The Influence Of Information, Education And Communication On The Success Of Human Rights Education School Programmes In Kenya

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Abstract- The aim of this paper is to establish the influence of information, education and communication on the success of human rights education school programmes in Kenya. Human rights education has been upheld as one of the key measures set to enhance the human rights among the communities. Through Human Rights Education, awareness on human rights is created as well as ensuring every individual is at the forefront of observing, respecting, and advocating for the human rights. In the past two to three decades, there has been an emergence of human rights organizations at both international and local contexts. These organizations have come up with varied strategies of promoting the effectiveness of human rights education. One of these strategies is the use of Information Education and Communication in HRE school programmes. A sample survey research design was adopted. A sample size of 369 respondents was drawn from a population comprising of students, teachers and key informants from the human rights organizations in Kenya. A structured questionnaire and interview schedule was used to collect data for the study. Data was analysed using mixed method analysis. The findings revealed that some of the IEC strategies preferred included drama, videos, discussions and case studies. These methods were found to significantly influence the success of human rights education programmes in Kenyan secondary schools.

Index Terms- Information, Education and Communication, Human Rights Education.

I. INTRODUCTION

Protecting the Human Rights has been at the forefront of many international and local intergovernmental and non-governmental organizations for the past two decades (Lee & McLoughlin, 2010). The main motive has been to ensure that human rights are upheld and any violators of the latter are brought to book. Locally, such bodies include Human Rights Commission (KHRC), Legal Resources Foundation (LRF), Community Based Development Services (COBADES) and Centre for Law and Research International (CLARION).

As a way of making their efforts fruitful, most of the human rights crusaders have majorly focused on promoting education and creating awareness on the human rights. This is the first step towards making the goals of the Human rights crusade successful (Wheeler, Yeomans, & Wheeler, 2008). For citizens to claim and defend their rights, they have to know them. This appeared to have been the principle that propelled NGOs into initiating activities among the Kenyan citizens. Thus HRE became necessary for citizens to learn and value their Human Rights. Educated citizens, it was expected, would take responsibility in respecting, defending and promoting their rights as well as the rights for others. To enhance the effectiveness of the human rights observance, the institutions came up with Schools' Outreach Programmes (SOP). This was initiated with one principal and immediate goal- to instill a culture of awareness, respect for and acknowledgement of human rights and democratic principles among students. Another goal was to raise a culture of resistance to human rights violations. At LRF, for example, the Schools' Outreach programme was born. The three-year programme, covering year 2000-2003, was conducted in 45 secondary schools in Nairobi, Thika, Maragua, Makueni and Kiambu districts. The main objectives of these programmes have been to create general HRE (Human Rights Education); to equip teachers with the knowledge and skills for passing the same to the students, to establish a network of teachers who could advocate for democracy and HRE for their inclusion in the school curriculum, to empower students to think critically on HRE issues, and to promote tolerance among the citizenry (via schools) (Greenhow, 2011).

As NGOs dealing with HRE in secondary schools fast mushroomed, there arose a need to coordinate their work in schools to not only reduce duplication but also to enhance effective delivery of non- formal HRE. As a result, in 1999, various Human Rights NGOs came together to discuss ways of cooperating to enhance their collective effectiveness in the teaching of HRE in schools. This cooperation would grow into the fully-fledged network dubbed the Forum for Legal and Human Rights Education in Kenyan schools – FLEHURE.

FLEHURE members have continued to work with students through non – formal and co- curricular avenues such as law clubs, debating, child rights, history and government clubs, pastoral sessions and whole school lectures. As a result, schools offering Human Rights Education through non- formal and co- curricular avenues have grown in number from a handful in 1998 to almost 500 secondary schools today – one seventh of all secondary schools in Kenya. For several years now, NGOs have directed their IEC efforts in the activities of the Schools Outreach Projects. Through activities such as essay – writing competitions, establishment of students' magazines, training of teachers as

trainers, formation of law – related clubs, debates/ talks/lectures in schools, mock trials, conducting inter and intra – schools debates and so on, HRE has been taken to schools (Webb, 2009).

It was hoped that cultivation of a culture to respect human rights could reduce Human Rights violations that is so rampant in schools and improve communication between students and administrators /teachers. Unfortunately, there is still a wide gap between Human Rights awareness and behavioural change in matters of Human Rights among secondary school students.

Problem Statement

Despite the various efforts put in HRE in secondary schools, human rights violations continue unabated even in schools where HRE is being carried out. The IEC strategies used neither seem to bring about a "greater sense of justice, tolerance and fairness" nor "developing a willingness and ability to resolve disputes through informal and where necessary, formal mechanisms". A good example is the circumcision of 12,000 school- going girls in December 2003. Out of the 12,000 girls circumcised, 5,000 later dropped out of school. In 2019, the prevalence of FGM in Kenya still stands at 21% despite the increased awareness creation and focus on human rights school programmes (UNICEF, 2019).

A report by the Kenya Human Rights Commission (2018) revealed that human rights in Kenya are yet to gain any improvement with cases of GBV increasing by 39% and cases of child abuse increasing by more than 31%. This is an indication of low uptake of HRE. Empirical literature has revealed IEC to be a key driver in civic education. This however is yet to be proved in a local extent especially as far as HRE is concerned. It is against this background that the study seeks to assess the influence of Information Education and Communication on the success of human rights education school programme in Kenya.

Objectives

The main aim of this paper was to establish the influence of Information, Education and Communication on the Success of Human Rights Education School Programmes in Kenya Specifically, the paper sought to:

1. Establish the IEC strategies were used to administer HRE in secondary schools
2. Establish the relationship between the quality of IEC strategies used and performance of HRE

II.   LITERATURE REVIEW

The Group Dynamic Theory

Initially developed by Kurt Lewin, the main assumption of the Group Dynamics approach is that the individual is a social being with an intimate dependency on others for knowledge and decisions on his attitudes and actions. In sharing beliefs, attitudes and behaviour, the group one belongs to or identifies with are important.

According to Zimbardo and others (1977), the main factor that changes people's attitudes, beliefs and perceptions is the discrepancy between the individual's attitudes or behaviour and the group norm. Other people do not have to persuade you by arguments, they need merely to hold a position that is different from yours, and you have to be aware of that discrepancy

(Mbindyo). If you really need to gain their acceptance, approval and recognition, that can cause you to change.

This theory acknowledges the importance of developing strategies around group norms (read law clubs). IEC strategies for HRE must identify the positive norms of groups of students and teachers and strengthen them by motivating members.

The social Learning Theory

The Social Learning theory argues that most human behaviour is learnt observationally through the informative function of modelling. The theory looks at behaviour and the situation. The theory argues that there is a continuous reciprocal interaction between a person's behaviour, events going on within a person and the environmental consequences of that behaviour. Thus most human behaviour leads to consequences that feedback on behaviour, either maintaining or changing the probability of similar behaviour in the future. The theory assumes that the mechanism by which a person's behaviour is changed is a form of learning (Barbour & Plough, 2009).

The important dimensions in the Social Learning theory are that people can directly experience the consequences of their own behaviour; people can learn by observation (also known as observational or vicarious learning) and through media exposure. Planners of human rights education should therefore use a combination of media channels to change the students' behaviors and attitudes.

The theory also emphasizes vicarious reinforcement or incentives. This is indicated when observers increase behaviour which they have seen others reward. Since both direct and vicarious reinforcement inevitably occur together in everyday life, it is their interactive effect, rather than their independent ones that should be of primary interest to HR information campaigns.

Information Education and Communication (IEC) and Human Rights Education (HRE)

IEC as a process of interventions used through the mass media, interpersonal communication, traditional media or group communication to create awareness and attitude change, motivate or change behaviour of an individual or groups of people (Naveh, Tubin, & Pliskin, 2010). The goal of IEC, according to this report, is to increase awareness or change attitudes, beliefs, values and behaviour within individuals or groups of individuals. Thus the outcome of an IEC intervention is increased awareness as well as a change in individual or community's, attitudes, values and behaviour (Schroeder, 2011).

Abdu-Raheem (2012) defines communication by categorizing it into two: planned or unplanned processes. Through these communication processes, one person may influence the behavior of another person. Thus communication is generally a science of interactions between individuals that have behavioural consequences and not one of communication gadgets or hardware. What others called IEC (Delgado, 2006). Abdu-Raheem (2012) calls planned communication. Planned communication includes all those deliberate interventions that are aimed at achieving predetermined changes in the covert and overt behavior of the communicate.

Abdu-Raheem (2012) likens the process of planning and implementing an intervention to the steps involved in the process

of clinical treatment in which a physician begins with a diagnosis of the illness before he administers effective treatment.

Successful IEC campaigns should combine informational, educational and motivational processes. It aims at achieving measurable behaviour and attitude changes within specific audiences, based on a study of their needs and perceptions (Nsega, 2010). IEC has to be well articulated with the provision of relevant products and /or services. It requires multi-disciplinary skills and may borrow techniques from various disciplines. Designing an IEC strategy is a cyclical, trial – and – error process (Paechter, 2009). It involves proposing options and making informed decisions in a systematic and step- wise manner.

Communication is a planned process aimed at motivating students and teachers and the entire school community to adopt new attitudes or behaviour, or to utilize existing services (Brady, Holcomb, & Smith, 2010). It is based on the target audiences' concerns, perceived needs, beliefs and current practices. It promotes dialogue (two – way communication), feedback and increased understanding among teachers, students, parents, school administrators and all other actors in a school environment. It is thus an integral component of all services and outreach activities. This process is most effective when it involves a strategic combination of mass media, and interpersonal (or face – to – face) communication supported by print media and other audio – visual aids (Halil, 2012). Education on the other hand refers to the process of facilitating learning to enable teachers and students to make rational and informed decisions, and to influence their behaviour over the long-term. (UNFPA, 1992).

III. METHODOLOGY

A sample survey design was used. This is an essential survey design that helps to capture original data and describing a population too large to observe directly. The target population comprised of secondary schools in Kenya that had implemented the HRE and human rights organizations in Kenya. A total of 369 respondents were surveyed. These were purposively sampled. Primary data was obtained through focused group interviews and a structured questionnaire. Both qualitative and quantitative data was therefore captured. The collected data was analysed through mixed method (descriptive and content analysis).

IV. FINDINGS

Information, Education and Communication Strategies

The research sought to find out the communication channels preferred or not preferred by learners in the teaching-learning process of HRE. Asked to cite the teaching methods they preferred during learning of HRE, learners gave the following response: Least preferred and not at all preferred were compressed into not preferred. Most preferred and more preferred were compressed into preferred. Debates were the most preferred methods of learning HRE, with 81 percent preferring it, followed by discussion groups with 76 percent. These findings were expected. This is because these two most preferred methods require active participation of learners as opposed to, say, lectures where learners are more passive. On the other hand, the two methods demand for more time for preparation and implementation by teachers.

Table 1: Teaching Methods Preferred by Learners of HRE

Teaching methods	Total		Preferred		Not preferred		No response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Debates	180	81	27	11	15	7	222	100
Discussion groups	170	76	29	13	23	10	222	100
Research	140	63	57	26	25	11	222	100
Lectures	124	56	70	32	28	13	222	100
Class Discussion	116	51	65	29	41	18	222	100
Panel discussions	91	41	92	41	39	18	222	100

Effectiveness of IEC Strategies

Asked about strategies they preferred during learning of human rights, learners gave the following responses: Majority of respondents, 84 percent, preferred the use of drama while learning HRE. This was followed by videos, with 67 percent while role playing and games scored 64 percent each. Even though poems are involving, most learners in secondary schools do not like them. Most students complain that poems are difficult and boring. In this study, poems were rated sixth, with 58 percent. The same applies to songs and dance, which scored 56 percent. The three least preferred strategies were posters with 83 percent of learners not preferring them and flip-charts and talk and chalk, each with 37 percent saying they did not prefer them.

Table 2: IEC Strategies Preferred by Learners During Teaching of Human Rights

Strategies	Preferred		Not preferred		No response		Total	
	No	%	No	%	No	%	No	%
Drama	187	84	10	4	25	11	222	100

Videos	171	67	27	12	24	56	222	100
Role playing	143	64	37	17	42	19	222	100
Games	141	64	44	20	37	16	222	100
Case studies	133	60	42	19	47	21	222	100
Poems	129	58	54	24	39	18	222	100
Songs & dance	126	56	41	19	55	25	222	100
Talk and chalk	119	53	93	37	21	9	222	100
Posters	96	43	183	83	40	18	222	100
Flip- charts	83	37	82	37	57	26	222	100

Interpersonal communication is an appropriate strategy among teachers in the teaching of HRE in secondary schools in Kenya. Majority of teachers (86 percent) used it to share information with other law club patrons. However, 14 percent of teachers never shared any information with patrons of law clubs from another school. This percentage, though small, demonstrates that more efforts are needed in mobilizing teachers in the teaching of HRE among secondary school students in Kenya.

It was also found out that majority of teachers in the study had played a great role in starting a law club in another secondary school. This was done through convincing a teacher from another school to start a club at that school. 57 percent of the teachers' sample had convinced a teacher from another school to start law club. Nevertheless, the big minority of 43 percent who have never convinced another teacher to start up a law club in another school is a matter for concern. This is expected, as only a satisfied acceptor can actively convince another to accept a new innovation for instance HRE.

Concerning the sharing of information with fellow teachers in the school, the study found that 14.3 percent of the teachers of HRE do so all the time while a big majority of 71.4 percent do so sometimes. A small minority, 14.3 percent, indeed those that felt that Human Rights NGOs have abandoned them, share with fellow teachers rarely.

V. CONCLUSION AND RECOMMENDATIONS

The study concluded that drama, videos, role playing, games and case studies were the main preferred Information, Education and Communication strategies preferred by earners in teaching and learning the Human rights Education. These strategies played a critical role in ensuring that the learners benefited from the educational programmes on human rights. The teachers on the other hand preferred school interchange programmes as a way of enhancing the success of Human Rights Education.

The study concluded that the human rights education is more effective through use of IEC. By sharing the preferred information in the right manner and promoting the access of information among the learners, HRE learning achieved better results. In this regard, the success of HRE would require more emphasis on information sharing and more interactive sessions between the learners and the teachers.

Continued focus, follow-up, clear goals and objectives, appropriate exposure and use of clear concepts and experts should be embraced as a way of making learning more effective and impactful. Valuation of learners and training of teachers and patrons of school clubs should also be emphasised as a strategy towards ensuring effective learning process and the success of HRE.

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