

# Education *through* human rights as an innovative right-based pedagogical approach to promote quality education: A case study in Bangladesh

Md Khairul Islam<sup>1</sup>

## Abstract

Policymakers and educators worldwide are continuing to pay close attention to promoting education through right-based pedagogy in schools to raise educational standards. The government of Bangladesh has paid immense attention to quality education through different policy initiatives and strategic plans, but little is known about right-based pedagogy and quality education in the Bangladesh context. This paper describes the development of right-based pedagogical techniques in supporting quality education at a government secondary school in Bangladesh using a qualitative case study approach with an action research component. Focus group discussions, semi-structured interviews, participant observation and field notes were used to collect data from the head teacher, teachers, and students. This paper seeks to advance knowledge of how Bangladesh might adopt a global framework of human rights education—“education *through* human rights”—in order to provide high-quality education. Challenges and implications have also been explored.

**Keywords:** Education *through* human rights; right-based pedagogy; innovation; quality education; Bangladesh

**Corresponding email:** khairulislam@du.ac.bd

**Received :** 11 December 2022

**Reviewed:** 30 December 2022

**Suggested Citation:** Islam, M. K. (2022). Education through human rights as an innovative right-based pedagogical approach to promote quality education: A case study in Bangladesh. *Teacher's World: Journal of Education and Research*, 48 (1). 26-38.

**DOI:** <https://doi.org/10.3329/twjer.v48i1.67543>



## Introduction and background

Human rights education (HRE) has drawn a lot of interest from all around the world as a way to increase students' knowledge and comprehension of human rights, promote human rights via education, and provide them the skills they need to defend their own rights and the rights of others. According to evidence, HRE has grown significantly over the last few decades (Russell & Suarez, 2017). The United Nations (UN) and its different bodies like UNESCO, UNICEF, and other international organizations have been working closely to develop and implement effective forms of human rights education. A Human Rights-based Approach to Education for All, published by UNICEF and UNESCO in 2007, has served as a model for educators

<sup>1</sup> Institute of Education and Research (IER), University of Dhaka

worldwide (UNICEF & UNESCO, 2007). Some examples of other key initiatives in HRE in recent decades have included the programs in the ‘United Nations Decade for Human Rights Education’ (1995- 2004); the United Nations’ (2006) Plan of action: World Programme for Human Rights Education, first phase 2005-2009’; the United Nations’ Plan of action for the second phase (2010–2014) of the World Programme for Human Rights Education’; the ‘United Nations’ Declaration on Human Rights Education and Training (UNDHRET) (2011); the ‘United Nations’ (2014) Plan of Action for the third phase (2015–2019) of the World Programme for Human Rights Education’. Promoting human rights through education as recommended by the ‘United Nations’ (2015) Sustainable development Goals (SDGs) for quality education and sustainable development is evidence of global concern for the connection of human rights education and quality education towards achieving sustainable development goals. However, despite having many initiatives and global policies for HRE, ‘education *about, through* and *for* HR’ as reported in the UN Declaration on Human Rights Education and Training, 2011 is considered as a benchmark for HRE framework (Amnesty International, 2012; Osler, 2015). The second component of this framework, ‘education *through* human rights,’ focuses on learning and teaching approaches that respects both rights of the students and teachers. This paper uses a qualitative case study technique with an action research component to explore the emergence of “education *through* human rights” as a right-based pedagogical approach to supporting quality education at a government secondary school in Bangladesh.

Bangladesh has ratified numerous UN human rights and human rights conventions. Despite the fact that HRE is not well developed in the context of Bangladesh, many aspects of HR and HRE have been incorporated in the most recent national education policy (2010), for instance, sense of justice, dutifulness, awareness of human rights, fellow feeling, and respect for human rights, as well as removing all forms of discrimination in and through education. Since Bangladesh is a member and signatory of the CRC, the Ministry of Education (2010) emphasized the importance of the CRC in ensuring children’s human rights via education. They pointed out that the major purpose of this policy is to nurture human values. Similar to this, the secondary school curriculum has prioritized the issue of human rights aiming to eradicate all forms of discrimination” (NCTB, 2012) and the issue of democratic values aiming to create competent citizens who will demonstrate an interest in democracy and become active democratic citizens.

The policy takes into account pedagogical factors including creating an engaging and enjoyable atmosphere for teaching and learning, assuring student involvement in the educational process, fostering innovative thinking, and guaranteeing equitable opportunity (Ministry of Education, 2010). Following this strategy, a variety of learning and teaching activities were suggested for the secondary school curriculum, including debate, role-playing, question-and-answer sessions, storytelling, writing, drawing, and discussions (NCTB, 2012). The teachers were provided guidelines on how to include these activities in their teaching-learning strategies. Also, the Ministry of Education declared in 2015 that secondary schools will construct student

cabinets as a way to put a renewed emphasis on the application and development of student democratic ideals, such as student voice, participation, and involvement in extracurricular activities (Directorate of Secondary and Higher Education [DSHE], 2015). Even the newly adopted national curriculum framework emphasizes the importance of instilling human rights principles (such as social justice, equity, humanism, inclusion, and diversity) in students (NCTB, 2020).

However, though it is evident that many aspects of HR and HRE have been incorporated in the national education policy, existing curriculum, and new national curriculum framework, a complete pedagogical guideline for human rights education has not yet been elaborated neither in the education policy nor in the curriculum of Bangladesh. Even practices of human rights pedagogy for quality education in Bangladesh have yet to be substantially evident in the literature. I have used the universal framework of HRE ‘education *through* human rights’ in the Bangladesh context to understand how this framework can be used for the promotion and practices of human rights values as well as promoting quality education with the connection of existing pedagogical approaches reported in the national education policy and curriculum.

### **‘Education *through* human rights’ and quality education**

The United Nations Declaration on Human Rights Education and Training, 2011, states that the definition of “education through human rights” is “learning and teaching in a way that respects the rights of both educators and learners” (United Nations Human Rights Council, 2011, p. 4). The examination of other academic works on HRE can also be used to support this theory. For instance, Jennings (2006) developed “standards for human rights education” (p. 292) for classroom teachers in order to develop “education *through* human rights,” placing an emphasis on students developing appropriate attitudes and thoughts through discussions on human rights issues and participation in various planned activities. The third component of Pike and Selby’s (1988) framework for HRE is “learning in or through” HR, and it is conceptualized in such a way that learning is reinforced by the very nature of the classroom environment: the standard of interpersonal relationships and the modes of teaching and learning demonstrate intrinsic respect for the rights of students and of the teacher. Another illustration of “education through human rights” (p. 50). “Education via human rights” is defined by Amnesty International (2012) as “learning through inclusive, participatory, and democratic methods that protect the rights of both educators and learners” (p. 2).

Based on the analysis of CRC, Osler and Starkey (2005) suggest using several pedagogical principles during classroom teaching and learning activities. These align with the concept of ‘education *through* human right’. For example, one of the principles, ‘dignity and security’, emphasises the interaction between teachers and students in the classroom and the necessity to prevent teacher abuse of authority. Another principle, ‘participation’ gives pupils a chance to express their rights and duties in decisions that impacts them in the classroom. The principle

of ‘identity and inclusivity’ calls for participants to value variety in the classroom in terms of physical, emotional, and/or cultural deficits or disparities. The principle, ‘freedom’ emphasizes the importance of valuing student freedom of speech in teaching and learning processes, and the principal ‘privacy’ pays attention to ensure students’ privacy in the classroom.

The review of the literature on “education *through* human rights” reveals that the focus is on children’s human rights-based pedagogy, where securing rights through instructional methods is the overarching principle. “Learning through inclusive, participatory, and democratic approaches that respect the rights of both educators and learners,” is how “education through human rights” is characterized (p. 2). If we review the literature of quality education, we can easily see having a connection between this rights-based pedagogy and quality education. For example, goal 4 of the UN’s (2015) SDGs is fully dedicated to quality education, whereas goal 4.7 states that by 2030, making sure that every learner has the knowledge and abilities necessary to advance sustainable development, including, but not limited to, education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and nonviolence, global citizenship, and an appreciation of cultural diversity and its role in sustainable development. Moreover, goal 4 recommends developing students’ knowledge, values, skills, and behaviors in the learning area of goal 4.7 needed to promote sustainable development (UNESCO, 2017), and learners’ participation in the learning process is strongly recommended. If we look back to the ‘education *through* human rights’, we see that it ensures human rights in the classroom and practicing human rights through learning and teaching practices. Consequently, it covers many aspects of quality education mentioned in the goal 4 of SDGs.

In this paper, I explore how different aspects of quality education can be addressed and achieved through the lens of ‘education *through* human rights’ using example of a case study in a secondary school of Bangladesh. The research methodologies used in the study are described in the following section.

## **Methodology**

This article reports on research situated in a doctoral study entitled ‘A case study of developing pedagogy about, through and for human rights education in Bangladesh’. In that study, my goal was to find out how education *about, through, and for* could be fostered in a Bangladeshi secondary school. The Study was situated within the socially critical paradigm that accepts all knowledge is value-laden; and that a socially critical perspective is committed to values of social justice and social change (Macdonald et al. 2002). This viewpoint was selected because I wanted to ensure that teachers, students, the head teacher, and parents were actively involved in the development of a new approach to human rights education in the context of the school. I also wanted to capture, analyse, and discuss these individuals’ presumptions and ideas regarding HRE in the school. I ensured social justice throughout the research process

and through the development of HRE in the school. The study used a human rights-based methodology to ensure that the methodology of this study's purpose was not only to perform the study but also to practise human rights throughout the process (Smith, 2018). The research's goal, methodology, and findings are all related to human rights principles, including children's human rights. The study demonstrated concern for participants' human rights and provided a sense of human rights from the beginning to the end of the study.

A case study approach (Yin, 2009) was adopted, and Green Bird Government Secondary School (pseudonym) was chosen purposively (Patton, 2002; Thomas, 2011). To explore the existing educational practices of HRE in the school, the qualitative case study initially included the viewpoints (views, ideas, and experiences) of teachers, students, the head teacher, the student cabinet, and parents. As a socially critical researcher, my goal was to develop innovative human rights education methods and document existing teaching and learning practices in the case study school. UNESCO (2011) emphasizes the importance of linking research and policy in a way that permits not only the identification of common issues and challenges, but also the design of effective and practical solutions, for the successful implementation of human rights education. The study's goal was to create and alter practices in the chosen school in Bangladesh, so that the findings could be used to inform HRE and quality education more broadly across Bangladesh and beyond. As part of this study, I used an action research component to engage participants in establishing innovative approaches to human rights pedagogy in the school, considering universal concerns about human rights ideals as well as the local context. I adopted Mertler's (2006) action research model, which entails planning, acting, developing, and reflecting.

This paper was prepared based on the data acquired from the head teacher, two classroom teachers, and two groups of students, whereas my PhD study used data gathered from the head teacher, classroom teachers, students, parents, and members of the student cabinet. Reba (pseudonym), the head teacher, was chosen as a participant because she was willing to take part, and her role from a leadership perspective was necessary. The two invited classroom teachers had previously taught Bangladesh and Global Studies (BGS); a subject that incorporates components of human rights education taught in grades 6 to 10. Hence, they were aware of the need for HRE. The student participants were chosen purposefully after gaining authorization to participate in the study from the head teacher and two classroom teachers. Two groups of pupils, one from Beauty's class of grade 9 and the other from Shumi's class of grade 7 were chosen.

Focus groups with two groups of students (grade 9 & 7) and semi-structured interviews with the head teacher and two classroom teachers were utilized to collect data. The data were also gathered during the action research process's reflection session, from classroom observation and field notes. I employed a method of categorizing qualitative

data using codes to do a thematic analysis (Glesne, 2016). I employed more than two data sources (interviews, focus group discussions, and observations) for data analysis to triangulate data reliability to address the same study issue (Oliver-Hoyo & Allen, 2006). Numbers were utilized for the students and pseudonyms were used for the head teacher and classroom teachers, for example, G7S5 stands for grade 7, student 5.

The next part is based on data analysis. Using empirical evidence, I build a narrative that explains the development of right-based pedagogical approaches- ‘education *through* human rights’- in fostering quality education in a government secondary school in Bangladesh.

### **Absent of ‘education *through* human rights’, and aspects of quality education in the classrooms before the action research**

Findings from the analysis of data collected from the classroom observation of Beauty and Shumi (five classes for each), interviews with them, FGDs with students and interviews with head teacher indicated that head teacher and classroom teachers had a minimal understanding about the aspects of ‘education through’ human rights’, and practice of this right-based pedagogy was absent in the learning and teaching practices of Beauty and Shumi. During the observation, I found that both Beauty and Shumi delivered their lessons using the traditional lecture method though they sometimes asked 1-2 questions to the students during the lessons. Even it was evident why they delivered lessons on human rights or child rights. When I asked them about different participatory teaching-learning approaches as recommended in the national education policy and curriculum, both replied that they could not be able to use participatory approaches. However, they tried encouraging participation at times. For example, Beauty said:

At first, I give them a basic idea about the topic. For example, if the topic is ‘what is a human right?’ I give them a short lecture on it. Then I ask them what they know about it. I ask them to raise hands and allow them to explain.

Similarly Shumi said:

Through participatory approaches such as brainstorming, group and peer discussion, debate, and role-play are listed in the curriculum, I can only arrange these types of activities some of the time due to a large number of students in the class. It is difficult to use these methods. Therefore, generally, I cannot make my class more participatory. When I conduct a lesson, I just ask the students one or two questions to understand their perception of the topic. Then I try to make them understand by giving a lecture in front of them.



Shumi also pointed out that she was less interested in applying participatory approaches in the classroom, as she was seriously concentrating on completing the syllabus in due time. The head teacher was very supportive of Shumi since she was very aware about the syllabus completion within due time rather than other issues of quality education (i.e., students' voice and participation in the learning process).

Although she occasionally asked them to write on the board, grade 7 students claimed that their teacher's primary method of instruction was "reading textbooks." One of the students responded, "Miss tells someone to read the book and we all hear," when I asked them to explain the strategies utilized by Shumi. Then Miss asks another student to read, and she ends the lesson by posing a few questions. Another student commented, "none of the students in the class get the chance to read during the lesson time". They had no prior exposure to methods other than reading, such group projects, watching videos, or participating in debates. Students of grade 9 made similar comments about their teacher, Beauty. However, they remembered to mention that Beauty is one of the best teachers who tried to engage them.

Findings from the analysis of data indicated that an inclusive classroom environment was not evident, and a culture of non-discrimination, equal participation, a safe classroom environment, and a good relationship between teachers and students was absent. Human rights and children's human rights perceived by the Beauty, Shumi and the head teacher were limited to fundamental rights such as foods, cloths, shelter, health, and education. None of them was found concerned and had ideas of promoting children's human rights through learning and teaching practices. Moreover, students claimed that their teachers did not pay equal importance to all the students. For examples:

G7S6: Miss gives this opportunity to the students who are very favorable to her.

G7S2: Miss invites students to write something on the board who are favourite students to her.

G7S5: Miss think that the bad students who cannot give answers properly are not important to ask or engage in classroom activities.

My observation supported the students' opinions since I found that teachers did not engage students frequently in the classrooms. In addition, when they engaged, similar students were engaged repeatedly in the different classes. The first boy (treated as the best student in terms of academic results) was always paid the most attention.

Overall, despite global and national policy concerns and commitments to participatory teaching and learning approaches, these classroom teachers needed to provide these kinds

of opportunities for the students, so there was a considerable gap between desired policies for HRE and practices in the case study school. It also indicates that quality education was only dominated by the idea of syllabus completion and achieving grades in the examinations rather than other aspects of quality education reported in the national education policy, national curriculum, and SDGs.

### **Development of the practices of right-based pedagogies (education *through* human rights) for promoting quality education**

Since the findings before action research suggest that teachers had minimal understanding of the right-based pedagogies and quality education and their connection, a day-long professional learning workshop on ‘education *through* human rights’ was organized for the classroom teachers, Beauty and Shumi as a part of action research. The head teacher was also invited to attend the workshop. However, she could not be able to participate from the begging to the end. The workshop had three two-hour sessions, and the sessions were designed based on the literature on ‘education *through* human rights’ and quality education. I gave them hard copies of the UDHR, CRC, SDG 4, the national education policy, subject curricula, and other materials at the outset. Since most of the documents and resources were available in English, I also included translated versions of some English HRE documents. I gave teachers as much support as I could to help them develop their understanding of ‘education *through* human rights’, keeping in mind that teachers’ ability to plan lessons and teach effectively in the classroom using a variety of approaches and resources is greatly influenced by their subject knowledge (McNamara, 1991). We started by talking about the UDHR and CRC as neither teacher had ever read them, despite their importance. I also gave them a copy of the 2011 National Children’s Policy (NCP) (Ministry of Women and Children Affairs, 2011). and the 2013 Children Act (CA) (Ministry of Law, Justice, and Parliamentary Affairs, 2010).

Since both Beauty and Shumi said that they did not have experience in conducting action research, I organized a half-day workshop for the teachers on action research because Mertler (2013) claims that teachers “tend to be intimidated by the thought of conducting their own classroom research” (p. 41) and that they should receive formal training in the technique from someone knowledgeable and experienced in it. Both Beauty and Shumi argued that the workshops were very effective in developing their understanding about ‘education *through* human rights’ as well as action research. For an example, Beauty said:

Before the workshops, I was pretty unsure about the idea of right-based pedagogy and its connection with quality education, as well as I was quite unsure what I was going to do and how. But you explained everything, and the concepts are now clear to me. In addition, you provided materials for our learning and development, and these are very helpful. I had never read these documents before. I only read the textbook during lessons.



The effectiveness of the workshops was also evident when the teachers conducted action research for the development of practices rights-based pedagogies for quality education. In the context of action research, Beauty and Shumi planned and implemented 20 lessons (10 lessons for each grade) following the action research cycles. As a part of collaborative action research, I was also involved with them in planning and reflections. Data were collected from the observations of all 20 lessons, immediate reflections from teachers and students, interviews with teachers and head teacher after the action research and FGDs with students.

The analysis of multiple data sources indicated that teachers developed a sound understanding of right-based pedagogies and used multiple rights-based pedagogies (i.e., group discussion and presentation, pair discussion, role-playing, debate, storytelling, sharing real life experiences) towards quality education. Both teachers were very concerned about the students' rights and practicing their rights in the classroom. For example, Shumi admitted that:

In the past, there was no opportunity for all students to take part in classroom activities. Only a few students got these opportunities. I did not know to create an environment for the students to express their opinions and participation in different activities. For example, I didn't know about 'think, pair and share', where all students are given a chance to think about their own views and then through discussion with a peer, and then whole class sharing, the students' views are heard. Based on the students' responses to this approach, I truly acknowledge the significance of students' voice and participation in the classroom for practicing their rights. I also understand that students' voice and participation in discussion of any topic is important rather than just completing the syllabus.

Changes in teacher's classroom practices were also evident during the classroom observations, opinions of students from FGDs and interviews with the head teachers. Both groups of students reported that they found significant change in their learning and teaching practices of their teachers. They particularly pointed out that they enjoyed the recent lessons very much since their teachers presented the lessons differently and engaged them as much as possible. Some data extracts are provided here as examples of their views:

G7S1: In the last few lessons, the teacher has really involved us in different activities where we can freely express our opinions. She has even asked us what we are interested in learning more about and we have talked about what we are learning and why.

G9S4: Recent lessons were different because we were able to ask questions in the classroom. Madam encouraged us to participate, so we said what we wanted to say. The lessons were also different because we all were attentive which was very unusual in the traditional class. We really liked how our madam was teaching the lessons.

The head teacher also noticed the changes as she pointed out that “I noticed the changes of teaching learning practices of Beauty and Shumi when I monitored their classes. I really appreciate your initiative in my school’. She added that other teachers might be encouraged about this approach, and she would tell them to practice.

Finding also indicated that teachers were found very much concerned about the inclusive classroom environment where students’ equal participation, privacy, identity, freedom, safe environment are ensured. Both teachers acknowledged their previous limitations and recent development through action research. During the post-action research interviews, they commented:

Beauty: I realized that I was discriminating against some students in the past since I did not ensure they were all included as learners. My teaching was mainly based on traditional lecture methods, with limited student involvement. I did ask questions, and generally, good students answered. I would be happy with the answer, but other students still need to get the opportunity. That was discrimination. In the last three months, I’ve used different strategies that we planned to get students involved in classroom activities. They have been more attentive throughout the lessons. I love this culture of no discrimination and equal opportunity.

Shumi: In the past, I did not provide opportunities for all the students to participate. Many students were inattentive in my class for this reason. Now, most students are more attentive and active in class.

Based on the findings, it is evident that through the development of teachers’ understanding of rights-based pedagogies, and practices of right-based pedagogies through action research, many aspects of quality education mentioned in the national and global literature were addressed. Teachers’ professional learning on ‘education *through* human rights’, and quality education through action research, and professional commitment played significant roles. However, the main challenge identified by the head teacher, teachers, and parents was the sustainability of these practices in the school, which was unanswered in this research and is a significant limitation. However, this example of development and practices has implications for research, human rights education, and quality education.

## **Discussion and Conclusion**

This paper aims to contribute to understanding how a global framework of human rights education- ‘education *through* human rights’- can be adopted in Bangladesh as rights-based pedagogy to achieve quality education. In the literature, it has been evident that ‘education *through* human rights’ (rights-based pedagogy) strongly connects with quality education. For example, primary concern of ‘education *through* human rights’ is ensuring the rights of both

teachers and students during the teaching-learning practices. Particular attention has been paid to ensuring and practising children's rights (i.e., inclusive classroom, non-discrimination, students' voice and participation, freedom, privacy, safe environment) (Jennings 2006; Osler & Starky, 2005; Pike & Selby, 1988; United Nations Human Rights Council, 2011; UN General Assembly, 1989). Similarly, some significant aspects of quality education are mentioned in the national education policy of Bangladesh, the national curriculum, and in recently developed and mostly accepted global literature UN's SDGs are: promoting human rights through education, students' participation in the learning process, non-discrimination in the learning institutions and learning process, developing students' knowledge, skills, values and behaviours in the different learning areas (Ministry of Education, 2010, NCTB, 2012, NCTB, 2020; UN, 2015, UNESCO, 2017). Most importantly, 'promoting human rights through education' as mentioned in the SDG 4.7(UN, 2015), is as same as 'education *through* human rights' (UNHRC, 2011). However, findings of this study before action research show that the teachers and the head teacher had minimal understanding of 'education *through* human rights', and practice of this right-based pedagogy was absent in the learning and teaching practices of two classroom teachers. All of them had no idea about the connection between right-based pedagogy and quality education. Quality education was dominated by the idea of syllabus completion and achieving grades in the examinations rather than addressing and achieving other aspects.

The necessity to connect research and policy in a way that permits not only the identification of shared problems and difficulties but also the formulation of realistic and successful solutions is emphasized by UNESCO (2011). Perrett (2003) argues that most participatory action research explicitly focuses on studies that aim to create improvements and change. Since I aimed to create change, teachers were engaged in collaborative and participatory action research. Findings suggest that teachers developed a sound understanding of right-based pedagogies and used multiple rights-based pedagogies in the classrooms towards quality education. It was evident that what teachers did during the action research using rights-based pedagogies all have a connection with the aspects of quality education. The major contributing factors to this development were teachers' professional development in this area which was achieved through action research, and their commitment, including the commitment of the head teacher.

This study shows that the framework of 'education *through* human rights' (rights-based pedagogy has threefold benefits. Firstly, it provides scope for the students to express their views and understanding on issues of human rights, children's human rights, and any other subject topics. So, they are getting scope to develop their knowledge, critical understanding, values and skills in the learning areas through the learning process, and these are the parts of quality education (UNESCO, 2017). Secondly, this ensures the practising rights of teachers and students in the classrooms. So, promoting quality education (promoting human rights

through education), as mentioned in the 4.7 of UN (2015) SDGs, can be addressed. Thirdly, this approach can challenge the existing authoritarian pattern of teaching-learning towards establishing a culture where the agency of teachers and students is ensured. However, preconditions of these threefold benefits of ‘education *through* human rights’ are the teachers and the head teachers having professional learning in this area and professional commitment. Since quality education is a top priority in Bangladesh, it can be strongly recommended to ensure teachers’ training in this area. Teachers and head teachers should understand that they are not only contributing to the exercise of human rights as well as child rights through education but also they are contributing to promoting and achieving quality education. As a part of continuous professional development, action research can be used as a tool for teachers. Other physical and technological facilities should be availed in the classrooms and the schools. In addition, the mechanism for sustainability of practising this approach should be established by the policymakers and education administrators.

The findings have significant methodological implications as this study showed how participatory action research could contribute to the examination and development of new approaches and the promotion of quality education. The findings also have implications for developing HRE in schools and developing rights-based pedagogy for promoting quality education in Bangladesh since ‘promoting human rights through education’ itself is a component of quality education, as mentioned in the UN’s (2015) sustainable development goals.

### **Disclosure statement**

The author reported no potential conflict of interest.

### **Acknowledgement**

This research was supported by an Australian Government Endeavour Scholarship and received approval from the Monash University Human Research Ethics Committee (MUHREC).

### **References**

- Amnesty International. (2012). *Becoming a Human Rights Friendly School: A guide for schools around the world*. London: Amnesty International. Retrieved from <https://www.amnesty.org/download/Documents/24000/pol320012012eng.pdf>
- Bajaj, M. (2017). Introduction. In M. Bajaj (Ed.), *Human Rights Education: theory, research, praxis* (pp. 1-16). Philadelphia: University of Pennsylvania Press.
- Council of Europe. (2010). *Council of Europe Charter on Education for Democratic Citizenship Directorate of Education and Languages and Human Rights Education*. Retrieved from <https://rm.coe.int/16803034e5>

- Creswell, J. W. (2012). *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed.). Boston: Pearson.
- Government of the People's Republic of Bangladesh. (1999). *The Constitution of the People's Republic of Bangladesh*. Dhaka: Bangladesh Government Press.
- Jennings, T. (2006). Human rights education standards for teachers and teacher education. *Teaching Education*, 17(4), 287-298. doi: 10.1080/10476210601017378
- Jerome, L. (2018). Hypocrites or heroes? Thinking about the role of the teacher in human rights education. *Human Rights Education Review*, 1(2), 46-64. doi: <http://doi.org/10.7577/hrer.2873>
- Leung, Y. W., Yuen, T. W. W., & Chong, Y. K. (2011). School-based human rights education: Case studies in Hong Kong secondary schools. *Intercultural Education*, 22(2), 145-162. doi: 10.1080/14675986.2011.567072
- Macdonald, D., Kirk, D., Metzler, M., Nilges, L. M., Schempp, P., & Wright, J. (2002). It's all very well, in theory: Theoretical perspectives and their applications in contemporary pedagogical research. *Quest*, 54(2), 133-156. doi: 10.1080/00336297.2002.10491771
- MacNaughton, G., & Koutsoumpas, K. (2017). Universal Human Rights Education for the Post-2015 Development Agenda. In J. Zajda & S. Ozdowski (Series Eds.), *Globalisation, Comparative Education and Policy Research, Vol.17. Globalisation, Human Rights Education and Reforms* (pp.15-33). Dordrecht: Springer. doi: 10.1007/978-94-024-0871-3\_2
- Mertler, C. A. (2006). *Action Research: Teachers are Researchers in the Classroom*. Thousand Oaks, London & New Delhi: SAGE.
- Mertler, C. A. (2013). Classroom-based action research: revisiting the process as customizable and meaningful professional development for educators. *Journal of pedagogic development*. 3(3), 38-42.
- Mihr, A., & Schmitz, H. P. (2007). Human rights education (HRE) and transnational activism. *Human Rights Quarterly*, 29(4), 973-993.
- Ministry of Education. (2010). *The National Education Policy*. Dhaka: Ministry of Education.
- Ministry of Women and Children Affairs, Government of the Peoples' Republic of Bangladesh. (2011). *National Children Policy 2011*. Retrieved from <http://ecd-bangladesh.net/document/documents/National-Children-Policy-2011-English-04.12.2012.pdf>
- National Curriculum and textbook Board. (2012). *Jatio Shikkhacrom [National Curriculum]*. Dhaka: National Curriculum and Textbook Board
- National Curriculum and Textbook Board [NCTB]. (2020). Draft National Curriculum Framework. Retrieved from [http://www.nctb.gov.bd/site/page/2d4a5fec-c328-4314-8992-bdde78bc44c6/-](http://www.nctb.gov.bd/site/page/2d4a5fec-c328-4314-8992-bdde78bc44c6/)
- Osler, A., & Starkey, H. (2005). *Changing Citizenship: Democracy and Inclusion in Education*. England: Open University Press.

- Osler, A. (2015). Human rights education, postcolonial scholarship, and action for social justice. *Theory and Research in Social Education*, 43(2), 244-274.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, London, & New Delhi: Sage.
- Print, M., Ugarte, C., Naval, C., & Mihr, A. (2008). Moral and human rights education: the contribution of the United Nations. *Journal of Moral Education*, 37(1), 115-132. doi: 10.1080/03057240701803726
- Smith, R. (2018). Human rights-based approaches to research. In McConnell, L., & Smith, R. (Eds.), *Research Methods in Human Rights* (pp. 6-23). Routledge. <https://doi.org/10.4324/9781315672632>
- Tibbitts, F. (2002). Understanding What We Do: Emerging Models for Human Rights Education. *International Review of Education*, 48(3), 159-171. doi: 10.1023/a:1020338300881
- Thomas, G. (2011). *How to do Your Case Study: A guide for students and researchers*. London: Sage
- UNESCO. (2011). *Contemporary issues in human rights education*. Paris: UNESCO. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000210895>
- UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO. Retrieved from [https://stairwaytosdg.eu/images/UNESCO\\_Education\\_for\\_Sustainable\\_Development\\_Goals\\_ENG.pdf](https://stairwaytosdg.eu/images/UNESCO_Education_for_Sustainable_Development_Goals_ENG.pdf)
- UNICEF Canada. (2012). *Children's Rights in Education: Applying a Rights-Based Approach to Education*. Toronto: UNICEF Canada & Ontario Institute for Studies in Education (OISE).
- UNICEF and UNESCO. (2007). *A Human Rights-Based Approach to Education for All: A framework for the realization of children's rights to education and rights within education*. New York: UNICEF / UNESCO.
- UNICEF. (2014). *Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools*. Geneva: UNICEF Private Fundraising and Partnerships Division
- United Nations General Assembly. (1948). *Universal Declaration of Human Rights*. General Assembly Resolution 217 A (III).
- United Nations General Assembly. (1989). *Convention on the Rights of the Child*. United Nations, Treaty Series, vol. 1577, p. 3.
- United Nations General Assembly. (2015). *Sustainable Development Goals*. General Assembly Resolution A/RES/70/1.
- United Nations Human Rights Council. (2011). *United Nations Declaration on Human Rights Education and Training*. Human Rights Council Resolution A/HRC/RES/16/1.



- Vesterdal, K. (2019). Championing human rights close to home and far away: Human rights education in light of national identity construction and foreign policy in Norway. *Human Rights Education Review*, 2(1), 01-19. doi: <http://doi.org/10.7577/hrer.2907>
- Yin, R. K. (2009). *Case Study Research Design and Methods* (4th ed.). Thousand Oaks: SAGE.
- Zajda, J., & Ozdowski, S. (2017). Globalisation and Research in Human Rights Education. In J. Zajda & S. Ozdowski (Series Eds.), *Globalisation, Comparative Education and Policy Research, Vol.17. Globalisation, Human Rights Education and Reforms* (pp.265-272). Dordrecht: Springer. doi: 10.1007/978-94-024-0871-3\_16