secondary Schools (SSS) provides three years of secondary education (Grades 10 – 12) and corresponds to the age group 16 to 18 years. The following diagram shows the system at a glance.



Institutions providing Basic Education are the conventional 'Western schools (public, mission, and private) and Madrassah education, which was produced as a hybridised education system, consisting of the Western and traditional Majalis characteristics. 'Madrassah' is an Arabic word meaning 'school'. They are schools that have a stronger Islamic foundation with Arabic as a medium of instruction (Jammeh B. L. J. (2015).

The Curriculum Framework for Basic Education divides basic and secondary education into four stages[1] as follows:

- Stage 1: ECD
- Stage 2: Lower Basic (Grade 1 – 3)
- Stage 3: Lower Basic (Grade 4 – 6)
- Stage 4: Upper Basic (Grade 7 -9)

[1]CREDD, MoBSE with UNESCO - IBE (2021)

The Gambia has adopted an expanded vision of Basic Education to include Early Childhood Development (ECD), Adult and Non-formal Education, and the formal nine-year Basic Education cycle which is divided into Lower Basic School (LBS) (Grades 1 to 6) and Upper Basic School (UBS) (Grade 7 to 9) of six and three years duration respectively. These levels correspond with the age groups 7 to 12 years and 13 to 15 years respectively. The Senior Secondary Schools (SSS) provides three years of secondary education (Grades 10 – 12) and corresponds to the age group 16 to 18 years. The following diagram shows the system at a glance.

A2.1: Stage 1: Early Childhood Development (ECD)

ECD centres provide a three-year program for children between the age of 3 to 6 years old. It aims at stimulating the development of the psychomotor and mental faculties of the clientele providing them with pre-literacy and pre-numeracy skills. The Curriculum Framework for Early Childhood Education[2] has 12 themes, covering the following six identified learning areas:

1. Creative Development
2. Knowledge and Understanding of the World
3. Language, Literacy, and Communication
4. Mathematical Development
5. Personal, Social & Emotional Development
6. Physical Development

The themes are as follows:

1. All about me
2. Colours
3. Environment
4. Food
5. Good and bad behaviours
6. Manners
7. Myself
8. Number
9. Plane shapes
10. School
11. Solid shapes
12. Water

[2]CREDD with UNICEF (2019)

Each theme is further divided into a number of specific topics that provide an opportunity for integrating Human Rights Education. The themes across the three levels of ECD are as follows.

Institutions providing Basic Education are the conventional 'Western schools (public, mission, and private) and Madrassah education, which was produced as a hybridised education system, consisting of the Western and traditional Majalis characteristics. 'Madrassah' is an Arabic word meaning 'school'. They are schools that have a stronger Islamic foundation with Arabic as a medium of instruction (Jammeh B. L. J. (2015).

The Curriculum Framework for Basic Education divides basic and secondary education into four stages[1] as follows:

- Stage 1: ECD
- Stage 2: Lower Basic (Grade 1 – 3)
- Stage 3: Lower Basic (Grade 4 – 6)
- Stage 4: Upper Basic (Grade 7 -9)

Table 1: Themes across ECD by level

Level 1	Level 2	Level 3
1. Manners 2. Good and Bad behaviours 3. All about me • Own names and names of others • Parts of the body 4. Colours • Primary Colours (Red, Yellow, and Blue) 5. Plane Shapes • (Circle, Square, Triangle, and Rectangle) 6. Environment • Home and Family 7. School 8. Water • Drinking and Washing 9. Food • Phonics (Sounding of the letters a, b, m, i, f)	1. Environment: • Living Things and Non-Living Things • Important places (hospital, church, mosque, school, etc.) • Shelter: storey buildings, huts, bungalows, etc. • Weather and Seasons (what children need to do) 2. Myself: • Parts of the body • Hygiene: • Personal hygiene • Self-help skills 3. Shapes: plane shapes 4. Colours: red, yellow, blue, white, and black 5. Pre-reading: letter sounds, oral language, and more vocabulary 6. Prewriting: sand writing, air writing, tracing, scribbling, beading, lacing 7. Time and date: past, present, and time of events	1. Environment • Clothing • Plants • Animals • Food and diet 2. Number concept 3. Solid Shapes. 4. Water

A2.2: Stages 2 and 3: Lower Basic Cycle

The Lower Basic Cycle is divided into two stages. The stages and the prescribed curriculum subjects are presented below.

Stage 2: Lower Basic (Grade 1 – 3)

According to the Curriculum Framework, A total of seven subjects will be offered to the learners at Stage 2, find below the subjects:

1. English
2. Mathematics
3. Science
4. Social studies
5. Religious Education
6. Arts and craft
7. Physical and Health Education

Stage 3: Lower Basic (Grade 4 – 6)

Stage 3, corresponding to the age group 10-12 years, is a continuation of Stage 2 and each subject area will expand as learning progresses. The prescribed curriculum subjects are categorised into core and technical subjects as follows:

Table 2: Subjects of the Lower Basic level

Core Subjects	Technical Subjects
1. Languages English plus any one of the following: • National Language • Arabic • French • Sign Language 2. Mathematics 3. Science 4. Social Studies 5. Religious Education 6. Physical and Health Education 7. Civic Education 8. Environmental Studies	9. ICT Literacy 10. Arts and Handicraft 11. Home Science

A2.3: Stage 4: Upper Basic Cycle

The Upper Basic Cycle is Stage 4 (Grade 7 – 9) corresponding to the age group 13 – 14 years. The curriculum subjects are grouped into two main areas, namely: core and elective/optional subjects. The core subjects are compulsory for all the students and the learners are to decide on the selection of elective subjects depending on their envisaged career path and transition to Stage 5.

The table below shows the subject grouping. Following the compulsory subjects, Group one consists of the Arts subjects, and Group two, the technical and vocational subjects.

Table 3: Subjects of Upper Basic Level by category

Compulsory	Group One: Arts or Humanities	Group Two: Technical and Vocational
1. Language English 2. One of the following Languages: • ***French*** • ***Arabic*** • ***National Language*** 3. Mathematics 4. Science 5. Social Studies 6. Civic Education	1. Literature in English 2. Islamic Studies 3. Christian Religious Studies 4. History 5. Geography 6. Physical and Health Education 7. Agricultural Science 8. Environmental education	1. Metalwork 2. Plumbing 3. Energy 4. Auto mechanic 5. Plastic 6. Woodwork 7. Technical Drawing 8. Art and Craft 9. Performing Arts (Music and dance) 10. Home science 11. ICT

From the list provided above, the learners are to choose a minimum of one and a maximum of three subjects in one group according to personality, abilities, interests, and career choices (CREDD with UNICEF (2019).

A2.4: Stage 5: Senior Secondary level (Grade 10 – 12)

According to the West African Examinations Council[3] (WAEC) report on the conduct of May/June 2019 West African Senior Secondary Certificate Examinations (WASSCE), 32 curriculum subjects were offered and entered for the exams at the Senior Secondary level. The list of subjects is as follows.

Table 4: Subjects offered at the secondary level grouped by programme area[4]

LANGUAGES 1. Arabic 2. English Language 3. French 4. Literature-in-English	**GENERAL SUBJECTS** 5. Economics 6. Geography 7. Government 8. History 9. Islamic Studies 10. Christian Religious Knowledge	**MATHEMATICS** 11. General Mathematics 12. Further Mathematics
SCIENCES 13. Agricultural Science 14. Biology 15. Chemistry 16. Health Science 17. Physical Education 18. Physics 19. Science	**COMMERCIAL SUBJECTS** 20. Business Management 21. Commerce 22. Financial Accounting 23. Principles of Cost Accounting	**HOME SCIENCE** 24. Clothing & Textiles 25. Foods & Nutrition 26. Home Management
TECHNICAL/VOCATIONAL SUBJECTS 27. Metalwork 28. Technical Drawing 29. Visual Art 30. Applied Electricity 31. Auto Mechanics 32. Woodwork		

[3]WAEC (2019)
[4]This arrangement, cited in Jammeh B.L. J. (2019) is based on the organisation of the Chief Examiners' report 2018.

A2.5: Statistics of Institutions and Enrolment

According to the 2021 Statistics Yearbook of the Ministry of Basic and Secondary Education[5], a total of 674,612 learners were enrolled in 3,211 institutions from ECD to Senior Secondary level. The distribution by type of management and level of education is as follows.

Table 5: Number of institutions by level and school type, 2021

Sch. Type	LBS	UBS	SSS	Total
Government	557	199	67	**722**
Grant-Aided	47	41	45	**120**
Private-Conv.	223	86	41	**320**
Madrassa	402	198	60	**475**
Total	**1229**	**524**	**213**	**1637**

Table 6: Enrolment by level, school type, and sex, 2021

Sch. Types	Sex	Government	Grant-Aided	Madrassa	Private-Conventional	Total
ECD	**F**	17,050	1,604	13,151	33,410	**65,215**
	M	15,604	1,580	13,298	30,876	**61,358**
	Total	**32,654**	**3,184**	**26,449**	**64,286**	**126,573**
LBS	**F**	128,061	14,619	45,253	23,196	**211,129**
	M	111,940	12,785	45,730	19,749	**190,204**
	Total	**240,001**	**27,404**	**90,983**	**42,945**	**401,333**
UBS	**F**	38,835	11,137	7,996	6,853	**64,821**
	M	31,437	9,068	8,747	5,332	**54,584**
	Total	**70,272**	**20,205**	**16,743**	**12,185**	**119,405**
SSS	**F**	11,933	20,839	3,615	5,658	**42,045**
	M	9,309	17,103	4,606	3,474	**34,492**
	Total	**21,242**	**37,942**	**8,221**	**9,132**	**76,537**
Grand Total	**F**	195,879	48,199	70,015	69,117	**383,210**
	M	168,290	40,536	72,381	59,431	**340,638**
	Total	**364,169**	**88,735**	**142,396**	**128,548**	**723,848**

[5]Adapted from Ministry of Basic and Secondary Education (2019) **Year Book**

Table 7: Number of teachers/facilitators by level, school type, and sex, 2021

Sch. Types	Sex	Government	Grant-Aided	Madrassah	Private-Conventional	Total
ECD	F	472	69	251	1808	**2600**
	M	383	30	320	713	**1446**
	Total	**855**	**99**	**571**	**2521**	**4046**
LBS	F	3,420	381	565	639	**5,005**
	M	3,844	375	1,708	1,184	**7,111**
	Total	**7,264**	**756**	**2,273**	**1,823**	**12,116**
UBS	F	1,187	149	136	127	**1,599**
	M	2,467	547	801	669	**4,484**
	Total	**3,654**	**696**	**937**	**796**	**6,083**
SSS	F	187	150	30	76	**443**
	M	859	1,077	461	486	**2,883**
	Total	**1,046**	**1,227**	**491**	**562**	**3,326**
Total	F	5,266	749	982	2,650	9,647
	M	7,553	2,029	3,290	3,052	15,924
	Total	12,819	2,778	4,272	5,702	25,571

The above statistics provide an indication of the target population for the envisaged plan for providing Human Rights Education.

A2.6: Non-formal Education

Non-formal education is an organised learning activity that is conducted outside the formal education structure which is consciously designed to meet specific learning needs of particular groups of people, including children, youths, and adults. Various kinds of educational activities such as functional literacy, agricultural extension, skills training, physical and health education activities are examples of non-formal education. There is flexibility in terms of places, time, and methods of learning but what is taught is not as obviously structured as the case of formal education (Jammeh B. L. J. upcoming).

Although a formal education system, where learning areas are graded and structured, is the target for integrating Human Rights Education, non-formal education offers ample opportunities for delivering Human Rights Education in and out of school.

Having reviewed the education system, subjects or learning areas, and the statistics, I now turn to the most important, critical, and contested concept for providing Human Rights Education – curriculum.

A3: Human Rights Education

The discussions in this section consist of definitions, dimensions, aims, and objectives indicative content of Human Rights Education and the approaches by different countries to plan the integration of Human Rights Education in their school curricula.

A3.1: Definition of Human Rights Education

The Council of Europe's Human Rights Education Youth Programme defines Human Rights Education as:

...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with programmes such as those promoting intercultural learning, participation and empowerment of minorities (Flowers, N. ed. (2009)

In December 1994, proclaiming the United Nations Decade for Human Rights Education, the General Assembly defined Human Rights Education as "a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies."

According to Flowers et al (2000), the UN Plan of Action for the Decade for Human Rights Education further defines it as "training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes which are directed to:

a) The strengthening of respect for human rights and fundamental freedoms;
b) The full development of the human personality and the sense of its dignity;
c) The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
d) The enabling of all persons to participate effectively in a free society;
e) The furtherance of the activities of the United Nations for the maintenance of peace (Flowers et al, 2000 p 9-10)"

A similarly much broader definition, which is embraced in the Paper, is the Declaration adopted by the UN General Assembly on Human Rights Education and Training in December 2011. This Declaration defined Human Rights Education as comprising:

> *all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing... to the prevention of human rights violations and abuses by providing persons with knowledge, skills, and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights (Article 1).*

All the definitions have alluded to the development of a culture of human rights through education and training. The UN Declaration, in particular, highlights three key dimensions of Human Rights Education, which are explained below.

A3.2: Dimensions of Human Rights Education

The three key dimensions of Human Rights Education, according to the UN Declaration on Human Rights Education and Training, are:

1. Education about human rights
2. Education through human rights, and
3. Education for human rights

Education about human rights includes providing knowledge and understanding of human rights norms and principles, the values that underpin them, and the mechanisms of their protection.

Education through human rights includes learning and teaching in a way that respects the rights of both educators and learners. This has to do with the pedagogical practices, the school culture, and social interactions as stipulated in the curriculum definition. Furthermore, Article 13 of the Convention on the Rights of the Child has a lot to do with the pedagogy applied in schools. The Article states that:

> *The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.*

Education for human rights includes empowering persons to enjoy and exercise their rights and to respect the rights of others (Article 2). It means not only understanding but also enabling the learners to embrace the principles of human equality and dignity and the commitment to respect and protect the rights of all people. The learning process in this case emphasises how people act rather than what they know.

These dimensions will serve as the theoretical framework of this assignment. That means, the data collection, analysis and the strategies will be framed in line with these dimensions.

A3.3: Aims and Objectives of Human Rights Education

Human Rights Education aims to build understanding and appreciation for human rights through learning about rights and learning through rights. Human Rights Education is inextricably associated with the pedagogy of teaching. It involves both imparting pieces of knowledge about human rights and applying a human rights-based pedagogy to ensure students learn in a rights-respecting environment. It is an environment that respects the rights of learners and promotes the rights of others (Australian Human Rights Commission, 2011).

Explaining further, the Australian Human Rights Commission identifies three main elements of Human Rights Education as follows:

a) Acquisition of knowledge and skills about human rights
b) Development of respectful values and attitudes and changed behaviour that reflects human rights values, and
c) Motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

These are in line with the three dimensions of Human Rights Education discussed earlier in this Report.

The essential elements of instilling a culture of human rights provide the general objectives for Human Rights Education, which are to:

- Strengthen respect for human rights and fundamental freedoms.
- Value human dignity and develop individual self-respect and respect for others.
- Develop attitudes and behaviours that will lead to respect for the rights of others.
- Ensure genuine gender equality and equal opportunities for women and men in all spheres.

- Promote respect, understanding, and appreciation of diversity, particularly towards different national, ethnic, religious, linguistic, and other minorities and communities.
- Empower people towards more active citizenship.
- Promote democracy, development, social justice, communal harmony, solidarity, and friendship among people and nations.
- Further the activities of international institutions aimed at the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance, and non-violence.

A3.4: Contents of Human Rights Education

The content here refers to the human rights concepts, best practices, issues, skills, and attitudes that the students are supposed to learn about throughout their school years. It is through the contents that curriculum opportunities are identified and developed.

Many studies maintain having the UN Declarations and Conventions as the basis for Human Rights Education programmes along with African human rights instruments. The Universal Declaration of Human Rights (1948) and the subsequent UN and African human rights conventions are the starting points for developing the content of Human Rights Education, which are neatly compiled in the United Nations Publication entitled 'Core International Human Rights Treaties'. The instruments and some of the corresponding optional protocols are:

- Universal Declaration of Human Rights
- International Convention on the Elimination of All Forms of Racial Discrimination
- International Covenant on Civil and Political Rights
  - Optional Protocol to the International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
  - Optional Protocol to the International Covenant on Economic, Social and Cultural Rights
- Convention on the Elimination of All Forms of Discrimination against Women
  - Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

- Convention on the Rights of the Child
  - Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography
  - Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- International Convention for the Protection of All Persons from Enforced Disappearance
- Convention on the Rights of Persons with Disabilities.

The Gambia is a signatory to all the main UN human rights instruments together with the African human rights treaties as follows.

- African Charter on Human and Peoples' Rights
- African Charter on the Rights and Welfare of the Child
- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in African
- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa[6].

These legal instruments are universal and address both individual and group human rights. Moreover, other relevant regional and national standards and principles are essential materials for Human Rights Education. Notwithstanding, curriculum development requires the learning contents to be broken down into small digestible pieces to maximise understanding. To this end, the Victorian Essential Learning Standards (VELS) document delineates the content of Human Rights Education as follows:

- **civil and political rights –** such as rights to life, liberty, free speech, movement, political thought, religious practice, a fair trial, privacy, right to found a family, to vote.;
- **economic, social, and cultural rights -** such as rights to adequate food and water, health care, education, a clean environment, respect for cultural practices, welfare assistance;
- **humanitarian Principles -** rights of those who are involved in, or affected by, armed conflict; the treatment of prisoners of war; of the wounded, sick or shipwrecked; of civilians; and women and children in particular

[6]Please note that The Gambia is not yet a signatory to this Charter

- **various group rights -** the rights of workers, women, children, minority groups, refugees, Indigenous peoples, people with a disability (VELS, 2009)
- **Environmental rights**

Some more topics/issues are:

- Issues of human rights and democracy: (i) dignity; (ii) equality; (iii) justice; (iv) protection of rights; (v) freedom of participation; (vi) freedom of speech and expression; and (vii) freedom of religious belief.

- Values and attitudes:(i) human rights and democracy; (ii) cooperation and solidarity; (iii) preservation of culture; (iv) self and others; (v) internationalism; (vi) protection of the environment; and (vii) spirituality.

Additionally, the prohibited grounds for discrimination in Article 2 of the Universal Declaration of Human Rights are examples of Human Rights Education topics and teaching Units. These include:

- Race or colour
- Sex
- Language
- Religion
- Political or other opinions
- National or social origin
- Property, birth, or other status (UN, 2012).

This set of rights is only a starting point. However, curriculum development requires incorporating the results of national consultation and discussions, involving curriculum authorities, teachers, and NGO representatives to help set out which specific set of rights would be addressed across the educational levels and apply to which subject or Learning Areas.

As discussed in the definition of the term 'curriculum', pedagogy, school culture, and social interactions are essential elements of a school curriculum. Therefore, Human Rights Education demands the school to create and maintain conditions that foster success for all students and promote fair and equitable treatment for all. These conditions include:

- Equitable access to and equitable participation in quality education for all students;
- School cultures that value diversity and respond to the diverse social and cultural needs of the communities the school systems serve;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe and welcoming, and free from discrimination, harassment, and violence;
- Decision-making processes that give a voice to all members of the school community; and
- Policies and practices in place that promote fair and equitable treatment (Council of Europe, 2009, p 23).

A3.5: Integrating Human Rights Education in school curricula

Integrating human rights into the formal school curriculum is an important way of developing a sustained culture of human rights in a school and its community. There is a continuum of approaches to integrating new topics/issues in the curriculum. One way is the infusion of human rights-related elements into existing school subjects.

Infusion Method

Infusing human rights across the curriculum involves determining the key human rights-related knowledge (themes, topics and concepts), skills and attitudes / dispositions that students need to acquire and identifying the potential of each subject to carry and deliver those learning needs (UNESCO and UNICEF, 2014). The curriculum can carry direct potential for human rights learning. For example
The curriculum can also transmit indirect potential for infusing human rights by capitalising on parts of the syllabus with no direct linkages into which human right violation/infringement study can be injected. For example, a unit in the English Language/Literature syllabus, if not tied to a set body of poems, can be used for considering child rights protection through poetry. Also, a unit in the visual arts course on poster painting can be utilized for a sense of oneness poster campaign in the school and community.

A problem with infusion is that it can leave different aspects of human rights topics isolated and disconnected as they are treated in different subjects. In this regard, it must be ensured that the topics infused are connected. Therefore, building the capacity of teachers to be aware of, and committed to, the connected human rights syllabuses and topics are essential in adopting the infusion method.

Multidisciplinary Programme Delivery

This involves teachers agreeing to teach a predominant human rights theme such as 'respect for diversity', 'freedom of expression' and incorporate the concepts, content, skills development and learning activities as appropriate to their respective subjects.

Dedicated subject approach: This approach creates a new stand-alone subject dedicated entirely to or allotting significant curricula space for Human Rights Education within the formal curriculum. Key messages and skills of Human Rights Education are relevant to the subject.

The Symbiosis Approach: This approach involves embedding human rights topics within the various aspects of Quality Education parameters such as Life Skills, Child- friendly Schools initiatives, and Education for Sustainable Development that are already strongly present in a national, regional, or local curriculum as cross-curricular dimensions. The approach provides a pragmatic way of weaving Human Rights Education into the curriculum. The content and competencies addressed in each component can be enriched by human rights elements and, at the same time, each aspect brings additional depth, scope, substance, and diversity to the understanding of Human Rights Education.

Special event approach means using special events for human rights learning. The school morning assembly sessions, after- school clubs and activities, exhibits, and special one-day events such as Human Rights Day celebration can be used to report on significant developments in human rights observance and the various ways of preventing human rights violation.

Any approach that is adopted requires concerted efforts in ensuring that teachers are trained not only on human rights concepts and practice but also on pedagogy that is commensurate with human right values - education through human rights.

SECTION B: EXAMINING BEST PRACTICES IN HUMAN RIGHTS EDUCATION THROUGH THE SCHOOL CURRICULUM

Literature has revealed a lot of international best practices for integrating Human Rights Education into the school curriculum. The examples of some country experiences are discussed below:

B1: Experience from Nigeria

Nigeria followed the four stages of facilitating the planning, implementation, and evaluation of Human Rights Education in the school system that was adopted by the World Programme for Human Rights Education (the Plan of Action for the first phase 2005- 2007). The stages are:

Stage 1: The guidelines designed to assist member States in implementing the plan of action were used to conduct a situational diagnosis of Human Rights Education.
Stage 2: Priorities were set, and a national implementation strategy was developed.
Stage 3: Implementing and monitoring Human Rights Education
Stage 4: The evaluation of Human Rights Education.

The implementation strategy entails concern such as:

(i) Educational policy
(ii) Programme planning
(iii) Curriculum development
(iv) Teaching and learning material development
(v) The in-service training of teachers and other education personnel.
(vi) Teaching and learning methodologies
(vii) Inclusive education
(ix) Regional/ provincial/local administration
(x) Research
(xi) Dissemination of information (Edinyang et al, 2013)

These items are in line with the provisions in the Human Rights Education indicator framework developed by the Global Coalition for Human Rights Education.

B2: Experience from Australia

In Australia, the curriculum dimensions were analysed to help clarify the nature of the content in curriculum documents, which relates to human rights.
The two key dimensions are:

- **Explicit content** refers to direct references to human rights Conventions, definitions, human rights topics, and their application in historical or current contexts.

- **Implicit content** is much more diffuse and non-specific. It refers to content that could be interpreted by teachers to relate to human rights issues, but it is not defined as such.

A further keyword content analysis of selected available curriculum documents was carried out to identify the opportunities for teaching about human rights. In curriculum development, this method is known as Curriculum Audit.

The main subjects used were History, Geography, Aboriginal Studies, and the Civics and Citizenship unit. However, it was noted that Civics and Citizenship is a key human rights Learning Area across Years 3 to 10 (Burridge et al, 2013).

B3: Indian Experience

In India, the major subject areas found relevant to Human Rights Education integration at the lower-primary stage are Social Studies, Environmental Studies, and Languages.

At the secondary level, History, Geography, Civics, Economics, and Science and Mathematics were used as carrier subjects for relevant aspects of Human Rights Education (Human Rights Education in Indian Schools: Curriculum Development).

B4: Experience from the Philippines

In the Philippines, implementing Human Rights Education started with a consultative workshop aimed at producing a long-term National Plan of Action for Human Rights Education. The Plan included a national vision, mission, and objectives for Human Rights Education in the country. The objectives were to produce:

- Inventory of Human Rights Education accomplishments of both Government and Non-Governmental Organisations (NGOs).
- Sectoral vision, mission, and objectives of Human Rights Education.
- Sectoral Plan of Action for Human Rights Education.

The inventory of Human Rights Education in Academia and the Basic Education Sector reveals various programmes and projects, including:

- Human Rights Education as a separate discipline for elementary and secondary school learners.
- Human Rights Education courses for the general public.
- Human Rights Education in the curriculum for the basic education clientele.
- Human Rights Education through PTA Meetings.
- Human rights research and projects for faculty and Government policymakers.
- Human Rights Education as an elective subject in Graduate Schools for graduate and post-graduate students.
- Dialogue with school managers and administrators.
- Media programmes on Human Rights Education.
- Multi-sectoral Human Rights Advocacy courses.
- Information Campaign on Human Rights Education.
- Training of trainers on Human Rights Education for youth leaders.
- Instructional Material development for student leaders.
- Human Rights awareness programmes for students.
- Visitation and monitoring for students and teachers.

It is important to note that consultation was key in all the country experiences reviewed and presented here. That is why an important method employed in this assignment was interviewing key stakeholders as explained in the methodology. Moreover, before presenting the methodology, the approaches surfacing from the literature are discussed.

B5: Indicative approaches

Based on the reviews conducted on the education system, the curriculum and the international best practices, the following approaches are suggested for integrating Human Rights Education in The Gambian school curricula:

- Inventory of the Human Rights Education practices in the schools and analysing their strengths, weaknesses, opportunities and threats (SWOT) with a view to building on the country's existing experiences.
- Content analysis or auditing of the syllabuses of the relevant subjects such as Civics Education and Social Studies in order to identify the opportunities for teaching about human rights through the syllabuses and infusing or strengthening the human rights topics in the curricula.

- Development of Human Rights Education module/ handbook/toolkits for use by teachers and students at the following different levels:-

    - Early Childhood
    - Lower Basic (Grade 1 – 6),
    - Upper Basic (Grades 7-9) and
    - Senior Secondary (Grade 10 – 12)

Such materials will consist of relevant and interesting activities to reinforce teaching and learning of Human Rights Education.

- Teacher training at the levels of pre-service, in-service and continuous professional development is key to the successful integration of Human Rights Education in the school curricula.

SECTION C: METHODOLOGY

The methodology involved carrying out desk reviews of the existing national curricula materials with a view to identifying the potentials for integrating Human Rights Education in the existing curricula provisions.

The review of the various approaches to human rights in other countries was also conducted with a view to developing a comprehensive strategy for Human Rights Education in The Gambia. This includes some of the international best practices of integrating Human Rights Education topics into Basic and Secondary Education syllabuses.

These reviews, together with the analysis of primary data further enhanced and enriched the content and approaches to integrate Human Rights Education into the school curriculum. The collection and analysis of the primary data are discussed next, starting with the sampling method.

C1: Sampling

Basically, two main kinds of sampling techniques are available to social researchers. These are "probability sampling ... and non-probability sampling techniques" (Denscombe, 1998, pp 11 – 12). While probability sampling is based on the notion that the portion selected will represent a cross section of the people or event in the whole population, non - probability sampling does not assume that the sample is representative of the whole population being studied. Furthermore, while probability-sampling technique uses statistical information from a population with a view to generalising findings, non-probability sample is based on certain criteria for determining a sample. The non-probability sampling, known as purposive sampling, is used in this assignment. That is to identify and interview the respondents that are best placed to provide the information required for the exercise. Denscombe (1998), for example, argues that a purposive sample is 'handpicked' for the research (p 15) because the researcher would have already known about the people and deliberately choosing those likely to provide the required data.

The institutions/officers that participated include:

- Selected staff and Commissioners of the National Human Rights Commission
- Ministry of Basic and Secondary Education including relevant personnel of the following Directorates:
  - Curriculum Research Evaluation Development Directorate
  - In-Service Training and Lifelong Learning Directorate
  - Inclusive Education and Early Childhood Development
- Gambia College: School of Education
- ChildFund The Gambia
- Child Protection Alliance
- Gambia Teachers Union
- UNDP
- OHCHR
- UNICEF
- EFANET
- FAWEGAM

Key informants were also identified from the above-named institutions and engaged to provide information about the different Human Rights Education programmes in The Gambia. The list of people met during the exercise is presented in Appendix 2.

C2: Sample size

The concept of 'saturation point' is used to determine the sample size. According to Wellington (2000), an indicator for a researcher to know when to stop data collection is when an issue, perspectives, and themes begin to recur or reappear to the extent that new patterns are not appearing any longer. Future data collection will be subject to the law of diminishing return. Wellington cites researchers who consider the saturation point to be attained in qualitative research in the range of 12, 20 and 25 interviews. In this particular study, a total of 17 persons were interviewed.

C3: Data Collection (Interviews)

Data collection on the status and development of Human Rights Education strategies employed a consultative process. This involved the participation of different relevant stakeholders with various backgrounds and expertise in the collection of detailed data and information.

Such expertise was drawn from non-governmental organizations (NGOs) and national human rights institutions to ensure the reliability of information (HRE 2020). The consultative process had multiple aims, including:

- Providing baseline data about the situation of Human Rights Education in The Gambia and recommendations for improvement. In particular, the participants can come up with ideas about how they envisage Human Rights Education to be integrated into the education system through the curricular.
- Helping to structure recommendations to the government for improving Human Rights Education programmes, which can also serve as a basis for civil society advocacy initiatives.
- Serving as an educational opportunity for those who are less familiar with the issues of Human Rights Education.

Qualitative data was collected in the consultations, using the tools presented in Appendix 3.

The consultative process included the review of documents, interviews, and observations, drawing on some items in the Human Rights Education Indicator Framework by the HRE 2020 – Global Coalition for Human Rights Education. The framework was adopted to establish evidence of Human Rights Education in the curricula of schools and the associated supports. These included the teaching and learning materials and methodologies, learner assessments, teacher training, and programme monitoring and evaluation indicators. Although some of the items were found to exceed the scope of this assignment, it was useful for the consultations and mapping of the required Human Rights Education integration strategy.

C4: Content analysis

Content analysis methods were employed to gather information from the curricular materials. The analysis entails what is known as curriculum audit, using the tool presented in Appendix 4. The purpose was to establish the presence and/or assess the extent to which Human Rights Education is embedded in the Civic Education and Social Studies subject syllabuses. The audit exercise also indicated the available opportunities in the selected carrier subjects to teach Human Rights Education. The exercise identified:

(1) Explicit topics– where human rights issues are named explicitly and can be specifically identified in the curriculum.
(2) Implicit topics – where human rights issues are not named explicitly but offer opportunities to teach human rights issues.

Although the primary focus of this assignment was what the curriculum documents reveal, other learning opportunities available through extra-curricular are also identified. That is, the important leanings taking place through other kinds of learning opportunities that may not be subject and classroom related.

Data from this exercise assisted in developing a Curriculum Review Report as a tool to support any future syllabus review to infuse Human Rights Education in them.

C5: Data Analysis and Report Writing

The data collected was analysed and combined with information gathered from the literature review to develop the required strategy. The analysis entailed referring to the notes and the audio records taken during the interview to list down key ideas and the recurrent themes emerging from the interviews.

The key issues, concepts and themes were identified and categorised under the headings and subheadings that were drawn initially from the interview questions which were also drawn from the original objectives of the assignment. The categories were refined to become more adaptable to the emergent and analytical themes as well as to the literature. The drafting and presentation of the findings were guided by the consultancy objectives; the literature and the data analysed and interpreted as the findings. The result of the audit and the information from the consultative process was used to identify ways of integrating Human Rights Education into the school curriculum.

C6: Validation Workshop

The validation workshop was held on the 13th of January 2022. A PowerPoint presentation was made at the workshop, followed by discussions to obtain feedbacks from the participants that were incorporated to produce the final report. A separate report on the workshop was produced and submitted along with this report. From the above description of the methodology, below are the specific activities of the assignment.

C7: Summary of Activities

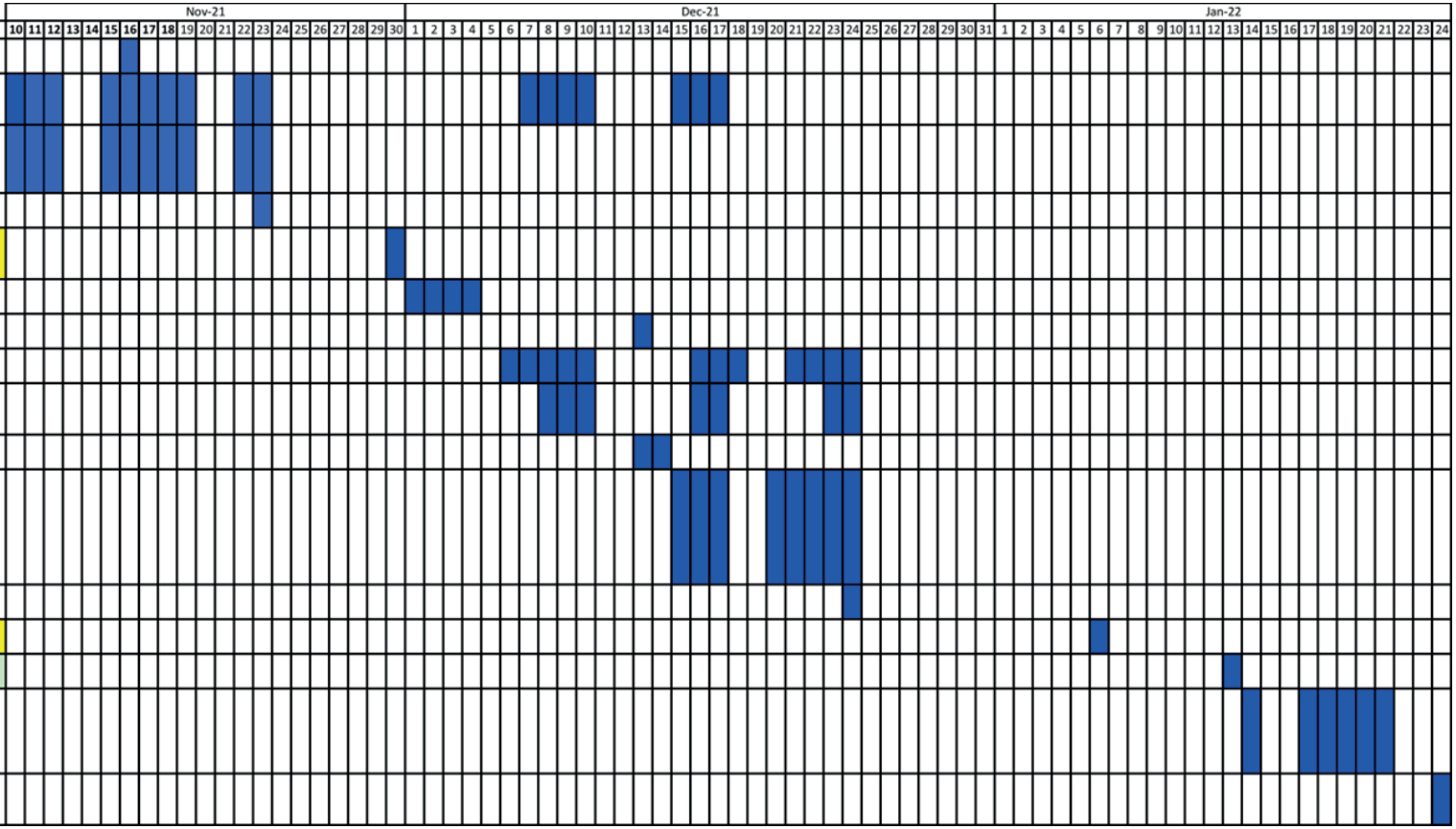
1) Inception meeting.
2) Collection/gathering and review of relevant literature.
3) Development of an inception report including the required tools.
4) Submission of Draft Inception Report.
5) Taskforce meeting to receive feedback on the Inception Report.
6) Finalisation of the inception report.
7) Submission of the Inception Report.
8) Conduct stakeholder consultations.
9) Data analysis.
10) Curriculum Audit exercise.
11) Identifying and developing approaches on how human rights can be integrated into the identified levels of education.
12) Submission of Draft Report.
13) Taskforce meeting on the draft report.
14) Validation workshop.
15) Finalisation of the materials from the validation and production of the validation report.
16) Submission of the Final Report, and validation report.

C8: Work Plan

The following matrix shows the activities, dates of implementing each, and a gang chart.

Work Plan: Review of the Basic Cycle and Senior Secondary School Curricula and Identify Ways of Integrating Human Rights Education into the Curricula of the Various Education Levels

Item	Activity	Dates
1	Inception meeting (Cancelled)	16th Nov
2	Collection/gathering and review of relevant literature	10th Nov. onwards
3	Development of an inception report including the required tools	10th to 23rd
4	Submission of Draft Inception Report	23rd
5	Taskforce meeting to receive feedback on the Inception Report	30th Nov.
6	Finalisation of the inception report	30th November & 1st Dec.
7	Submission of the Inception Report	2nd Dec.
8	Conduct stakeholder consultations	6th to 10th December
9	Data analysis	8th to 10th; 16th and 27th Dec. 2021
10	Curriculum Audit exercise	13th and 14th Dec. 2021
11	Strategy development: identifying and development approaches on how human rights can be integrated into the identified levels of	15th to 17th, 20th to 24th Dec. 2021
12	Submission of Draft Report	24th Dec. 2021
13	Task force meeting on the draft report	6th January 2022
14	Validation workshop	13th January 2022
15	Finalisation of the materials from the validation and production of validation report	14th, 17th to 21th January 2022
16	Submission of the Final Report, and validation report	7th January 2022



C9: Implementation Arrangement

The assignment entailed working closely with the Taskforce responsible for the supervision of the consultancy, mainly through the NHRC identified Programme Officer who served as the focal person responsible for the day-to-day execution of the assigned tasks.

The consultant provided expertise and the necessary guidance in the processes of consultations, curriculum audit exercise, and the development of strategies for integrating Human Rights Education into the school curriculum. Technical and subject specialists supported the curriculum audit exercise.

The NHRC facilitated the participation of the personnel and experts who attended the task force meetings and validation workshop. Two taskforce meetings were held to provide feedbacks on the Draft submissions. First, was on the Draft Inception Report held on 30th November 2021 and the other was held on the 6th of January 2022 to receive feedback on the draft consultancy report. In addition, the Commission provided constructive feedback in track changes on both documents. The office also provided the necessary literature within its remits, identified, and to some extent mobilised the relevant stakeholders to be consulted, especially those within the Commission.

SECTION D: FINDINGS

The Human Rights Education Indicator Framework served as the lenses to examine and present findings on the presence and quality of Human Rights Education policies and practices. It helped to support the review and presentation of the status of Human Rights Education in the national instruments and policies, the formal education sector and training. The review and understanding of the scale and quality of Human Rights Education practices facilitated the identification of gaps and areas for improvement. In this regard, the strengths, weaknesses, opportunities, and threats in relation to integrating Human Rights Education into the school curriculum are examined.

D1: Human Rights Education in Legislation and Policy Documents

The Gambia has enacted several laws to protect human rights in the country such as Chapter 4 of the 1997 Constitution of the Republic of The Gambia. However, the provision of Human Rights Education is yet to be legislated as adopted by the December 2011 UN General Assembly. The country's Education Policy (2016 – 2030) accords priority to free basic education for all. Some of the guiding principles of the Policy are:

- *Non-discriminatory and all-inclusive provision of education underlining in particular, gender equity and targeting of the poor and the disadvantaged groups;*
- *Respect for the rights of the individual, cultural diversity, indigenous languages and knowledge;*
- *Promotion of ethical norms and values and a culture of peace*

Furthermore, some of the aims of education stipulated in the Policy are:

- *Promote a broad-based education at the basic level for lifelong learning and training*
- *Mainstream gender in the creation of opportunities for all to acquire literacy, livelihood skills and the utilisation of these skills in order to earn a living and become economically self-reliant members of the community*
- *Cultivate sound moral and ethical values in the development of life skills*
- *Develop a healthy body and an appreciation of the value of a healthy mind in response to life threatening diseases like HIV/AIDS, malaria, cancer and tuberculosis*

- *Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities*
- *Promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity (p. 5)*

These provide sufficient policy backing for developing and implementing Human Rights Education in schools. As regards the institutional arrangement within the Ministry of Basic and Secondary Education, no dedicated Department is specialising in Human Rights Education. Notwithstanding, a Unit under the Directorate of Inclusive Education and Early Childhood Development is dedicated to promote the implementation of Life Skills Education programme, which incorporates Human Rights Education activities.

However, Human Rights Education has not been adequately defined in terms of goals, pedagogy, and content within the schooling system as noted below.

D2: Human Rights Education in the Curriculum

The Education Policy establishes and prescribes Human Rights Education within the curriculum but subsumed in the life skills programme. According to the policy:

> *Life skills education programme will continue to intervene and strengthen the areas of HIV/AIDS prevention; the reduction of gender-based violence in and around schools; human rights education; the inculcation of peace building, tolerance and patriotism; population and family life and the environment including climate change (p 23).*

A comprehensive study to determine the presence of Human Rights Education-related learning outcomes and learner-centered teaching methodologies within the existing subjects is being envisaged. However, there is evidence Human Rights Education is clearly defined in terms of its content and pedagogy within the civic education subject from Grades 4 to 12. The subject is recently being introduced. The syllabus contains relevant Human Rights Education topics and learning outcome including:

- Citizenship
- Leadership
- Civic duties and responsibilities teaching children at the level of Grade 2 to appreciate their duties, rights and the rights of others.
- Patriotism
- Discipline and Hospitality

- Peace building including tolerance, discipline and love
- Good manners and approach

Some of the human rights values taught through the syllabus include:

- Culture of peace and peaceful co-existence
- Learning to respect people and their opinion and avoid the use of abusive language; learnt to show love and care to others.
- Discipline
- Loyalty, integrity and dedication to the nation and humanity
- Good neighbourliness
- Self-confidence or self-esteem
- Respect and tolerance and appreciation of diversity
- Patriotism
- Respect for the cultural heritage
- Service to the nation and humanity, appreciation of leaders and leadership roles

Moreover, this syllabus is being prepared for piloting and there are still ample opportunities to review the draft syllabuses with a view to strengthening human rights in them.

This consultancy is the first of its kind that is coming up with a comprehensive strategy for integrating Human Rights Education within the curriculum. It is hoped that it will trigger the implementation of a curriculum strategy to strengthen the presence of Human Rights Education-related knowledge, skills, and attitudes as well as pedagogy within the existing learning areas/subjects and quality standards.

D3: Human Rights Education in Training Materials and Methodologies

Guidelines for including Human Rights Education-related competency and pedagogy are not available but the exercise being reported is set out to identify ways of integrating Human Rights Education into the school curriculum. The assignment has come at a time when the Ministry of Basic and Secondary Education is about to pilot the new curriculum materials. The piloting will be followed by finalisation of the syllabuses and then the development of textbooks. It is envisaged that Human Rights Education, in terms of its content and methodologies within the ensuing textbooks and other learning materials, would undoubtedly be well defined upon implementing the recommendations of this report.

D4: Learner Assessments and Program Evaluations in Human Rights Education

Currently, there is limited if any student assessment for achievements in Human Rights Education-related knowledge/skills/attitudes. However, this will come into effect with the fully-fledged implementation of Civic Education subject, which will be compulsory from Grades 4 to 12. The subject will be mandatory from 2023 for all West African Senior Secondary School Examination candidates in The Gambia.

The assessment of teachers for their Human Rights Education practices and methodologies is not also in place. The Gambia has a cluster monitoring system where a cluster of schools are assigned to monitor who are supposed to monitor all aspects of the schools, including curriculum implementation. Monitoring of human rights education is inevitable when integrated in the school curricula.

D5: Human Rights Education in Teacher Training

In The Gambia, basic education teachers are trained at The Gambia College whilst the secondary level teachers are trained at the University of The Gambia (UTG). The students as main audience, the College gives broad based education about human rights and civic duties. Gambia College developed teaching modules taught by the Gender Education Department across the programmes: ECD, Diploma and Advanced Diploma levels as general requirement courses. This assignment does not cover the situation at the UTG, but a respondent informed the interview that the law students organise moot court trials on human rights issues to create awareness. However, the extent to which the teacher trainees are involved in this exercise remains a question for further investigation.

D6: Human Rights Education in Non-formal/Extracurricular School-Level Programming

In the absence of guidelines to encourage school-wide activities for the promotion of Human Rights Education, there are very limited if any school-wide strategies for implementing human rights education. However, some schools are collaborating with Civil Society Organizations in carrying out non-formal or extracurricular Human Rights Education-related activities.

D6.1: Institutions, NGOs, and Civil Societies involved in Human Rights Education

The institutions and agencies are as follows.

1. NHRC
2. Child Protection Alliance
3. Ministry of Basic and Secondary Education
4. EFANET
5. Gambia College
6. IHRDA
7. United Nations Country Team
    - UNDP
    - UNICEF
    - OHCHR
    - UNFPA
8. NCCE
9. ChildFund The Gambia
10. Action Aid The Gambia
11. Amnesty International
12. TANGO
13. African Network of Women Association For Victims
14. Human Rights Friendly School Coordinator
15. Think Young Women
16. Gambia Participates
17. FAWEGAM (Not directly involved in HRE)
18. UNESCO NATCOM

The functions and/or education activities of some of them are described below.

National Human Rights Commission (NHRC)

NHRC is involved in the promotion and protection of Human rights, raising awareness of Human Rights Education through schools, celebration of Human Rights Day, organization of Moot court trial competitions by UTG Law students, school visits and invitation to awareness and sensitization activities, Media agencies and community education /sensitization. They conduct Human Rights Education, targeting Law enforcement-based institutions to add human rights value to their work. The Commission is also pursuing the need to have policy and curriculum on Human Rights Education integrated.

UNDP

UNDP, although not directly involved in school or community-based education, provides funds to support NGO/civil society-led Human Rights Education programmes. For example, it supports the work of the NHRC, NCCE, and other organization with human rights education mandate such as TANGO, Gambia Participates, and Think Young Women. The education audiences of these organisations include victims of human rights violations, children, women, youth, vulnerable groups, victims' communities at the grassroots level, and the social media audience, and are educated on topics such as human rights, infringements, duties, and obligations. Awareness creation is very important in their sensitisation bid through formal and informal means.

OHCHR

It provides training to relevant partners on human rights and supports the capacity building of institutions in the development of Human Rights Education modules and manuals and setting up of human rights clubs in schools. It also supports the UTG Law Faculty to organise Moot Courts on human rights issues. OHCHR also provides technical support on human rights to Ministries and institutions.

Child Protection Alliance

Child Protection Alliance is a child-rights coalition that raises awareness on the rights of children and their protection against all forms of abuse, violence, and discrimination. It conducts Human Rights Education activities targeting parents, teachers children, health workers, communities, and law enforcement agencies. The Alliance also builds the capacity of State institutions and Civil Society Organisations on human rights issues such as child protection, children's rights, violence against children, child trafficking, and other human rights violations that children face. The activities are conducted through non-formal or extracurricular activities that promote the implementation of human education in and out of schools.

Amnesty International

Amnesty International is implementing the Human Rights Friendly Schools project in 10 Senior Secondary Schools in The Gambia. According to Amnesty International, this project is 'a sustainable all-encompassing approach to integrating human rights within the school environment'. The project focuses on students and targets the teachers, lecturers, and other educators to deliver classes, workshops, and training to bring human rights into the classroom and ultimately, work towards building a human rights culture within the school environment.

Two teachers have been trained in each of the 10 schools as Human Rights Education Coordinators who in turn train the students and help them to establish school clubs and conduct various Human Rights Education activities among their peers.

Amnesty International is working on school-based violence prevention clubs targeting children, caregivers, and teachers. It organises training and advocacy programs on crosscutting human rights issues of violations through school sensitization talks, organization, and coordination of Human Rights Clubs in schools. It encourages the Clubs to use the extra-curricular time to give human rights awareness talks, and read human rights instruments so that students can become peer educators and advocates on chosen human rights subjects.

Ministry of Basic and Secondary Education (MoBSE)

MoBSE collaborates with National Council for Civic Education (NCCE) to render to the general public and school clubs, Human Rights Education focusing on rights and obligations, rights and the rule of Law, and working to include these issues and other human rights activities in the Basic and Secondary Schools curricula. The Ministry has included Human Rights Education topics in the recently developed Civics Education subject.

Education For All Network (EFANET)

It collaborates with Child Protection Alliance and Gambia Federation for the Disabled, and plans with other stakeholders and children, to create awareness of human rights and child protection in society. It also engages in advocacy for quality education for children through social media, radio and television talk shows, and school assemblies.

Child Fund The Gambia

Though not directly involved in Human Rights Education, ChildFund primarily focuses on child rights and child protection. It is a service-based organization and implements programmes in areas such as education (provision of sponsorship, educational materials, etc.) and health (provision of medical supplies, etc.). Child Fund is working on a school-based Violence Prevention Model which is targeting childcare givers and teachers.

Forum for African Women Educationalist – Gambia Chapter (FAWEGAM)

FAWEGAM is not directly involved in Human Rights Education. However, it is involved in child rights promotion and protection, and advocates for girls' education in the country. It organises awareness-raising activities for learners, parents, and communities, and works with relevant institutions such as MoBSE, Ministry of Gender, Children and Social Welfare, Community Based Organisations, and Civil Society Organizations such as Child Protection Alliance to sensitise communities on harmful traditional practices and Gender-Based Violence, and promote girls education. FAWEGAM also organizes capacity-building programmes for the Police, Judiciary, Regional Directorates, Technical Advisory Committees (TAC), Multidisciplinary Facilitation Team (MDFT), and Committees of the National Assembly. It uses outlets such as social media, school clubs e.g. Voice of the Young, and community watchdogs to reach their target audiences.

D6.2: The purpose or objectives

The stated objectives are to:

(a) Do away with misconceptions about children's rights
(b) Enhance child protection,
(c) Raise awareness on the meaning of human rights, responsibility, obligations, and appreciation of equality, violations, and Government protocols on human rights, non-discrimination, and nationalism
(d) Instil human rights values in society through education and advocacy for children's rights.
(e) Understand the diversity in the society
(f) Foster and nurture the culture of human rights values in children
(g) Build the capacity of law enforcement agencies to enhance their professional standards in protecting human rights
(h) Raise awareness on basic human rights Equality, Non-discrimination, and Nationalism.

Legislative, Judiciary, and Executive

a) To enact progressive laws and tolerance
b) To provide judicial education that has recognition for the sanctity of human rights

Community/Society Education

The community or mass Human Rights Education aims at:

a) Engendering the creation of awareness of Human Rights Education to change the mindset of people in the society to have a positive outlook towards other individuals.
b) Bringing about a cohesive society in which there is respect for each other, acceptance of diversity, and freedom of expression
c) Helping learners demonstrate an understanding of their rights, respect the rights of others and live up to their obligation and responsibility in society.
d) Raising awareness of disability rights, and democratic principles
e) Ensuring that people know their rights, and the laws, obey the laws, and can claim their rights.
f) Demonstrating understanding of the existence and functions of the NHRC.
g) Embracing the culture of human rights where people know their duties and responsibilities.
h) Enhancing the involvement of all gender across the board (boys, girls, parents, Teachers, and community) in soliciting opinions/ideas for planning and implementation of Human Rights Education

D6.3: The programme implementation strategies/methods

The implementation strategies include the use of media platforms such as radio, television, and social media to transmit human rights messages to the public. These messages are drawn from the country's constitution, international and regional treaties, and laws enacted by the National Assembly.

Specific target groups are also identified and engaged in capacity-building programmes. These include the Police, Judiciary, Regional Education personnel, other Government agencies, and community watchdogs. The NHRC Legal and Investigation Directorate and Child Protection Alliance are examples of those involved in such a capacity-building activity. Some organisations target victims and vulnerable groups to build their capacity to claim their right to redress.
Schools are visited to expose the children to Human Rights Education. Programme planning and implementation activities are conducted with the stakeholders and children as participants and resource persons. Human rights clubs are established and functional in some schools. Students are also engaged in celebrating Human Rights Day during which the law students at the University of The Gambia also conduct Moot court trials on human rights issues in a bid to promote and enrich Human Rights Education.

D6.4: Human rights curriculum contents/topics

International and regional instruments, especially those signed or ratified by The Gambia were revealed as the content of Human Rights Education. These instruments are reviewed for specific curriculum topics that can be used to integrate into the curricular. Appendix 5 shows the contents.

In addition, national laws, notably Chapter 4 of the 1997 Constitution of The Gambia and the Police Act, are also used. Some of the specific topics that emerged and are analysed from the interview data are:

- Introduction and origin of human rights,
- Mechanism of action in relation to enforcement, claiming human rights, and seeking redress for violations
- Need for Civil society movement
- Awareness creation on human rights and responsibilities
- The establishment and role of the NHRC
- Protection of the dignity of children
- Quality education as a right
- Dignity
- Respect for diversity and non-discrimination
- Child rights and protection against bullying and abuse
- Where to go/who to tell when the rights are violated
- Human rights violation/infringement
- How to claim rights
- How to seek redress
- Duties and obligations
- Peace
- Accountability
- Transparency
- Economic, Social and cultural rights
- Emerging issues of human rights from intermittent needs assessment

D6.5: Teaching and learning support technologies and resources

The analysis of interview data shows that the following resources are available to some agencies and used in training and sensitisation activities.

- Training manuals and modules
- Resource persons from within the country and outside e.g. the Institute of Human Rights and Development in Africa
- Children National Assembly platform
- Visual presentation
- Public address system
- Posters and leaflets
- Billboards in strategic locations across the country
- Social media platforms including WhatsApp, Twitter, and Facebook
- Radio and Television shows
- NHRC website
- Computers
- Video shows on Human rights abuses i.e. violence against children and women
- Moot Court

D6.6: The Challenges

The challenges in delivering Human Rights Education are many and multifaceted. Mainly they include:

Acceptance, Misconception, Resistance, and Misperception

- General acceptance of Human Rights Education,
- Understanding of human rights
- Misconceptions about human rights
- Misperceptions of human rights as a foreign concept
- Branding human rights as anti-cultural and anti-Islam
- Foreignisation of human rights concept and practice
- How to brand our messages in a way that people will listen
- Ways to dispel human rights concepts as foreign
- How to enhance the understanding of the concept of human rights (rebrand) to eliminate the notion of foreignisation of human rights issues
- How to make the human rights messages simple, basic and appealing
- How to position human rights in such a way that people understand the relevance
- Language barriers in some communities and schools/ translation of materials into local languages

Resource limitation

- Limited financial resources /funding to support the implementation implement HRE activities
- Heavy dependence on donors for funding and financial support.
- The loose partnership between organisations to develop and present a stronger voice. 'Two voices speaking is better than one'; how do organisations create innovative partnerships so that their messages echo far and wide' an interviewee noted.
- Lack of innovative partnerships, such as bringing on board the private sector in human rights activities
- Getting the target audience affects the timely implementation of activities,
- Delays of response to participation in Human Rights Education activities
- Reluctance in sharing relevant materials and resources

Specific challenges relating to children

- The unwillingness of parents to give consent for their children's participation in human rights activities
- Domination by elders during activities designed for children to lead
- Irresponsibility/negligence on the side of the parents.

Other emerging issues

- Weak enforcement of laws that protect children from harmful traditional practices
- Lack of proactive interventions by the Government in protecting vulnerable citizens, especially in monitoring and regulating child institutions.

D6.7: How to address/remedy the challenges

- Mass sensitisation to address misconceptions; create and raise awareness about human rights.
- Continuous sensitisation involving all stakeholders, using TV/Radio and all available media platforms
- Early start in learning Human Rights Education by having it in the curriculum to promote understanding of HRE by Teachers and students at all levels.
- Organisations/institutions partnering to have a stronger advocacy voice.
- Make messages simpler to grasp and interesting (localising Human rights.)
- Sufficient domestic allocation of funds,
- Innovative partnership with the private sector

D5.6 SWOT Analysis

Based on the above analysis, Appendix 6 shows the strengths, weaknesses, opportunities, and threats (SWOT).

STRENGTHS - Resources or capacity the organization can use effectively to achieve its goals (Internal Environment)

WEAKNESSES - Limitation, fault, or defect in the organisation or society that will keep it from achieving its objectives /goals (Internal Environment)

OPPORTUNITIES - Any favourable situation or means in the organisation's environment to enhance its position or status (External Environment)

THREATS- Barrier, constraint, unfavourable situation, or anything external that might cause problems potentially damaging to the organization's effort or strategies (External Environment)

SECTION E: IDENTIFY ENTRY POINTS FOR THE INTEGRATION OF HUMAN RIGHTS INTO THEIR SEPARATE CURRICULA

Theoretical frameworks for constructing ways for integrating Human Rights Education in the school curriculum are the three key dimensions of Human Rights Education discussed in Section A3.2 of this report and the broad concept of curriculum heightened in Section A1. The three detentions are:

1. Education about human rights
2. Education through human rights, and
3. Education for human rights

E1: Education about human rights

Education about human rights is what many people consider Human Rights Education; that is, providing knowledge and understanding of human rights norms and principles, the values that underpin them, and the mechanisms for their protection. The sections that follow use the analysis of data collected to identify the objectives of Human Rights Education.

E1.1: Objectives of Human Rights Education in School Curriculum

a) To introduce Human Rights Education in schools for awareness and action.
b) To create a conducive environment and condition for protecting children from human rights violations such as abuse, bullying, and harassment
c) To have an in-depth, broad-based understanding and be grounded in human rights issues through formal education in other to promote living in a better society.
d) Instill in children from an early age a strong belief in basic/ simple things like dignified life, a sense of oneness and tolerance
e) Give opportunities to learners to know about their rights i.e. education, health, a clean and safe environment, not to be tortured, etc.
f) Help learners know their fundamental rights and the corresponding responsibilities, and be able to co-exist with others and make their country a better place for all.

g) Introduce Human Rights Education to children's daily life to make it an integral part of their nature and culture.
h) Ensure Human Rights Education is mainstreamed in the school curriculum.
i) Raise the awareness of learners about basic human rights, norms, and values, promote equality and non-discrimination and encourage patriotism among learners.
j) Infuse Human Rights Education, at the ECD level through the various thematic areas of the curriculum through songs, drama, drawing, fun learning, rhymes, and the manners inculcated in the daily activities of children.

E1.2: Human Rights Education curriculum contents/topics

The human rights content consists of the fundamental rights as contained in international, regional, and domestic human rights instruments. Appendix 5 shows the contents derived from the stated instruments.
Human Rights Education is categorised as follows:

1. Civil and political rights
2. Economic, social, and cultural rights -
3. Humanitarian principles - rights of those who are involved in, or affected by armed conflict.

The main curriculum themes under each category are classified as follows:

1. Rights
2. Freedoms
3. Prohibition
4. Protection
5. Treatment

The topics under each category and themes are codified for ease of reference.

The topics/content of Human Rights Education obtained from the interviews are categorised into three main headings to develop the curriculum. However, the human rights issues are 'interlinked, interrelated and iterative' (Transcript 3). These must be borne in mind in advancing this work of identifying ways to integrate Human Rights Education into the school curriculum. The three categories are:

Civil and political rights

- Equality of all humans
- Protection
- Rights and duties/responsibility
- Respect, acceptance of diversity, freedom of expression, protection against violence and abuse
- Sense of oneness
- Democratic principles
- Right to life
- Torture
- Expression
- Information
- Public participation
- Privacy
- Security
- Equality of gender

Economic, social, and cultural rights

- Awareness creation of what fundamental human rights is in the society
- Quality education as a right
- Right to education and choice of type of school
- Issues of violation
- Rights to education, health, environment
- Dominance
- Right to life
- Right to play
- Shelter
- Work
- Respect for diversity
- Non-discrimination
- Prevention of gender stereotyping
- Deconstruction of norms and values that do not align with human rights

Humanitarian principles

- Strong belief in laws of armed conflict
- Dignified life
- Protection
- Torture
- Tolerance
- Sense of oneness
- Dominance
- Health
- Cultural and religious places
- Prevention of gender stereotyping

Group Rights

- Girl's Rights
- Disability rights

Crosscutting

- Increasing strong belief from an early age in very basic /simple things like dignified life, a sense of oneness
- Definitions of human rights concepts
- Mechanisms of action - who to report to when rights are violated
- Dignified life
- Sense of oneness

E1.3: Integration of human rights into the curriculum

The various emerging methods (both in the literature review and the data analysis) of integrating Human Rights Education into the school curricula include:

- As a standalone subject, targeting students, teachers, and caretakers/ givers
- Topics infused into carrier subjects such as civic education, social studies, etc.
- Modules/manuals/guidelines for teachers and students which can also be adapted for community engagements
- Teacher training

All the approaches have advantages and disadvantages.

The advantages of a centrally developed special subject (dedicated/standalone subject) approach:

Advantages

- Creating a new stand-alone subject dedicated entirely to Human Rights Education within the formal curriculum would have central Government backing and commitment to introduce the subject. Therefore, it has the advantage of speedy implementation. It also attracts special attention and status as an important part of formal learning.

Disadvantages

- It inhibits further efforts to infuse Human Rights Education themes and topics elsewhere in the curriculum as it might be forgotten or seen as unnecessary. Furthermore, if the subject is limited to specific grade levels and/or is an optional course, student exposure to Human Rights Education might be very limited.
- The crosscutting nature of Human Rights Education might be unrecognized or misunderstood.
- An introduction of a new standalone subject takes a lot of resources, including time, to (a) train teachers to become fully conversant with the subject and (b) develop teaching and learning materials and assessment methods for the subject.

Infusion into carrier subjects

Advantages

- All students doing the carrier subject would have the opportunity of being exposed to Human Rights Education.
- Once the subject is assessed, human rights education will also be assessed.
- Prevents curriculum overload.
- Applicable at all levels of education.

Disadvantages

- Lacks the concentrated focus it may have as a standalone subject.
- Human rights topics are likely to be ignored when teachers are not comfortable teaching them.

The respondents have given various ideas and preferences about how best Human Rights Education can be integrated. For example, a strong justification for Human Rights Education as a standalone subject is that it will aid the understanding of human rights at a broader level than when integrated. However, if infused into carrier subjects it will lack the much-desired or needed emphasis.

On the other hand, the proponents of infusing Human Rights Education into carrier subjects raised concerns over curriculum overload, the risk of resistance to the subject at face value, and learners shying away from the subject regarding it as less important.

Reflecting on the definition of curriculum adopted in this report (Section A1) and the findings from the data analysis, what is adopted in this report as the integration model in The Gambia is the multi-faceted approach, where Human Rights Education is integrated into the relevant subjects (Infusion) and at the same time, specific modules developed to build capacity at various levels. The specific targets are teachers' understanding and pedagogy, the development of a culture of human rights in schools as well as an intensifying awareness campaign and sensitisation to address the prevailing community resistance, misconceptions, and misperceptions.

Entry level of integration

Almost 90% of the respondents suggested that the entry level for integrating Human Rights Education is at the level of ECD and should continue throughout the Basic, Senior Secondary, and University levels. One of them indicated that Human Rights Education can start even before ECD and progresses to the university level. However, few considered the entry level to be from Lower Basic (Grade 1) onward. Since the ECD is the starting point for formal contact between teachers and students, it is recommended that Human Rights Education start at ECD.

Carrier Subjects

At the ECD level, it was found that Human Rights Education could be taught via the thematic areas across the levels (see table 8 below).

At the Lower and Upper Basic levels, it is possible to infuse Human Rights Education in all the subjects. However, reflecting on the experiences of other countries, the subject structure of our educational system, and cost-effective considerations, the subjects that are being proposed as potential carriers of Human Rights Education are Civic Education, Social Studies, Religious Studies, English Language, and Environmental Studies. In addition, at the Upper Basic level History and Geography are carrier subjects as well. Many country experiences have shown that these subjects have greater potential for Human Rights Education to be infused.

At the Senior Secondary level, it is recommended that governance-related subjects such as Civic Education, Government, Economics, Business Management, Commerce, History, and Geography are used as carrier subjects for infusion in addition to the English Language, Religious Studies, and Environmental Studies. For example, Economics, Business, and Commerce subjects offer some fertile grounds for infusing the United Nations Framework for Business and Human Rights. This framework has three pillars: Protect, Respect, and Remedy.

Infusion Methods

This is the method discussed in Section A3.5 of the literature review section used by India and Australia. It involves content analysis of the various curriculum subjects to identify the potential to infuse Human Rights Education topics.

Table 8 below shows the example of infusing Human Rights Education learning through the existing topics and contents of levels 1, 2, and 3 of the ECD programme. The human rights issues that can be taught through the topics are presented as the human rights potentials. For example, 'good and bad behaviours' are taught as content under the theme or topics 'manners'. Children's level of understanding of the human rights-related issues of respect, tolerance, and mockery or bullying that are common in the child's daily life can be enhanced through active learning activities citing examples of things that happened to peers in the classroom, at home, or community.

Human Rights Education can be taught at the ECD through the various thematic areas of the curriculum through songs, drama, drawing, fun learning, rhymes, and the manners inculcated in the daily activities of children.

Table 8: Methods of infusing Human Rights Education topics in the three levels of ECD

Theme/topics	Content	Human Rights Potential
ECD Level 1		
Manners	Good and Bad behaviours	• Respect, tolerance, mockery/bullying
All about me	Own names and names of others	• Right to have a name
	Parts of the body	• Equality between Male and female • Privacy Rights
Environment	Home and Family	• Right to belong to a family • Right to a home • Responsibilities of father, mother, and child at home
Phonics	• Sounding of the letters a, b, m, i, f	• Singing human rights-related songs and rhymes
ECD Level 2		
Environment	Important places (hospital, church, mosque, school, etc.)	• Right to hospital • Freedom of choice of religion • Respect for others' religions • Responsibility to attend school
	• Shelter: storey buildings, huts, bungalows	• Right to live in a house • Responsibilities to keep the house and surrounding clean • Responsibility not to disturb neighbours • Responsibility to respect others no matter the type of house living in.
Myself	• Parts of the body • Hygiene: • Personal hygiene • Self-help skills	• Boys and girls should be treated equally in assigning duties • Right to health • Responsibility for keeping healthy • Take care of yourself and others when ill • Freedom to learn skills that will help you and others
ECD Level 3		
Environment	• Clothing • Plants • Animals • Food and diet	• Respect for cultural dresses from different places (diversity) • Responsibility to keep growing and not to destroy plants in the environment • Right to food • Respect for cultural diets from different places • Respect for life of animals

Appendix 7 shows how to infuse human rights in civic education syllabuses Grades 4 to 12 and social studies (Grades 1 – 9).

Development of guidelines training modules

Guidelines and training modules on human rights concepts and practices, together with suitable activities for learners in and out of school, are necessary tools for Human Rights Education. Special modules for teacher training and/ or activity booklets for teachers and students to use in their daily human rights activities need to be produced and utilised in both classroom and non-formal extracurricular activities in and out of school.

Teacher Training

Deliberate efforts are needed to conduct in-service and school-based training of teachers to implement Human Rights Education in schools at all levels. Such training will target teachers' convictions, content knowledge, and pedagogy of Human Rights Education. Strengthening teacher-training institutions such as The Gambia College and the University with the appropriate and needed training, facilities and equipment will ensure the sustenance of Human Rights Education in the school system in The Gambia.

E2: Education through Human Rights

Human rights through education refer to the democratisation of teaching methods where children/learners and teachers are seen as members of a learning community. Effective teaching of Human Rights Education requires a shift from learning transmission to learning facilitation as the main method of instruction. Various child-centered teaching methods must be explored and employed. Some learning activities that promote understanding and action are discussed below.

Field Experiential Learning is where learners participate in field trips to areas such as victim centres, slave houses, or places where human rights violations occurred. Learners' visits to organizations such as NHRC, observing human rights-related courts, and other forms of community engagements and enquiries. Visiting areas where there is positive human rights observance can promote understanding of students.

Inquiry Learning is where students in group conduct case study research, analysis, and presentation; project work and surveys; interviewing; school and community weakness and capacity assessment with regards to human rights observances and actions to prevent violations and abuses.

Socio-emotional learning through which learners share their feelings about what they experienced and the experiences of those affected by rights abuses, articulating fears about the future, as well as empathetic exercises, are examples of socio-emotional learning.

Surrogate Experiential Learning is where learners are engaged in watching videos, listening to voice recordings, and responding to questions about what they see or hear; engaging in playing games; role plays; using drama, dance, and song to capture feelings and difficulties; simulation games. Activities such as sketches, mime, puppetry, body sculptures, and vocal performance are examples of surrogate learning.
Some of the teaching methods that emerged in data analysed from the interviews are multifaceted and are as follows:

- Soft approach to elicit enjoyment and interest,
- Fun learning
- Songs and rhymes as in Jolly Phonics
- Drawing
- Drama
- Poetry
- Storytelling,
- Extra curricula activities including, school club activities,
- Roleplay
- Demonstration
- Lecture
- Discussion
- Case studies
- Guided Learning
- Assigning responsibilities to learners such as managing the class
- Reading human rights reference materials depending on the level such as the Constitution, and conventions.

E3: Education for Human Rights

Education for human rights entails involving learners not only in learning human rights concepts and values but also actions in schools and the community. Learning activities through non-formal and extracurricular activities, including school clubs, peer and community engagements, democratic election of school/class prefects, and head boys and head girls are some examples of education for human rights.

Student involvement in ***Action and Activist Learning*** is also considered as education for human rights. It entails learners' involvement in community capacity-building projects on human rights. Awareness-raising activities such as mounting displays, poster campaigns in the community, drama performances; presenting to fellow students, and conveying ideas and opinions to human rights organisations and interest groups such as NHRC, Child Protection Alliance, etc. Action and Activist learning also involve writing to newspapers; speaking on local radio; opinion forming through the use of traditional and social media (Kagawa and Selby, 2021).

E1.4: Challenges/Constraints and mitigation methods

Challenges/Constraints	Mitigations
Cultural barriers/resistance, societal acceptance especially the parents	Planning and implementing community sensitisation, media campaign, focus group discussions, social media pages, town /village meetings, and school clubs to strengthen awareness and understanding of human rights education
Perception of people concerning disability	Community sensitisation, media campaign, focus group discussion for attitudinal change.
Political will	Government fulfilling its financial commitment and building its capacity.
Buy-in by the relevant Government Ministries and Departments	Engaging personnel from the relevant ministries/departments as task force members from the onset
Taking ownership of human rights education in schools	Involve the teachers, parents, and learners in the planning and implementation of human rights education
Fear of curriculum overload	Infusing in carrier subjects and teaching human rights education through extracurricular activities
Buy-in of parents, students, and teachers	Start /catch them young
Financial challenges: Finance to support programmes and materials for training and implementing human rights education activities	Resource mobilisation including lobbying for funds, locally and internationally, collaboration/partnership, and proactive linking with donor agencies for funding
Modern resources for teaching, publicity, sensitisation such as modules and posters	Funding and provision of teaching resources are needed.
Electricity supply	
Inadequate Monitoring and Evaluation (M & E)	Well-structured M & E system
The capacity of teachers to deliver the content, their open-mindedness in the understanding of the concepts of human rights	Build capacity of Gambia College and University of The Gambia to develop modules on human rights education contents and train teachers
Teachers' convictions, biases vis-à-vis their mindset, content knowledge, and appreciation of human rights.	Teachers' in-service training and continuous professional development on the content/concept of human rights education and implementation methods
Conflict/clash with religious biases	Need for sensitization on the right meaning of human rights.

Conclusion

This report offers the foundation for the design and implementation of the Human Rights Education programme in The Gambia. However, a specific focus has been made on ways to integrate Human Rights Education in the curricula of ECD and basic and secondary levels of education as stipulated in the terms of reference.

The findings from the literature review and the data analysis indicate that ways of integrating Human Rights Education in The Gambia should be a multifaceted approach to be implemented at all levels of education from ECD to university. Furthermore, the integration should be by infusion into carrier subjects. The development and implementation of modules/handbooks for teachers, students, and the community will go a long way to effectively and efficiently execute the curriculum integration. The specific recommendations to kick-start and sustain the process are outlined next.

Recommendations

The following are the recommendations.

- Conduct a study to assess people's understanding of human rights issues to properly target society for human rights awareness and practice.
- Conduct awareness-raising activities to enhance people's understanding of human rights.
- Employ a holistic approach to Human Rights Education where schools, teachers, teacher trainers, and society at large are carried along.
- Conduct teacher training through pre-service and in-service. About 25,000 teachers should be targeted for in-service training.
- Capacity building of teacher educators and educational institutions such as Gambia College and the University of The Gambia is needed for the sustenance of the Human Rights Education programme.
- Develop modules/guidelines and activity books covering the entire human rights topics (Appendix 5) as appropriate to different levels of education to enhance learning.
- Establish stronger collaboration and partnership between human rights educators, defenders, the private sector, and other donor partners for Human Rights Education.

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ANNEXES

Appendix 1: List of Members of the Taskforce at the 30th November Meeting

NO.	NAME	INSTITUTION
1	Mbara Saine	Ministry of Basic and Secondary Education (MoBSE)
2	Aboubacarr Jallow	Gambia College
3	Binta Ceesay	MoBSE
4	Burama L.J.Jammeh	Consultant
5	Alhagie B. Sama	GTU
6	Imam K.Njie	CREDD
7	Musu Komma	Childfund
8	Chipo Rushwaya	IHRDA
9	Maimuna Jaiteh	UNICEF
10	Lamin Fatty	CPA
11	Alkali Korita	Gambia College
12	Momodou Jeng	MoBSE
13	Yvonne Masarakufa	OHCHR
14	Dr. Saikou Kawsu Gassama	NHRC
15	Emmanuel Joof	NUR
16	Imam Baba M. Leigh	NHRC
17	Mam Ndeban Jobe	NHRC

Appendix 2: The People met face-to-face or virtually

NO.	NAME	SEX	Institution
1	Alhagie B. Sama	M	GTU
2	Mbara Saine	M	MoBSE
3	Yadicon Njie Eribo	F	FAWEGAM
4	Matilda Mendy	F	NHRC
5	Lamin Fatty	M	CPA
6	Yvonne Masarakufa	F	OHCHR
7	Imam K.Njie	M	CREDD
8	Emmanuel Joof	M	NHRC
9	Dr. Saikou Kawsu Gassama	M	NHRC
10	Kebba Omar Jarjusey	M	EFAnet
11	Ida Persson	F	UNDP
12	Aboubacarr Jallow	M	G/College
13	Alkali Korita	M	G/College
14	Ms. Fana Gaye	F	Childfund
15	Mam Ndeban Jobe	F	NHRC
16	Aminata Jaiteh		MoBSE
17	Mansour Jobe	M	NHRC

Appendix 3: Interviews Guide for Stakeholder Consultation

A: Situation of Human Rights Education

1(a) Is your institution/organisation involved in human rights education?
1(b) Do you know of any institution/organisation that is involved in human rights education activities?

- If no, proceed to section B
- If yes, proceed with the following:

1. Who were the intended audiences?
2. What is the purpose of the education programme?
3. How was the programme implemented? Give a brief description of the programme.
4. What are the human rights issues/contents of the programme?
5. What are the technologies and resources available to support teaching/learning about human rights in the programme?
6. What are some of the challenges you know of?
7. How do you think these challenges could have been or can be addressed?

B: Ways of integrating human rights education

1) What do you think should constitute the objectives of human rights education in The Gambia?
2) What are the main human rights issues/topics of concern to you that you think should be taught in schools?
3) How do you think these topics could be integrated into the curriculum? Probe for ways of integration, for example:

    - As a standalone subject.
    - Infused into carries subjects, if so, which subject(s)?
    - As a module for teachers,
    - As handbooks for students.
    - Teacher training.

4) In what way(s) can human rights education (knowledge, skills, values, and attitude) be inculcated in school children?

- Probe for various levels – ECD, LBS, UBS, and SSS

5) What are the constraints you envisage in implementing human rights education in schools?
6) How do you think the constraints can be mitigated?

Appendix 4: Tools for analysing Curriculum subjects for human rights education

Subject: .....

Grades	Syllabus Theme / Topics	List of Human Rights topics/ content	
		Explicit Human rights topic / content-Direct Opportunity for teaching HRE	**Implicit** Human Rights topic/content Indirect Opportunity for infusion (i.e. content not found in the syllabus but there is an opportunity to infuse the Human Rights education topic topics

Appendix 5: Curriculum Content/topics derived from international and regional instruments and domestic laws

Category, Themes, and topics					
Code 1	**Civil and political rights**	**Code 2**	**Economic, social, and cultural rights -**	**Code 3**	**Humanitarian principles - rights of those who are involved in, or affected**
11	**Rights**	**22**	**Rights**	31	**Rights**
1101	Life	2201	Adequate food and water,	3101	
1102	Liberty	2202	Health care,	**32**	**Freedom**
1103	Fair trial	2203	Education	3201	Freedom from torture, cruelty, inhuman or degrading treatment, punishment.
1104	Privacy	2204	Parents' right to choose kind of education for child	3202	Arbitrary arrest
1105	Found a family	2205	Clean environment,	**33**	**Prohibition**
1106	Vote/universal and equal suffrage	2206	Respect for cultural practices,	3301	Racial segregation and apartheid
1107	Equality (gender, economic, social & cultural	2207	Welfare assistance	3302	Unlawful sentence of death
1108	Fair/public hearing	2208	Participation	3302	Slave trade,
1109	Independent hearing	2209	Recognition	3302	Servitude
1110	Impartial tribunal	2210	Marry	3302	Slavery
1111	Innocent until proven guilty (penal).	2211	Property ownership alone or in association with others.	3302	Forced labour
1112	Nationality	2212	Access to public service	34	**Protection**
1113	Governance (Partake in government)	2213	Just remuneration	3401	Death sentence for any less than 18 years old and pregnant women

Category, Themes, and topics					
Code 1	**Civil and political rights**	**Code 2**	**Economic, social, and cultural rights -**	**Code 3**	**Humanitarian principles - rights of those who are involved in, or affected**
1114	Strike	2214	Working hours (Limitation)	**35**	**Treatment**
1115	Compensation	2215	Periodic holiday	3501	Armed conflict
1116	Liberty and security of persons	2216	Authorship	3502	Prisoners of war
	Leave a country		Right to self-determination in Pursuance of political status, economic/social/ cultural development	3502	Genocide
	Movement		Just and favourable conditions for work		
12	**Freedom**	2217	Gainful work/employment	3503	Wounded,
1201	Speech, opinion, and expression	2218	Conditions of work	3504	Sick or shipwrecked
1202	Movement	2219	Equal opportunity	3505	Civilians
1203	Religious beliefs and practice	2220	Paid Maternal/paternal leave	3506	women
13	**Prohibition**	2221	Disposition	3507	Children
1301	Political thought	23	**Freedom**	3508	Pardon when sentenced to death
1302	Political or other opinions	2301	Operation of trade unions	3509	Encourage Multi racial organisation
14	**Protection**	2302	Residence		
1401		2303	Living standard		**Cross-Cutting**
		2304	Thought		Self-determination
		2305	Conscience		Recognition of the right and freedom of others
		2306	Peaceful assembly		Dignity
		2307	Association and disassociation		Equality
		2308	Participation in (a) the cultural life of the community (b) Trade union		Justice
		2309	Operation of trade unions		Strike
		24	**Prohibition (the prohibited grounds for discrimination)**		Paid Maternal/paternal leave humanitarian, social and cultural rights as well)
		2401	Discrimination against race, nationality, or religion		
		2402	Race or colour		
		2403	Sex		
		2404	Language		
		2405	Religion		
		2406	National or social origin		
		25	**Protection**		
		2501	of the family as a natural/ fundamental group unit of the society		

Appendix 6: SWOT Analysis

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1. Education Policy provision for human rights education 2. Existing Organisations involved in HRE direct or indirectly (see Section D5.1 of this report) 3. Available teaching /learning support technologies and resources such as training manual and module (Gambia College) resource persons from within the country and outside e.g. the Institute of Human Rights and Development in Africa 4. Children's assembly platform 5. Visual presentation facilities 6. Public address system 7. Posters and leaflets 8 . Billboards at strategic locations across the country 9. Social media platforms including WhatsApp, Twitter, and Facebook 10. Radio and Television shows for societal sensitization activities 11. NHRC website	1. Lack of legislation on human rights education 2. Cultural barriers/resistance and societal acceptance of human rights education 3. Misunderstanding and misconception of human rights 4. Misperceptions of human rights as a foreign concept 5. Insufficient law enforcement practice 6. Parental irresponsibility and negligence 7. Parental resistance of consent to children's participation in human rights activities 8. Domination by elders during activities that are designed for children to lead 9. Lack of innovations in bringing on board the private sector in human rights activities 10. Branding of human rights as anti-cultural and anti-Islam	**1)** Holistic target of the human rights education programme including**:** (a) Law enforcement agencies such as police, judiciary, and prison officers. (b) Government agencies including the Ministry of Gender, Children, and Social Welfare (c) Civil Society organization (d) Parents (e) Students (f) The General public Audiences such as Victim - led organisations, Women-led organizations, victim communities at the grassroots levels, and social media. (g) Gambia Federation of the Disabled, Child fund. 2. The current objectives and purpose of human rights education as in Section D6.2. 3. The existing implementation strategies/Methods are discussed in Section D6.3.	1. Limited financial resources /funding to implement HR activities 2. Lack of Government proactive interventions in protecting vulnerable citizens, especially in terms of monitoring and regulating child institution 3. Getting the target audience affecting the timely implementation of activities, 4. Reluctance in sharing the relevant human rights promotional materials and resources 5. Capacity to present or position human rights education in such a way that people understand its relevance 6. Loose partnership between organizations to have a stronger voice 7. How do organisations create innovative partnerships so that their

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
12. Computers, Video shows on Human rights abuses, violations, and violence against children and women. 13. Moot court trial initiative 14. Continuous sensitization involving Religious leaders as resource persons to address misconceptions, and create and raise awareness about human rights. 15. Hiring of targeted staff to execute HRE. 16) Accessibility to regional/ community structures 17. Elements of HRE in the curriculum to promote understanding of HRE by Teachers and students at all levels. 18. Enactment of progressive laws, 19. Ongoing Judicial education that has recognition for the sanctity of human rights 20. Elements of conducive environments and conditions for protecting children from exposure	11. Foreignisation of human rights concept and practice 12. Language barriers in some communities and schools 13. Lack of translated human rights education materials in local languages 14. Perception of people with regards to disability thus, violating rights of the affected people 15. Buying -in human rights education by the parents, students, and teachers. 16. Insufficient resources for teaching, publicity, and sensitization e.g. insufficient government allocation of funds 17. Inadequate capacity of teachers trainers and teachers to deliver the contents of human rights education 18. Close-mindedness of teachers, biases vis-à-vis their mindset, convictions, content knowledge, and appreciation of human rights.	**4.** The available and suggested contents of human rights education See Sections D6.4 and E1.2 as well as Appendix 5 5. The current strategic initiatives of integrating human rights in the school curriculum and the prescribed adoption of a **Multifaceted approach** (See Section E1.3) Multifaceted teaching methods that emerged from the data and the proposed **Mitigations** plan as highlighted in the relevant sections (Sections E1.4 and E2) respectively. Buying -in by the relevant Government Ministry and Departments A proposal for early start of Human Rights Education	messages echo far and wide? 8. How to brand human rights messages for people to listen to and accept. 9. .How to rebrand the concept of human rights to eliminate the notion of foreignisation of human rights issues 10. Inadequate capacity to make the human rights messages simple, basic, and appealing. 11. Tacit political will 12. Lack of clarity of ownership of Human Rights Education in schools 13 Erratic power supply (electricity) 14. Inadequate Monitoring and Evaluation (M & E)

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
to human rights violations such as abuse, bullying, and harassment 21. Ongoing efforts in some schools to help learners demonstrate an understanding of their rights, respect the rights of others and live up to their obligation and responsibility in society (Human Rights Friendly Schools). 22. Existence and functioning of the NHRC 23. Efforts to ensure human rights education is mainstreamed in the school curriculum at all levels	19. Heavy reliance on Donors for funding and financial support 20. Insufficient organisational /institutional partnering to have a stronger advocacy voice. 21. Inability to make human rights messages more simple to grasp and interesting (localizing Human rights.)		

Appendix 7: Audit/Curriculum Review Report: Potential for human rights education in the syllabuses

Explicit: where there is a direct opportunity for teaching HRE
Implicit where there is an indirect opportunity for infusion. Meaning human rights content is explicitly found in the syllabus but can be capitalised for teaching human rights education issues
Civic Education

Civic education – Stage 3 (Grade 4 – 6)

Grades	Theme	Topics	Human Rights Education Potential	
			Explicit:	**Implicit**
4	1. Concepts of Civic Education	1.2 Respect for Cultural Diversity	Respect for cultural practices	
	4: Social and Civic Issues	Ethnicity	Religious beliefs and practice Respect for cultural practices	
	Social Issues and Civic Issues	Ethnicity	Participation (a). cultural life of the community (b) trade	
	5: Respect for Constituted Authority	5.2 Constitution		Discrimination against race, nationality, religion, social origin, sex and Language Servitude forced labour, slavery
5	1. Concept of Civic Education	1.1 Basic Rights and Civic Duties	Life, food, free trial, Equal suffrage, Healthcare education,	
	5. Respect for constituted authority	5.1 Popular Participation	**P**articipation	
	8. Human Rights and Rule of Law	8.1 Human Rights and Freedoms	**Rights to:** Liberty Fair Trial Privacy.	
	8. Human Rights and Rule of Law	8.2 Domestic Institutions for Protection of Human Rights and Freedoms	**Freedom:** **S**peech, opinion, and expression Movement, Religious Belief and Practice	
6	Concepts of Civic Education	1.2 Human relationships		Marriage

Grades	Theme	Topics	Human Rights Education Potential	
			Explicit:	**Implicit**
	4. Respect for Constituted Authority	5.1 State and Civil Society Participation	Participation Association and disassociation	
	8. Human Rights and Rule of Law	8.1 Human Rights and Freedoms	**Right** Living standard Self-determination	
	8. Human Rights and Rule of Law	8.2 Domestic Legal Instruments for the Protection of Human Rights	**Freedom:** From torture, cruelty, inhuman or degrading treatment, punishment, and arbitrary arrest	

Civic education – Stage 4 (Grade 7 -9)

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
7	**2.** National Consciousnes s and National Unity	2.2. National Identity	Nationality	
	2. National Consciousnes and National Unity	2.3. Unity in Diversity	Recognition National or social origin	
	4. The State	4.2 The Purpose/ Importance of State		Health care Education Water
	5. Citizenship	**5.15. Citizenship**		Equal suffrage Governance (Partake in government or Participation)
	5. Citizenship	5.3 Rights, Duties, and Obligations of a Citizens	Life Liberty Equal opportunity	

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
8	1. Social and Health Issues	1.2 Human Trafficking		**Prohibition** Slave Trade Servitude Forced Labour
	5. The Constitution and Other Law	5.1 The Concept of the Constitution		Protection
	6. Human Rights and Rule of Law	6.1 Human Rights	**Rights** Living standard Self-determination	
	6. Human Rights and Rule of Law	6.3 Institutions that Protect and Promote Human Rights	**Freedom** From torture, cruelty, inhuman or degrading treatment, punishment arbitrary arrest	
9	**2. Elections**	**2.2 Elections**		Participation

Civic education – Stage 5 (Grade 10 – 12)

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
	13 Human Trafficking	13.1 Human Trafficking		**Prohibition** Slave Trade Servitude Forced Labour
15	Political Parties	Political Parties		**Participation** Association and disassociation
11	16 Civil Society	16.1 Contents of the Seven core Freedoms of the universal declaration of human rights(UDHR)	**Rights to:** Participation Life Liberty **Freedom** from: torture, cruelty, inhuman or degrading treatment, punishment	
	17. Socialization	• Concept of responsible parenthood/ Family		Parents' right to choose the kind of education for children

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
	18 The Public Service	Functions of public service		Equal opportunity Access to public services
	Consumer Rights and Responsibilities	3. Protecting consumer rights		Just remuneration
	19 Government	Responsibilities of Government		Health care, Education Water
12	21. Human Relationships	1 Concept of Human Relationships		Marriage Found a family
	22 Ethnicity	1. b Concept of Ethnicity		Participation in the cultural life of the community
	Unit 2 Unity in Diversity	Unit 2 Unity in Diversity Valuing and Appreciating Ethno diversity		Respect for cultural practices

Social Studies Stage 2 (Grade 1 – 3)

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
1	A family	Family members Roles and responsibilities	Right to: • Found a family • adequate food and water • healthcare • education • protection of the family as a natural fundamental group	Right to life Parents' responsibility to choose the kind of education for a child
		Good manners (gentility, respect for self and others)	• Respect • Tolerant	
1	A family	Likes and dislikes Things you like		Respect for diversity and non-discrimination
	A family	Importance of keeping household/compound clean	• Healthcare • Clean environment	

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
2	Where I live / settlement	My village, town, and city	• clean environment	▪ The cultural life of a community ▪ Language ▪ Religion ▪ Protection of family as a fundamental group/unit of the society
2	Where I live/settlement	Relationship with nearest villages	▪ equality (gender, economic, social, and cultural) ▪ Respect for cultural practice	▪ Movement ▪ Ethnic or social origin
2	Where I live/settlement	Religious festivals and their importance.	religious beliefs and practices ❖ Respect for cultural practices	▪ Respect for diversity ▪ Tolerance
2	People and their work	Occupation and services	▪ Just remuneration ▪ Gainful work/employment ▪ Conditions of work ▪ Equal opportunity /non-discrimination	
2	Traditional society and culture	Ethnic tolerance	▪ respect for cultural practices ▪ Interethnic marriages ▪ Language	Prohibition of child and forced marriages
2	Traditional society and culture	Gender roles	Gender equality (economic, social, and cultural)	▪ Freedom from torture, cruelty, inhuman, or degrading treatment, punishment ▪ Treatment of vulnerable groups (women & children)
3	How people contribute to communities	Important people in our communities		▪ Prominent human rights defenders in the community ▪ Self-determinatio n
3	communication	Communication	▪ Speech, opinion, and expression	

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
	How people contribute to communities/people in their communities	Participation of people in their communities	▪ Discipline, peacebuilding/mediation	▪ Freedom of association/disassociation ▪ Democracy
3	communication	Language is spoken in The Gambia		▪ Respect for diversity ▪ Tolerance
3	What every Gambian should know	Identifying the headquarters municipality and main towns in The Gambia		▪ Governance (partake in Government ▪ Equal opportunity ▪ Respect for leadership

Social Studies Stage 3 (Grade 4 – 6)

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
4	**Theme 1.** The world around us/people of the world	1.1.4. Human settlement town and villages (p.4)		Found a family
4	Theme 1		Equality (gender, economic, social and Culture).	
4	Theme 1		Liberty and security of persons	
4	Theme 1		Health care	
4			Education	
4	**Theme** 2. People of the world	**2.1.2.** Activities that people from other countries do in the Gambia (p.11)	Participation in the cultural life of the community	
4			Residency	
			Recognition	
4	2	**2.4. Children of the world (p.14)**	Children	

Grades	Theme	Topics	Human Rights Potential	
			Explicit	Implicit
5	**Theme 3:**The Gambia as a nation	**Topic 1.1** National Days and other festivals in the Gambia (p.39)	Periodic holiday	
5		1.3 Staple foods and local dishes in the Gambia (p.41)	Adequate food and water	
5		**1.**2. Main religions in the Gambia**. (p40)**		Discrimination, race nationality, or religion
5	**Theme** 4: Economic and social development	Democracy and Human Rights in The Gambia (p.54)	Speech, opinion, and expression	
5	**THEME 5:** Common social problems	Teenage pregnancy, baby dumping, and prostitution (p.57)	A pregnant under 18-year-old girl	
				Welfare assistance
5	**THEME 6:** Sports and Culture	Our culture and tradition (p.61)	Respect for cultural practice	
6	**Theme 3**.The political development of the Gambia	**3.4**. Taking part in the world organization (p.92)	Participation	
6			Recognition	
6	**Theme 4**.The Government of the Gambia	**4.1.** The constitution (p.94)		Innocent until proven guilty

Social Studies Stage 4 (Grade 7 – 9)

Grades	Theme	Topics	Human Rights Potential	
			Explicit	**Implicit**
8	**Theme 3.** Population and health issues in the Gambia	**2**. Health Issues in the Gambia Meaning of health Good health practices Communicable diseases example Ebola, COVID-19, Substance abuse Traditional medicine Teenage pregnancy Baby dumping (p.50)	Health care	
8	**Theme 5.** Women and youth empowerment for development	Women empowerment (p.56)		Treatment-women
8	T**heme1**.Traditional society and culture in the Gambia	1. Family system and structures in the Gambia (p.43)	Protection of family as a natural/fundamental group unit of the society	
9	**Theme 2**. Historical and political development in the Gambia	5. Election and the electorate process (p.71)	Political thought	
9	**Theme 2.**	**6.** Peace building **(p.72)**	Recognition of right and freedom of others	

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