



THE STATE OF INCLUSION OF HUMAN RIGHTS IN EFL SECONDARY SCHOOL TEXTBOOKS IN PALESTINE

Khalil Abdullah Aburezeq

Master of English Language Teaching and Curricula, University of Palestine

khalilaburezeq@hotmail.com

Abstract. *Human rights topic is one of the core issues to the peoples of this planet nowadays. It is a substantive issue even for school students to learn about. Therefore, this study aimed first to prepare a list of human rights for educational purposes and second to examine the existence of human rights in EFL secondary school textbooks in Palestine. The study also sought to show the distribution of human rights and their domains in the textbooks. To maintain the study objective, the researcher followed the analytical descriptive approach to investigate the presence of human rights in four EFL textbooks. The study reached a list of human rights included (29) human rights which are classified under five domains: civil rights, social rights, economic rights, cultural rights, political rights. In the light of the new list, the researcher investigated the presence of human rights in the books and found that the most frequented right is 'the right to education', the civil human rights are the top in the textbooks representing a percentage of (46.7%), while the political rights were the lowest representing (4%). According to the study scale, the study found that the overall human right inclusion in the textbooks is very high.*

Keywords: Human Rights, EFL, School Textbooks

INTRODUCTION

All democratic countries emphasize the significance of human rights and incorporate these rights into their education systems, especially curriculums. However, there are many developing and third world countries still have problems with the practice of human rights and democracy. For these countries, Payaslıoğlu and İçduygu (1999) suggested studies to be conducted to investigate human rights in these countries, especially the educational system. Payaslıoğlu added that these studies will provide vital data and paradigmatic proposals for future decision makers¹.

¹ Payaslıoğlu, A., and İçduygu, A. (1999). *Awareness of and support for human rights among Turkish University Students*. *Human Rights Quarterly*, 21, 513-534. Retrieved April 15, 2016, from: http://www.jstor.org/stable/762713?seq=1#page_scan_tab_contents

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

According to the Plan of Action - World Programme for Human Rights Education (2006, pp. 2-3) human rights education should be considered to be provided also to teachers and their educational life. Teachers should not be away; they ought to work to strengthen the child's capacity to enjoy the full range of human rights and promote the culture of human rights values.

The reasons why wars and conflicts occur in the world refer to the absence of the human rights and cooperation among people. Children since their first stage at school ought to learn values of human rights and good behavior that will enable them to be good citizens and live peacefully. This culture of human rights urges the researcher to investigate the presence of human rights in EFL secondary school textbooks in Palestine as human rights are considered an international topic nowadays. To achieve the purpose of the study, the researcher addressed the following two questions. What are the basic human rights that ought to be included in EFL secondary school textbooks in Palestine?, and how is the state of inclusion of human rights in EFL secondary school textbooks in Palestine?. Then, the objectives of the study are to prepare a list of the human rights that ought to be included in EFL secondary school textbooks in Palestine from an educational point of view (the referees), and to find out the status of human rights in EFL secondary school textbooks in Palestine.

Furthermore, Significance of the Study are including into the aspects, they are 1) the study benefits the experts of English for Palestine textbooks when including and enriching human rights in English curricula. 2) the study helps English Language supervisors to increase their awareness of the human rights in English curriculum. And 3) it could be a vital step to encourage researchers to conduct studies in English curriculum in light of the global studies and human rights.

LITERATURE REVIEW

The definition of Human Rights

Abu Rezeq (2016) defined human rights as the basic rights that should be owned by all the people without racial discrimination based on religion, color, race or gender in order to live in dignity, peace and equality². Shaqoora (2012, p. 6) stated that human

² Abu Rezeq, K. (2016). *An Analytical Study of Human Rights Principles in English for Palestine Textbooks*, (Unpublished master Thesis), The Islamic University, Gaza

rights are the needs or requirements that should be presented for all people in general without any discrimination based on sex, color, political doctrine, origins or any other basis.³

Islam as the Source of Human Rights

Islam has firstly contributed to human rights. This contribution is valued when it compared to the setback of the world modern history as well as the realities of modern times that are dull of discriminations. Despite the calls for unification of all peoples of this world, people witness mistreatment to black people in some countries. We also witness racial discrimination based on religion. Surely, Muslims are the victims for these discriminations. In Islam, the case is different; there is respect to human rights and deep respect to persons as they are human beings. The researcher prefers to mention Human rights declared in 1948 Universal Declaration of human Rights (UDHR), but originally originated before 1400 years in the Islamic Era, especially in Quran. Here are some six points to be illustrated:

The Right to Life and Safety

The most vital right of human being is the right to live. The Holy Quran distinguishes this right in the following verses: "Whosoever kills a human being without due reason - not in retaliation for murder or corruption on earth - it is as though he had killed all of mankind." [Al Ma'edah, p. 32]. This verse illustrates the core significance of persons' lives. According to this verse, no one is entitled to kill. And if one kills without reason, he/she should be killed - as capital punishment.

Equality of Women

Equality does not mean justice. Granting rights to everyone that suit him/her means justice. Women's rights are different from men's rights. Therefore, Islam dealt without discrimination between the two genders. Both genders are held accountable for their actions, good or bad, while they are on earth. The Holy Qur'an says: "If any do deeds of

³Shaqoora, G. (2012). *The Impact of Enriching The Content of Arabic Language Curriculum in The First Elementary Grades in The light of Human Rights Concepts*. Islamic University, Gaza, Palestine.

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

righteousness, be they male or female - and have faith, they will enter Heaven, and not the least injustice will be done to them. " [Al Nis'a:124]. This verse shows that there is no discrimination based on gender. Also, the Prophet Mohammed's last piece of advice to all Muslims was to deal women kindly and softly.

Freedom of Beliefs

Islam confirms the right to select religion; it is person's own right. To show this, the Holy Qur'an Says: O ye that reject Faith! I worship not that which ye worship. Nor will ye worship that which I worship. I will not worship that which ye have been wont to worship, nor will ye worship that which I worship. To you be your Way, and to me mine. [Al Kafirun: 1-6).

The Right to Justice

Islam requires that Muslims possess upright character and deal justly with the entire human race, regardless of their origin, nationality, faith, and whether they are friend or foe. The Glorious Qur'an says: "O ye who believe! stand out firmly for Allah, as witnesses to fair dealing, and let not the hatred of others to you make you swerve to wrong and depart from justice. Be just: that is next to piety: and fear Allah. For Allah is well-acquainted with all that ye do." [Al- Ma'edah: 8].

The Right to a Basic Standard of Life

A basic standard of life includes the least essentials necessary for survival, such as shelter, food, clothing, and medical attention. Anyone who is suffering from deprivation of these economic necessities is entitled to receive aid in order to meet their requirements. It is the duty of every Muslim with adequate means to give from their wealth in order to eliminate poverty from society. The Glorious Qur'an says: "And in their wealth the beggar and the outcast had due share." [Adh-Dhariyat: 19].

Rights and Mutual Responsibility

Islam respects all mankind regardless of their race or color. The Holy Qur'an says "And remember We took a covenant from the Children of Israel [to this effect]: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need;

speak fair to the people; be steadfast in prayer; and practice regular charity. Then did ye turn back, except a few among you, and ye backslide [even now]." [El Baqarah: 83].

Education of Human Rights

Education of human rights could be presented throughout formal education or informal education as follows:

First: Formal Education of Human Rights

This type of human rights education could be promoted via educational formal institutions such as: schools, universities, and other educational and formal institutions. These institutions should incorporate human rights in the educational process by making new curriculum for teaching human rights or incorporating human rights in every curriculum.

According to Pat (2000) human rights ought to be promoted through establishing courses especially for human rights and establishing university colleges that are specialized in human rights. The author argues that a special focus on interdisciplinary course provides a wider base for exploring and understanding most of the tenacious issues of our time.⁴

In other article, Virginia et al. (2006) set a curriculum for teaching human rights to children whose age ranges between 3 to 12 years. There are ten principles that are mentioned in The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959 that were the core principles for this curriculum. The curriculum covers curricular activities and booklists to assist teachers to further develop children's understanding of their rights.⁵

⁴ Pat, L. (2000). *Incorporating Human rights in to the College Curriculum* ED 471857 Eric database

⁵ Virginia, Hatch & et al. (2006). *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12*. Amnesty International, from: <http://www.amazon.com/Human-Rights-Children-Curriculum-Teaching/dp/0897931203>

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

Second: Non-Formal Education of Human Rights

Human rights could be taught informally from the first years of child's life. In this issue, parents are the first educationalists who can teach human rights to their children if they use the concepts and principles of human rights. In addition, mass media and NGOs also have an incorporated part in promoting human rights education.

The Minnesota Advocates for Human Rights (2003) is in charge for assisting to preserve and grow K-12 school partnerships, managing volunteers in promoting human rights education resources, and organizing the sessions of trainings, workshops, and other activities where educators, businesspersons, students, professionals, and the general community incorporate to develop human rights. Minnesota Advocates for Human Rights is the main Midwest-based, volunteer-driven, non-profit organization devoted to promoting and protecting globally recognized human rights. Minnesota Advocates documents the violations of human rights and offers direct legal representation, and work to educate on human rights matters, predominantly issues relate to immigrants, women, refugees, and children.

Previous studies concerned with human rights in textbooks

El-Shawal (2010) study analyzed the content of history textbooks in secondary school in Yemen in terms of human rights. The researcher first prepared a list of human rights' concepts. The list contained (70) concepts of human rights. In order to systematically conduct the study, the researcher adopted the analytical descriptive approach. The study results revealed that the first secondary grade contained (21) concepts representing (30.44%). In the second secondary grade, the percentage of the inclusion of human rights was (62.9%). While in the third secondary stage there were (35) human rights concepts relative to (49.6%). The study revealed that the inclusion of human rights' concepts in history textbooks were explicit and implicit. The explicit rate is (50.6%), while the implicit rate is (49.6%).

John, et al. (2010) study investigated the development of human rights subjects in social sciences textbooks of secondary school all over the world since 1970. The study selected (465) textbooks from (69) countries to be investigated. The researchers used an analysis card to be the tool for the study. After investigating the textbooks, the researchers found a general growth of human rights discussions in the textbooks,

especially since the beginning of 1995. The study also found human rights were of less importance in history texts, while they are considered in civics or social studies.

Jawarneh, et al. (2009) study does not analyze textbooks, rather, it aimed to develop an educational unit in terms of the international educational principles. The study also sought to find out the impact of the international educational principles on 8th graders' achievement history subject in Jordan. The study relied on the descriptive analytical approach through using a sample of (100) students studying in El Zarqa City in the scholastic year 2007-2008. The following tools were used by the researchers: a list of the international principles and the achievement test of the international principles. The results of the study showed that most frequented topics of the international educational principles in 8th graders's history subject is the international peace. The study also indicated that the student in the experimental group got higher marks in the international principles exam.⁶

The Palestinian Center for Human Rights (2002) study analyzed the human rights concepts of the UDHR that are incorporated in the 6th grade textbooks of Arabic language, History, National Education and Civic Education in Palestine. The study adopted the analytical descriptive approach using a card of analysis to analyze the content in terms of human rights. The researcher classified human rights into categories; the political and civil rights, the economic rights and, the social and cultural rights. The study sample was the textbooks of grade six. The study revealed that the incorporation of human rights was not satisfactory and most of the rights were not apparently stated. The study also presented that the political and civil rights were the most mentioned rights in the textbooks.

METHODOLOGY

This section presents the method used, the tool of the study, validity and reliability, and the procedures that were followed to conduct this study. Mainly, the researcher used the descriptive analytical approach to carry out the study.

⁶Jawarneh, M., Almosa, J., Dais, A., Al-Shudaifat, S., & Iyadat, W. (2009). The development of an Educational Unit in Light of the International Education Principles and its Influence on the Eighth- Grade Students in the Subject of History in Jordan. *Journal of Human Sciences*, 42. From <http://www.ulum.nl/>.

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

Population and Sample of the study

The population of the study consisted of all English for Palestine textbooks in the school year (2018/2019). These textbooks were issued by the Palestinian Ministry of Education for the first and the second semester to students from grade 1 -12. The sample of the study contained the four EFL secondary school textbooks in Palestine.

Instrumentation

The researcher considers the most suitable tool for achieving the purpose of the study is preparing a content analysis card for collecting data concerning the frequencies of human right incorporated in EFL secondary school textbooks in Palestine.

The Referee Validity of the content analysis card

The researcher prepared a list of human rights originated of UDHR. Then, the researcher distributed the preliminary list of human rights to a panel of referees specialized in English language curricula, methodology, and human rights education in order to decide which are the human rights that should be included in EFL secondary school textbooks in Palestine in terms of UDHR. After the consultation, the researcher reached a list of (29) human rights that are originated from UDHR.

Reliability of the analysis process

The researcher asked another researcher to conduct the analysis of human rights in EFL secondary school textbooks in Palestine. Besides, the researcher also analyzed the same textbooks in terms of the list of human rights. The results of analysis of the two researchers were validated using Holsti equation. The researcher reached (93.94%) of agreement between the two researchers.

FINDINGS AND DISCUSSIONS

The Findings and Discussions of the First

The first question is stated as *“What are the basic human rights that ought to be included in EFL secondary school textbooks in Palestine?”* To answer the first question, the researcher reviewed the UDHR, the education literature and the previous studies concerning human rights and human rights education in order to make a preliminary

list of human rights to be the tool of analysis to human rights in the textbooks. The researcher first prepared a list of human rights included (35) human rights. After that, the researcher distributed the list (the tool) to the referees to modify the tool. After taking the referees' consultations, views and recommendations, the researcher reached the final following list of (29) human rights that are classified under five domains as illustrated in Table (1)

Table 1 shows the list of human rights for educational purposes that was reached by the referees

No.	Domain of Rights	Human Rights
1.	The Civil Rights	The Right to Freedom of Opinion and Expression.
2.		The Right to Equality without Discrimination.
3.		The Right to Equality Before Justice.
4.		The Right to Rest and Leisure.
5.		The Right to Movement.
6.		The Right to National Identity.
7.		The Right to Freedom of Peaceful Assembly and Association.
8.		The Right to Freedom of Belief and Religion.
9.		The Right to Clean Environment.
10.		The Right to Protection.
11.		The Right to Security.
12.		The Right to Forgiveness.
13.		The Right to Privacy.
14.		The Right to Humanitarian Treatment.
15.	The Social Rights	The Right to Marriage.
16.		The Right to Social Security.
17.		The Right to an Adequate Standard of Living, Shelter, Clothing and Food.
18.		The Right to Health.
19.	The Economic Rights	The Right to Own Property.
20.		The Right to Work.
21.		The Right to Join Trade Unions.
22.		The Right to Development and Economic Growth.
23.		The Right to Participate in the Cultural Life of the Community.
24.	The Cultural Rights	The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.
25.		The Right to Education.
26.		The Right to Participate in Scientific Production.
27.	The Political Rights	The Right to Seek Asylum from Persecution.
28.		The Right to Participate in Elections.
29.		The Right to Take Part in the Government of Your Country.

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

The table shows there are (29) human rights that ought to be included in EFL secondary school textbooks in Palestine. These human rights are classified under five domains: The civil domain which has (14) human rights, the social rights that included (4) human rights, the Economic domain has (4) human rights, the cultural domain encompassed (3) human rights, and the political domain has (3) human rights. Thus, the list of human rights that are reached presents the basic human rights that each person in this world must enjoy. This list is derived from the UDHR, but differs as there are no domains for rights mentioned in the UDHR. In addition, this tool is prepared purposively for educational purposes and is, to some extent, away from the field of law, or international law. The focus is just on preparing simple concepts of human rights that could be found in EFL secondary school textbooks.

The number of rights reached in this list conforms to the list of human rights reached by Qeta (2010) which prepared a list of human rights to be investigated in Islamic Education textbooks in Palestine. In addition, the results are in conformity with Shaqoora (2012) which sought to find the impact of enriching the content of Arabic language textbooks in the first elementary grades in Palestine in terms of human rights concepts. These two studies are found to have the same procedures to analyze the textbooks. They first consulted the referees, prepared a list of human rights to be the tool of analysis, and then analyzed the content of the textbooks. This list is considered a new classification for human rights from an educational point of view.

The Findings and Discussions of the Second Question

The second question is stated as *“How is the state of inclusion of human rights in EFL secondary school textbooks in Palestine?”* To answer this question, the researcher used the list of human rights that was reached in table (1) to be used to investigate the state of inclusion of human rights in EFL secondary school textbooks in Palestine. To answer the question more specifically, the researcher first search the inclusion of each single right in four EFL textbooks of the secondary stage in Palestine and prepared a column of frequency for those rights. Then, the researcher calculated the percentage for each single frequency of the right. After that, the percentage of each domain is calculated. Thus, the researcher, in this question, is concerned to the frequency of each human right, its percentage, the percentage of each domain, and the total degree of the inclusion of

human rights. Subsequently, the researcher will reach a decision to determine the level and distribution of each single right and domain of human rights in the textbooks. The following table will show the frequency, percentage, domain percentage of the human rights included in EFL textbooks of the secondary stage in Palestine.

Table 2 shows the frequency, percentage, domain percentage of the human rights included in EFL textbooks of the secondary stage in Palestine

No.	Domain of Rights	Human Rights	Frequency and total	% Percentage	Domains percentage		
1.		The Right to Freedom of Opinion and Expression.	18	5.9			
2.		The Right to Equality without Discrimination.	18	5.9			
3.		The Right to Equality Before Justice.	0	0.0			
4.		The Right to Rest and Leisure.	13	4.3			
5.		The Right to Movement.	26	8.6			
6.		The Right to National Identity.	8	2.6			
7.	The Civil Rights	The Right to Freedom of Peaceful Assembly and Association.	14	4.6	46.7 %		
8.		The Right to Freedom of Belief and Religion.	3	1.0			
9.		The Right to Clean Environment.	11	3.6			
10.		The Right to Protection.	10	3.3			
11.		The Right to Security.	1	0.3			
12.		The Right to Forgiveness.	8	2.6			
13.		The Right to Privacy.	6	2.0			
14.		The Right to Humanitarian Treatment.	6	2.0			
15.		The Social Rights	The Right to Marriage.	2		0.7	5%
16.			The Right to Social Security.	2		0.7	
17.	The Right to an Adequate Standard of Living, Shelter, Clothing and Food.		7	2.3			
18.	The Right to Health.		4	1.3			
19.	The Economic Rights	The Right to Own Property.	10	3.3	18.5 %		
20.		The Right to Work.	25	8.3			
21.		The Right to Join Trade Unions.	1	0.3			

**The State of Inclusion of Human Rights In EFL Secondary School Textbooks
in Palestine**

DOI: 10.30575/2017/IJLRES-2019010402

22		The Right to Development and Economic Growth.	20		
.				6.6	
23		The Right to Participate in the Cultural Life of the Community.	16		
.				5.3	
24	The Cultural Rights	The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	5		
.				1.7	26.1
25		The Right to Education.	30		%
.				9.9	
26		The Right to Participate in Scientific Production.	28		
.				9.2	
27	The Political Rights	The Right to Seek Asylum from Persecution.	6		
.				2.0	4%
28		The Right to Participate in Elections.	2		
.				0.7	
29		The Right to Take Part in the Government of Your Country.	4		
.				1.3	
Total			304		100
			(M=10.44)		%
				100	

The table shows that the vast majority of human rights that are included in the list of the study are also incorporated in the EFL textbooks of the secondary school in Palestine as the total frequency of the rights is (303). There are (28) human rights included and just (1) right is not included which is 'the right to equality before justice'. This means that the textbooks highly consider the inclusion of human rights. The most frequented right in the textbooks is 'the right to education'; while the least frequented rights are 'the right to security' and 'the right to join trade unions'. Furthermore, the table shows that the following human rights are highly mentioned in the EFL textbooks of the secondary school:

- The right to education
- The right to participate in scientific production
- The right to movement
- The right to work
- The right to development and economic growth
- The right to freedom of opinion and expression
- The right to equality without discrimination

The table shows that the the civil rights are the most frequented rights in the textbooks representing (46.7%), followed by the cultural rights that constitute (26.1%).

The economic rights come in the third rank with a percentage of (26.1%), while the fourth rank was the social rights representing (5%) and the political rights (4%). It is apparent that the presence of the social and political rights is very low. The percentages of both domains are very few; they do not exceed (5%).

In order to show the degree of the total frequency of the human rights in the textbooks, the researcher prepared the following scale in table (3)

Table (3) shows the scale of the study

Scale of means	Degree of means
1 _ 3,33	Weak
3,34 _ 6,64	Moderate
6,65 _ 10,00	High
Above 10,00	Very high

As shown in table (2) the total mean of the total frequency is (10.44). According to the scale above, (10.44) is beyond (10.00). This is a very high degree. Therefore, the inclusion of human rights in the EFL textbooks of the secondary stage in Palestine is very high.

The reason behind the very high percentage of the civil rights is the nature of the topics/lessons in the textbooks. The lessons implant civil rights through topics that talk about freedom of speech, rest and leisure time, national identity, privacy, forgiveness, protection, belief, and humanitarian treatment. Consequently, the main criterion that strengthens the existence of human rights is the nature of the topics that are presented to students.

As shown, the cultural rights come as the second with a percentage of (26.1%). Thus, EFL secondary school textbooks consider the cultural rights of the student through including the rights in this field. Despite having just (3) rights under the cultural domain rights, it comes the second. The right to education and the right to participate in scientific production, which re under the cultural domain, are largely mentioned in the textbooks. They ranked as the first two mentioned rights in the textbooks. The lessons that promote education, continuous learning and contribution to knowledge are highly included in EFL textbooks of the secondary school.

The economic rights also have a great emphasis in the EFL textbooks of the secondary school. They constitute (18.2%). This is a considerable number of rights. Thus,

The State of Inclusion of Human Rights In EFL Secondary School Textbooks in Palestine

DOI: 10.30575/2017/IJLRES-2019010402

EFL textbooks of the secondary school promote the right to work, the right to own properties and the right to development. It is worth mentioning to tell that the right to work is considered one of the highest rights mentioned in the textbook as it is frequented (25) times.

Unfortunately, the social rights have diminished numbers in the textbooks. They just have (5%). From the researcher's experience, the social rights are considerably mentioned in the preparatory stage. Thus, they are promoted in previous stages. As for the non-appearance of political rights which got just (4%), the researcher comments that there are just two lessons in the whole 'secondary stage' mention political rights. Therefore, it is normal to find a diminished number of political rights in the textbooks.

CONCLUSION

The study sought to give a description to the state of human rights in EFL secondary school textbooks in Palestine. The study concluded that state of inclusion of human rights in EFL secondary school textbooks in Palestine is very high based on the scale made by the researcher and according to the mean of frequencies of human rights in the textbooks. It is important to say that EFL secondary school textbooks in Palestine highly meet human rights. The civil rights got the highest rank, while the political rights recorded the least rights in the textbooks. The study also reached a list of human rights with new classification that could be relied on in the educational purposes.

BIBLIOGRAPHY

- Abu Rezeq, K. (2016). *An Analytical Study of Human Rights Principles in English for Palestine Textbooks*, (Unpublished master Thesis), The Islamic University, Gaza.
- El Ashwal, A. (2010). The Level of Human Rights Concepts Included in History Curriculum in Secondary Education in Yemen. *Reading and Knowledge Journal*, 105, 150-186.
- Jawarneh, M., Almosa, J., Dais, A., Al-Shudaifat, S., & Iyadat, W. (2009). The development of an Educational Unit in Light of the International Education Principles and its Influence on the Eighth- Grade Students in the Subject of History in Jordan. *Journal of Human Sciences*, 42. From <http://www.ulum.nl/>.
- Minnesota Advocates for Human Rights (2003). *Annual reports*. Minneapolis: The Human Rights Centre and the Stanley Foundation.

Pat, L. (2000). *Incorporating Human rights in to the College Curriculum* ED 471857 Eric database.

Payaslıoğlu, A., and İçduygu, A. (1999). *Awareness of and support for human rights among Turkish University Students*. *Human Rights Quarterly*, 21, 513-534. Retrieved April 15, 2016, from: http://www.jstor.org/stable/762713?seq=1#page_scan_tab_contents

Plan of Action for the United Nations Decade for Human Rights Education 1995-2004, Paragraph 11. Retrieved one October 2013, from <http://www.hrea.org/decade>

Qeta, M. (2010). *Human Rights Concepts Included in The Islamic Education Curriculum For The Secondary School and The Level of Students Awareness of Human Rights*, (Unpublished Master's Thesis). The Islamic University of Gaza, Palestine.

Shaqoora, G. (2012). *The Impact of Enriching The Content of Arabic Language Curriculum in The First Elementary Grades in The light of Human Rights Concepts*. Islamic University, Gaza, Palestine.

The Palestinian Center For Human Rights. (2002). *Human Rights in The Palestinian Curriculum, A critical Study of the Sixth Grade Curriculum*. Islamic University of Gaza, , Palestine.

Virgina, Hatch & et al. (2006). *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12*. Amnesty International, from: [http://www.amazon.com/Human-Rights-Children-Curriculum Teaching/dp/0897931203](http://www.amazon.com/Human-Rights-Children-Curriculum-Teaching/dp/0897931203)