

「通識教育科教師是否準備好培養尊重人權的學生？」
通識教師的人權法治態度調查

Are Liberal Studies teachers ready to prepare human rights respecting students? : A portrait of teachers' attitudes towards human rights

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Rundown

- ▶ Overview of Human Rights Education (HRE)
- ▶ Human Rights Education in Hong Kong
- ▶ Introduction of Basic Law Education Project
- ▶ Introduction on Survey Measuring Liberal Studies (LS) Teachers' Attitudes towards of Knowledge of Human Rights and the Rule of Law
- ▶ Research Design
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- ▶ Further Analysis

Overview of HRE

▶ Human rights

- Fundamental rights for all individual human regardless of nation, race, religion, ethnicity, class, gender, etc.
- Universal
- Indivisible
- Debates between Universality (cosmopolitan values) and Particularity (cultural values)

▶ Founding text

- Universal Declaration of Human Rights (UDHR)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Bills of Rights (UDHR+ICCPR+ICESCR)

Overview of HRE

- ▶ Recognizing the importance of human rights education, United Nations (UN) declared
 - Decade for Human Rights (1995-2004)
 - World Programme for Human Rights Education—Plan of Action (2005-2014)
- ▶ HRE only marginally successful because
 - Seriously neglected in schooling in most countries
 - In case it is implemented in schools, it
 - Fails to address accountability of government
 - Fails to address the gap between ideal human rights and human rights in reality
 - Fails to address the role of HRE as transformative agent
 - Always used as a mechanism for managing students' behaviour only, encouraging compliance rather than justice (Osler & Starkey, 2010)

HRE in Hong Kong

- ▶ 16 international conventions on human rights applied to Hong Kong
- ▶ Commitment remained unchanged after 1997
- ▶ Though record of human rights in HK better than most Asian countries, various forms of discrimination still exist, e.g. race, disability
- ▶ Human rights culture of the public is weak
- ▶ Maybe due to lack of HRE in Hong Kong for decades

HRE in Hong Kong

- ▶ HRE is not important in the school educational agenda
- ▶ It is somehow infused in civic education, especially in the *School Civic Education Guidelines* in 1996 and Liberal Studies (2009 onwards)
- ▶ Potential of HRE through LS
 - Though HR not explicitly mentioned, some topics in the modules have a relationship with HR, especially “the rule of law and socio-political participation” in “HK Today”
- ▶ Attitudes of teachers, commitment to HR and social justice, competence in cultivating critical thinking, transformative skills are highly important
- ▶ However, are LS teachers ready?

The Basic Law Education Project

- ▶ Funded by Quality Education Fund (QEF)
- ▶ To help schools and teachers address the potential difficulties of the teaching of the Basic Law, rule of law and human rights, which are required in the new Liberal Studies curriculum (“rule of law and socio-political participation” is one of the main themes in the module ‘Hong Kong Today’)

The Basic Law Education Project

- ▶ 3 components:
 - school-based action research → 8 secondary schools
 - teacher training programme,
 - development of school-based curriculum,
 - development of a checklist for self-evaluation of human rights-friendly school environment
 - web-based resource centre for teachers:
<http://www.ied.edu.hk/basiclawedu/>
 - survey of the attitudes and knowledge of human rights and the rule of law and of the LS teachers in Hong Kong secondary schools.

Project team

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Survey: Research Design

▶ Research Objectives:

- To find out LS teachers' attitudes towards and knowledge of human rights, the rule of law and Basic Law
- To investigate whether there are any differences in attitudes towards human rights and the rule of law between teachers with different backgrounds such as age, gender and training

▶ Research Methods:

- Quantitative
- Self-administered questionnaire

Survey: Construction of Instrument

- ▶ Questionnaire was divided into 3 parts
 - Section I: Attitudes towards Human Rights and the Rule of Law

Section	Variables	Subscales	Item
I	Attitudes towards Human Rights	Social Welfare (A)	1-8
		Civilian Constraints (B)	9-17
		Personal Liberties (C)	18-25
		Equality (D)	26-35
		Privacy (E)	36-44
		Human Rights Education and Other Relevant Concepts (F)	45-53
	Attitudes towards Rule of Law	(G)	54-66

Survey: Construction of Instrument

- Factors A to E were developed from two instruments, the Human Rights Questionnaire (HRQ) by Diaz-Veizades et al (1995) and Attitudes toward Human Rights Inventory (ATHRI) by Narvaez, Thoma and Getz (2006)
- Items were constructed based on various relevant literature and re-written to suit HK context
- Section II: Knowledge of Basic Law, Human Rights and the Rule of Law
- Section III: Demographic Backgrounds (III)

Survey: Target and Sampling

- ▶ Target: Liberal Studies teachers of local secondary schools
- ▶ Self-administered questionnaire mailed to all local secondary schools (460) in May 2010
- ▶ 255 schools participated, school response rate: 54.8%
- ▶ 791 completed questionnaires, participant response rate: 34.4% [assuming 5 LS teachers per school, total population=2,300 (460x5)]

Survey: Reliability of the Scales

- ▶ Cronbach's Alpha Coefficient
- ▶ Items lowering the Coefficient were deleted
- ▶ All scales are adequately reliable:
 - Social Welfare (A): .727
 - Civilian Constraints (B): .880
 - Personal Liberties (C)L:.738
 - Equality (D): .611
 - Privacy (E): .810
 - Human Rights Education and Other Relevant Concepts (F): .832
 - Attitudes towards the Rule of Law (G): .722
 - Attitudes towards Human Rights (A to F): .907

Survey: Overall Attitudes

	N	Mean	SD	Min	Max
Attitudes towards Human Rights (A to F)	716	2.92	.327	1.84	3.93
Social Welfare (Factor A)	777	2.98	.410	1.43	4.00
Civilian Constraints (Factor B)	761	2.91	.601	1.00	4.00
Personal Liberties (Factor C)	776	3.32	.464	1.00	4.00
Equality (Factor D)	760	3.01	.366	1.75	4.00
Privacy (Factor E)	764	2.54	.480	1.00	4.00
Other relevant concepts (Factor F)	769	3.02	.493	1.75	4.00
Attitudes towards the rule of law (Factor G)	757	2.85	.384	1.80	4.00

- ▶ Generally positive
- ▶ Mean scores all higher than 2.5

Survey: Rule of Law (G)

Item		N	% +	% -	Mean	SD
Q54	Unless explicitly prohibited by law, no one should be punished before court by unethical acts.	778	69.8	30.2	2.78	.707
Q55	For solving pressing social and political problems, the government can interpret the law flexibly.	779	31.6	68.5	2.95	.807
Q58	Judges should consider public opinions when sitting in judgment.	778	47.5	52.6	2.58	.787
Q59	When judging important cases, judges should follow the opinions of the executives.	779	19.1	80.9	3.22	.794
Q61	In some special circumstances, such as combating with Triad activities, the use of secret tortures by the police in obtaining evidence is acceptable.	776	35.3	64.7	2.77	.731

Survey: Rule of Law (G)

Item		N	% +	% -	Mean	SD
Q62	Courts can accept illegally collected evidences to convict a person who is 100% sure guilty.	774	36.0	63.9	2.74	.712
Q63	The purposes of the law are to protect personal liberties and social stability. When there are conflicts between the two, personal liberties are more important than social stability.	773	44.7	55.3	2.47	.699
Q64	Courts should err in acquitting rather than punishing.	776	74.2	25.7	2.86	.710
Q65	Citizens should have the right to refuse complying with laws which violate human rights.	774	75.0	25.0	2.88	.666
Q66	Citizens should have the right to peacefully protesting against laws which violate human rights.	775	96.3	3.7	3.27	.556

Survey: Rule of Law (G)

	Item	N	% +	% -	Mean	SD
Q56*	The legal system in is not equally fair to everyone.	778	75.3	24.7	2.17	.688
Q57*	The rich is advantaged in litigations.	780	89.7	10.4	1.77	.663
Q60*	As the middle class cannot benefit from the existing system for legal assistance, it violated the principle of equality.	776	69.8	30.2	2.21	.665

- ▶ Mean scores all lower than 2.5
- ▶ Very negative assessment
- ▶ Lack of confidence in the judicial system in Hong Kong

Survey: Rule of Law (G)

- ▶ Generally positive
- ▶ But many willing to forgo personal liberties for social stability (Q63, mean=2.47)
- ▶ Some basic concepts of the rule of law not being recognized
 - certainty of law (Q54, mean=2.78),
 - judiciary independence (Q55, mean=2.95; Q58, mean=2.58 and Q59, mean=3.22),
 - procedural justice (Q61, mean=2.77 and Q62, mean=2.74),
 - presumption of innocence (Q64, mean=2.86)

Survey: Social Welfare (A)

Item		N	% +	% -	Mean	SD
Q1	The government should provide social protection to all children.	789	93.0	7.0	3.34	.629
Q2	The government should provide adequate standard of living to citizens.	788	88.8	11.2	3.15	.603
Q3	The government should provide security to people who lose their means for making a living due to circumstances beyond their control.	787	96.1	3.9	3.33	.561
Q4	The government has the responsibility to provide all citizens with adequate medical care; therefore extra fees for expensive medications should <u>NOT</u> be charged.	783	79.6	20.4	2.97	.656

- ▶ % + means % of strong agree and agree
- ▶ % - means % of strong disagree and disagree

Survey: Social Welfare (A)

Item		N	% +	% -	Mean	SD
Q5	The government should include internet charges in Comprehensive Social Security Assistance.	787	57.3	42.7	2.63	.761
Q6	The government should provide Comprehensive Social Security Assistance to new arrivals who reside at for less than seven years.	787	41.6	58.4	2.33	.801
Q7	The government should provide retirement security for all people.	789	87.8	12.2	3.09	.611
*Q8	The government should exempt all the elderly applying for Old Age Allowance (fruits grant) from income and assets tests.	788	78.3	21.7	3.05	.753

- ▶ Items with * are deleted when doing reliability analysis for scales. They are included in analysis for individual items.

Survey: Social Welfare (A)

- ▶ Generally very supportive for the platitude items including Q1 (mean=3.34), Q2 (mean=3.15), Q3 (mean=3.33), Q4 (mean=2.97), Q7 (mean= 3.09), and Q8 (mean=3.05).
- ▶ However, for Q5 and Q6, the mean scores are quite low. For Q6, the mean is even lower than 2.5 (2.33). It may suggest that the respondents discriminated the new arrivals and the people who receive CSSA.

Survey: Personal Liberties (C)

Item		N	% +	% -	Mean	SD
Q21	Citizens should have the right to manifest his religion or belief in public	786	97.3	2.7	3.50	.583
Q22	Professors should have the right to teach any theory or belief in university	787	81.3	18.7	3.13	.727
Q23	Political organizations or bodies in should have the right to establish ties with foreign political organizations or bodies, if it would not harm national security or public order	782	95.0	5.0	3.29	.574
Q24	Citizens should have the right to publish articles criticizing the Chinese Government in the media	779	96.9	3.1	3.37	.584

Survey: Personal Liberties (C)

Item		N	% +	% -	Mean	SD
Q18 *	A terminally ill patient should have the right to euthanasia	781	64.5	35.5	2.70	.767
Q19 *	Asylum seekers who would be tortured after returning to home country should have the right to stay in the present country	784	85.6	14.4	2.96	.554
Q20 *	Women should have the right to abortion	781	66.7	33.3	2.71	.726
Q25 *	Illegal immigrants who commit crimes in Hong Kong should have the right to legal assistance	780	61.8	38.2	2.65	.740

Survey: Personal Liberties (C)

- ▶ Mean scores all higher than 2.5
- ▶ generally supportive
 - Right to be free from torture (Q19, mean=2.96),
 - Right to manifest religion (Q21, mean=3.50),
 - Right to profess belief (Q22, mean=3.13),
 - Right to associate with foreign political bodies (Q23, mean=3.29),
 - Right to publish (Q24, mean=3.37),
- ▶ Conservative towards controversial items
 - Right to euthanasia (Q18, mean=2.70) and
 - Right to abortion (Q20, mean=2.71)
- ▶ Discriminate against the “outsiders”
 - For Q25 (mean=2.65), only 61.8% of the respondents agreed that illegal immigrants who commit crimes in Hong Kong should have the right to legal assistance

Survey: Civilian Constraints (B)

Item	N	% +	% -	Mean	SD
Q10 In times of crisis, the government should have the right to arrest those whose political views would affect social stability	782	41.7	58.3	2.75	.818
Q11 The government should have the right to deny those who would affect public security the right to vote	782	24.6	75.4	2.98	.767
Q13 The government should have the right to ban Falun Gong related activities	782	25.7	74.3	2.90	.756
Q14 For political considerations, the government should have the right to restrain citizens' freedom to enter or leave	786	27.0	73.0	2.99	.788
Q15 The government should have the right to stop a peaceful assembly due to mild physical conflicts	783	19.2	80.8	3.07	.737

Survey: Civilian Constraints (B)

Item		N	% +	% -	Mean	SD
Q16	The government should have the right to ban the publication of books and other materials which would be a threat to public interest	783	34.1	65.9	2.86	.817
Q17	The government should have the right to refuse to provide costly legal assistance to people who are 100% sure guilty	777	34.4	65.6	2.82	.832
Q9*	Children should have the right to be free from corporal punishment by parents	788	44.3	55.7	2.45	.753
Q12*	Schools with religious background should have the right to oblige students to participate in religious activities	784	42.3	57.7	2.68	.808

Survey: Civilian Constraints (B)

- ▶ Mean scores of these basic universal human rights items except Q9 were all higher than 2.5
 - right to vote (Q11),
 - freedom of religion (Q13),
 - freedom to enter or leave own country (Q14),
 - freedom of assembly (Q15).
- ▶ Liberal Studies teachers are expected to be more supportive in these items.
- ▶ Attitudes of items relating to children's rights were conservative
 - Q9 is the only item scoring a mean under 2.5 (2.45). Only 44.3% of the respondents agreed that children should be free from corporal punishment by parents.
 - For Q12, 42.3% of the teachers agreed that schools with religious background should have the right to oblige students to participate in religious activities.

Survey: Equality (D)

Item		N	% +	% -	Mean	SD
Q27	Society should encourage women to consider the traditionally male dominated occupations such as pilots and firemen	779	78.6	21.4	2.93	.662
Q29	Homosexual teachers can also be competent teachers just like other teachers	781	87.2	12.8	3.13	.715
Q30	Proprietors should have the right to refuse to rent their flats to ethnic minorities	781	30.5	69.5	2.91	.808
Q31	The government should provide non-Cantonese speakers with interpretation when using public services	781	90.0	10.0	3.12	.592
Q32	The government should provide illegal immigrant children with the same right to study as local children	779	62.5	37.5	2.72	.784

Survey: Equality (D)

Item		N	%+	% -	Mean	SD
Q33	The government should give more voting rights to people with higher economic and social status	780	10.3	89.7	3.43	.713
Q34	I agree with the establishment of a social rehabilitation centre for ex-mentally ill persons near my home	772	69.6	30.4	2.75	.664
Q35	The government should subsidize children with intellectual disabilities to continue their study after 18	777	85.3	14.7	3.06	.667
Q26*	Secondary schools should take the balancing of the number of male and female students as a principle when admitting students	781	45.1	54.9	2.56	.701
Q28*	The government should legislate to prevent homosexual couples from adopting children	782	54.6	45.4	2.38	.844

Survey: Equality (D)

- ▶ Generally supportive in platitude items
 - such as equality between male and female (Q27, mean=2.93),
 - people with different sexual orientations (Q29, mean=3.13),
 - different race (Q31, mean=3.12),
 - different social economic and social status (Q33, mean=3.43),
 - and different intellectual abilities (Q35, mean=3.06).

- ▶ More reserved when come to the items which are 'closer' to the respondents
 - rent flats to minorities (Q30, mean=2.91)
 - social rehabilitation centre for ex-mentally ill persons near home (Q34, mean=2.75).

Survey: Equality (D)

- ▶ Still have stereotype on the gender roles of male and female
 - balancing of the number of male and female students (Q26, mean=2.56)
 - prevent homosexual couples from adopting children (Q28, mean=2.38)

- ▶ Discrimination against the “outsiders”.
 - 85.3% agreed the government should subsidize children with intellectual disabilities to continue their study after 18 (Q35, mean=3.06)
 - Only 62.5% agreed the government should provide illegal immigrant children with the same right to study as local children. (Q32, mean=2.72)

Survey: Privacy (E)

Item	N	% +	% -	Mean	SD
Q36 For preventing children from going astray, parents should have the right to monitor their emails	777	34.6	65.4	2.77	.718
Q37 For crime investigation, the law enforcement departments should have the right to intercept our correspondence	777	52.0	48.0	2.59	.783
Q38 Schools should have the right to force students under 18 to take drug test if their parents consent	779	74.3	25.7	2.16	.749
Q39 For combating with drug abuse, the government should have the right to require schools to hand over drug testing results to the law enforcement departments	781	64.3	35.7	2.30	.781

Survey: Privacy (E)

Item	N	% +	% -	Mean	SD
Q40 For enhancing management, schools should have the right to ask for finger prints as identification when teachers enter and leave schools	780	27.9	72.1	2.92	.779
Q41 For enhancing management, schools should have the right to ask for finger prints as identification when students enter and leave schools	780	30.0	70.0	2.90	.785
Q42 Schools should have the right to install security cameras in classrooms	780	41.7	58.3	2.73	.800
Q43 For enhancing public order, the government should have the right to install security cameras in public areas	780	80.9	19.1	2.11	.641
Q44 If an employee applies sick leave for more than five days per month, the employer should have the right to ask for all his/her medical records	778	61.4	38.6	2.35	.787

Survey: Privacy (E)

- ▶ Most negative among the five dimensions
- ▶ 4 out of 9 items have a mean under 2.5
- ▶ No item scored a mean over 3
- ▶ Most respondents were willing to forgo privacy for crime prevention and investigation (Q37, Q42, Q43, and Q44).
- ▶ Children's rights were not being emphasized (Q36, Q38, Q39, Q41 and Q42).

Survey: HRE and Relevant Concepts (F)

Item		N	% +	% -	Mean	SD
Q45	One purpose of education is to enhance students' respect for human rights	783	97.7	2.3	3.43	.549
Q46	Promoting human rights education in schools would create a threat to discipline	782	24.9	75.1	2.89	.741
Q47	It is important to actively promote human rights education in schools	780	93.8	6.2	3.21	.565
Q48	My knowledge of human rights is adequate for teaching human rights	779	56.1	43.9	2.61	.672
Q49	Promoting human rights is one of the factors leading to social unrest	777	20.5	79.5	3.05	.734

Survey: HRE and Relevant Concepts (F)

Item		N	% -	% -	Mean	SD
Q50	Human Rights is a Western product. Only Western countries are suitable for promoting and developing human rights	779	11.2	88.8	3.26	.686
Q51	Economic growth is more important than protecting human rights	778	15.4	84.6	3.14	.718
Q52	Before enjoying their human rights, citizens must first fulfill their responsibilities	780	46.8	53.2	2.58	.881
Q53	Before enjoying their human rights, students must first fulfill their responsibilities	780	46.2	53.8	2.58	.880

Survey: HRE and Relevant Concepts (F)

- ▶ Generally supported human rights education (Q45, Q47, Q50)
- ▶ Generally supported protection of human rights (Q49, Q51)
- ▶ Misconception of relationship between rights and responsibilities (Q52, Q53)
 - must fulfill their responsibilities before enjoying their human rights?
- ▶ Worries in promoting human rights education
 - threat to discipline (Q46, mean=2.89)
 - Inadequate knowledge of human rights (Q48, 2.61).

Survey: Knowledge

- ▶ Total 17 questions
 - 4 on Basic Law (Q67 to Q70)
 - 5 on the international conventions on human rights (Q74, Q75, Q77, Q78 and Q81)
 - 2 on children's rights (Q73 and Q76)
 - 3 on the rule of law (Q79, Q80 and Q82)
 - 3 on general knowledge of current issues (Q71, Q72 and Q83)
- ▶ The mean score of the respondents was 7.48 (Assuming each correct answer gains 1 mark and each wrong answer/don't know gains 0 mark)
- ▶ Only 33.4% of the respondents scored a total mark equal to or higher than 9

Survey: Demographic Backgrounds

	N	%
Type of School (Gender)	775	
Boys'		8.0
Girls'		9.2
Co-education		82.8
Type of School Funding	689	
Government		11.2
Subsidized		78.5
Total		10.3
Gender	767	
Male		48.4
Female		51.6
Age	772	
21-30		36.0
31-40		34.6
41-50		24.6
51-60		4.8

Survey: Demographic Backgrounds

	N	%
Has taught LS or Integrated Humanities before	771	
Yes		60.1
No		39.9
Was penal head	779	
Yes		19.4
No		80.6
Has taught human rights or the rule of law related topics before	776	
Yes		48.5
No		51.5
Has taught Module 2 Hong Kong Today in academic year (09/10)	774	
Yes		68.0
No		32.0
Religion	776	
Christianity		38.7
Catholicism		8.0
Buddhism		1.5
Taoism		0.1
Muslim		0.1
No religion		51.3
Others		0.3

Survey: Demographic Backgrounds

Whether they had received training:	Yes	No
Degree in Liberal Studies (Bachelor/Master/Doctor)	28.9%	71.1%
Postgraduate Diploma in Education in Liberal Studies	28.1%	71.9%
NSS Liberal Studies Workshop held by the Education Bureau	67.3%	32.7%
Sociology	16.6%	83.4%
Civic Education	6.4%	93.6%
Public Administration	3.9%	96.1%
Politics	6.4%	93.6%
Law	1.4%	98.6%
Others	2.2%	97.8%
Had never had any relevant training	6.4%	93.6%

Survey: T-test

	Gender	Taught LS/IH	Panel Head	Taught HR/ RL	Taught Module 2
Social Welfare (A)	Yes	No	No	Yes	No
Civilian Constraints (B)	Yes	Yes	No	Yes	No
Personal Liberties (C)	Yes	No	No	No	No
Equality (D)	Yes	No	No	Yes	No
Privacy (E)	No	No	No	No	No
Other relevant concepts (F)	Yes	Yes	Yes	Yes	No
Attitudes towards Human Rights (A to F)	Yes	No	No	Yes	No
Attitudes towards the rule of law (G)	Yes	Yes	Yes	Yes	Yes
Knowledge	Yes	Yes	Yes	Yes	Yes

Survey: T-test

	LS degrees	LS PGDE	EDB Workshop	Sociology	Citizenship Education
Social Welfare (A)	No	Yes	No	Yes	No
Civilian Constraints (B)	No	No	No	Yes	No
Personal Liberties (C)	No	Yes	No	Yes	No
Equality (D)	No	Yes	No	Yes	Yes
Privacy (E)	No	No	No	Yes	No
Other relevant concepts (F)	No	No	No	Yes	Yes
Attitudes towards Human Rights (A to F)	No	Yes	No	Yes	No
Attitudes towards the rule of law (G)	No	No	No	Yes	Yes
Knowledge	No	No	No	Yes	Yes

Survey: T-test

	Public Admin	Politics	Law	Others	No training
Social Welfare (A)	No	No	No	No	No
Civilian Constraints (B)	Yes	Yes	No	Yes	No
Personal Liberties (C)	Yes	Yes	No	Yes	No
Equality (D)	No	No	No	Yes	No
Privacy (E)	Yes	Yes	No	No	No
Other relevant concepts (F)	Yes	Yes	No	No	No
Attitudes towards Human Rights (A to F)	Yes	Yes	No	Yes	No
Attitudes towards the rule of law (G)	Yes	Yes	No	No	No
Knowledge	Yes	Yes	No	Yes	Yes

Survey: T-test

- ▶ T-test was conducted to investigate whether there were any differences in mean scores between teachers with different backgrounds
- ▶ Mean scores of male were significantly higher than female in all areas except Privacy (D)
- ▶ Mean scores of teachers who had taught HR or Rule of Law before were significantly higher than who hadn't in many areas
- ▶ Mean scores of teachers who had received training in Sociology, Public Administration and Politics were significantly higher than those who hadn't in many areas
- ▶ Reasons behind need further research

Survey: ANOVA

	Type of School (Gender)	Type of School (Funding)	Age	Religion
Social Welfare (A)	Yes	No	Yes	Yes
Civilian Constraints (B)	No	No	No	No
Personal Liberties (C)	No	No	Yes	No
Equality (D)	No	No	Yes	No
Privacy (E)	No	No	No	No
Other relevant concepts (F)	No	No	No	No
Attitudes towards Human Rights (A to F)	No	No	Yes	No
Attitudes towards the rule of law (G)	No	No	Yes	No
Knowledge	No	No	Yes	No

Survey: ANOVA

- ▶ ANOVA was conducted to investigate whether there were any differences in mean scores between teachers with different backgrounds
- ▶ Post-hoc comparisons were conducted to find out the groups of teachers with significantly different mean scores
- ▶ Mean scores of teachers from Boys' school were significantly higher than teachers from Girls' school in social welfare (A)
- ▶ Mean scores of teachers aged 21-30 generally were significantly higher than teachers aged 31-40
- ▶ Mean scores of teachers who were Christians were significantly higher than teachers who had no religion in social welfare (A)
- ▶ Reasons behind need further research

Conclusions

- ▶ Attitudes of Liberal Studies teachers towards human rights and the rule of law are weak
- ▶ It reflects a gap between the teachers' values towards human rights and the UN's understanding of HR.
- ▶ Teachers tended to give up human rights for harmony and law and order
- ▶ Children's rights are being neglected
- ▶ There might be discrimination against some minorities
- ▶ Attitudes differed between teachers with different backgrounds
- ▶ The negative attitudes would have direct impact on cultivating a society with respect for human rights and social justice

Conclusions

- ▶ The picture portrayed is not encouraging but not unexpected.
- ▶ The picture revealed by the survey is just a reflection of the community at large among teachers.
- ▶ The culture of respecting human rights in the general public is weak because of decades of serious neglect of HRE.
- ▶ But since the attitudes of the LS teachers, who are supposed to be responsible for cultivating a human rights-respecting culture, are crucial in the effectiveness of HRE, the findings are alarming.

Recommendations

- ▶ The government should establish a comprehensive and systematic policy for human rights education and the rule of law education
- ▶ A review of the training framework for both pre-service and in-service teachers is urgently needed
- ▶ Awareness of the rule of law and human rights should be formally incorporated into the teacher education programme
- ▶ More resources should also be allocated to developing a more systematic teacher education in human rights and the rule of law.
- ▶ School may co-operate with NGOs and other experts in human rights and the rule of law education

Further Analysis

- ▶ Exploratory factor analysis and confirmatory factor analysis had been performed on Attitudes towards Human Rights (A to E), 6 dimensions were confirmed
 - Social Welfare (Q1-4)
 - Civilian Constraints (Q10, 11, 13-17)
 - Personal Liberties (Q21-24)
 - Equality (Q5, 6, 25, 32)
 - Privacy—School (Q40-42)
 - Privacy—Others (Q38, 39, 43, 44)
- ▶ Different models on Attitudes towards Human Rights will be constructed and compared
- ▶ The instrument will be validated by ConQuest

Q & A Session

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