

CHAPTER 1 GENERAL ORIENTATION

1. 1 Introduction

Against the backdrop of Irene Khan's³ (2006) pronouncement that “the human rights landscape is littered with broken promises”⁴, Human Rights Education (HRE) has, over the past fifteen years, evolved into a burgeoning pedagogical formation (Claude, 1996; Andreapoulus and Claude, 1997; Tibbitts, 2002; Campbell, 2001; Suarez and Ramirez, 2004; Suarez, 2006) that sources its currency from the perceived consensus on human rights universals⁵. Ramirez, Suarez and Meyer (forthcoming) refer to the “Worldwide Rise of Human Rights Education” whilst Suarez and Ramirez (2004: 22) validate the “dramatic expansion” of HRE since the mid-1970s; pronounce on the “strength and the success of human rights education at the global level” (ibid: 23) and at the same time observe that HRE is under-theorized (ibid: 22). This surge of HRE activities which is paradoxically not matched by a sustained and meaningful theoretical analysis, has far-reaching implications for educational systems worldwide and as such necessitates an intellectual engagement with HRE on a conceptual level, as is the case with this study.

Notwithstanding its currency and uncritical acceptance, HRE is largely plagued by an unacknowledged conceptual diversity and ambiguity that has adverse consequences for its practice and its introduction into education systems (Tarrow, 1987, Flowers, Lynch, C. Modgil and S. Modgil, 1992; Tibbitts, 2002; Flowers, 2004). Up to now, not much consideration has been given to the meanings that organise and construct the conceptual structure of HRE despite the fact that there has been a rapid increase in the number of

³ Irene Khan is Secretary General of Amnesty International. This statement is taken from the 2006 Amnesty International Report, *The State of the World's Human Rights*.

⁴ For example, the Human Development Report (2005: 17) estimates that 10.7 million children under the age of five die every year; 3 million people died as a result of the HIV/AIDS pandemic in 2003; and 1 billion people live on less than one US dollar a day.

⁵ ‘Human Rights Universals’ refer to the normative framework of human rights declarations, conventions and covenants.

developing countries that have initiated HRE into their education systems between the 1980s and 2000s (Education For All [EFA] Monitoring Report, 2005).

The development and proliferation of HRE generated a variety of meaning contestations and a high level of unengaged conceptual eclecticism that is invariably accompanied by practical weaknesses⁶. The literature shows that these challenges have rendered HRE uncritical, ineffectual and sometimes anti-educational. The literature further shows that most studies on HRE have adopted an uncritical posture and assumed a seamless assimilation of HRE into educational discourse because of the perceived consensus on human rights universals and HRE. This study takes a critical stance on HRE, seeking to engage with and address its conceptual muddle and eclecticism with the aim of framing the conceptual structure of HRE in an anti-deterministic and critical relationship with human rights universals. This is done through a distinct methodological framework that integrates concept analysis with conceptual historical research and conceptual cartography.

1.2 Research Question: Purpose, Objectives, Contribution and Focus of the Study

This study has four *purposes*.

- The first purpose is to clarify the conceptual meanings of HRE. This is achieved by conducting a concept analysis of HRE within the broader framework of conceptual historical research and conceptual cartography that is directed at exploring the implications of HRE for educational practice. A review of the literature reveals that the meaning of HRE is uncritically assumed within the normative constructions of international human rights instruments. In addition, the relationship between HRE and established pedagogical formations has not yet been explored.
- The second purpose is to provide for a critical analysis of HRE since most treatises on HRE are illustrative rather than analytical. This study intends to

⁶ See summary of on-line review for the Mid-Term Evaluation of the United Nations Decade for HRE, Human Rights Education Associates: (2000).

develop a comprehensive critique of the mainstream constructions of HRE and to elucidate the interests underpinning the various configurations and practices of HRE.

- Thirdly, the study aims at developing a conceptual framework for HRE in an anti-deterministic and critical relationship with human rights universals. The definitional structure of HRE is too closely tied to human rights universals which hampers its critical pedagogical potential.
- Finally, the study hopes to make an innovative methodological contribution to educational research by first borrowing ‘concept analysis’ from the nursing sciences and then integrating ‘concept analysis’ with ‘conceptual historical research’ and ‘conceptual cartography’. This study thus also develops a firm rationale for the further deployment of this analytical framework within educational research.

The *research question* is framed by one main and three sub-questions:

- Main Question:
How have the concept and meanings of HRE originated, developed and changed over time and space, and why?
- Sub-questions:
 1. What are the different and changing meanings associated with HRE over time?
 2. What factors and forces influenced the concept and changing meanings of HRE?
 3. How are the meanings of HRE located and allocated on a ‘conceptual map’?
 4. How do the contending meanings of HRE frame human rights educational practice?

The *objectives* of the study are to:

- Trace the concept and trajectory of HRE – its origins and development and the different meanings associated with it
- Analyse the concept of HRE to contribute to the development of conceptual explanation
- Explore the different meanings of the concept of HRE and how it frames human rights educational practice

This study will *contribute* to knowledge generation in the HRE field in the following ways:

- HRE is an emerging and contested field and understanding the concept is important for HRE theorists and practitioners in particular and educationists in general.
- Important insights could be gained from analysing the theoretical assumptions that frame the concept HRE and its interrelatedness with associated educational forms.
- A careful examination of the reasons for the limited impact of HRE as a result of conceptual muddle could yield valuable lessons for HRE practitioners and educators in formal and non-formal settings.
- This study could provide a basis for developing HRE programmes rooted in a theoretical framework congruent with the aspirations of an inclusive human rights discourse and contribute to theory building in the field of HRE.
- Important insights could also be gained from a concept and conceptual historical analysis and conceptual cartography of HRE that can frame its definitional structure in an *anti-deterministic and critical relationship* with human rights universals.

The study has five *focus areas*:

- A critical concept analysis of HRE
- A conceptual historical analysis of HRE
- A conceptual cartography of HRE and its meaning-making influences
- Typologies, models of and approaches to HRE
- The development of a critical, alternative conceptual framework for HRE

1.3 Rationale for this Study

The present and historical lack of conceptual engagement with and within HRE provides the backdrop for the rationale of this study which resides in the need to critically explore the meanings of HRE to elucidate the various constructions of HRE as a contemporary education policy concern that might inform policy and practical initiatives and programmes around HRE in different parts of the world. The literature review covers a wide range of texts in various disciplines and sources reports and interpretations of HRE from authoritative documentation on HRE and from reputable and influential agencies and organisations in the field. This literature review indicates that HRE is under-theorized and thus beleaguered by implementation challenges. In addition, the literature review exposes an uncritical approach to HRE worldwide with an unperceptive acceptance of the logic of a human rights language that is constructed within the systems of the United Nations. The weaknesses associated with HRE are largely a result of a lack of conceptual clarity and theoretical engagement and a tendency to uncritically digest the pre-packaged constructions of HRE that are on offer. This thesis is a critical study that will advance our knowledge about the meanings of HRE; its history and development; the typologies of HRE; the conceptual cartography of HRE; and the models and approaches to HRE. It will develop a critical conceptual framework for HRE as an influential contemporary pedagogical construct.

Not much attention has been given to the conceptual development of HRE and the related questions about what it stands for; whose interests it is serving; what it means; how it should be performed and staged; how it relates to pedagogical formulations already in place; and its implications for educational practice⁷. These questions have largely remained unanswered as a direct consequence of the lack of conceptual engagement.

The primary interest of this study, as reflected in the questions above, is interwoven with a fundamental concern about the historical and present trajectory of and tendencies and approaches within HRE. The dissonance and disquiet underpinning this study is in response to the present conceptual disengagement within HRE which results in anti-educational tendencies; portrays HRE as inherently conservative by uncritically legitimising human rights universals; allows it to sometimes act as the most contemporary façade of globalized human rights ideologies; inhibits its impact despite massive financial injections and political support; and subjects HRE to a range of unexplored and contradictory designations and meanings.

Despite the projected conceptual coherence of HRE that is simulated from the pseudo-consensus on human rights universals, the array of meanings attached to HRE are eclectic notwithstanding the fact that its practise is uncritically seen as a rational and consistent pedagogical endeavour. This unengaged conceptual eclecticism, theoretical muddle and practical perplexities have resulted in HRE being ineffectual in contrast to the widely held belief and promise that HRE is central to developing a culture of human rights; to challenging discrimination; and contributing to the achievement of social justice. I speculate that these developments are a corollary of conceptual ambiguity and a consequence of inadequate theorising and conceptual development. My interest in this matter is informed by my national, regional and international experience in the field of HRE for the past nine years⁸. Throughout this period I grappled with the fundamental

⁷ See also Baxi (1997).

⁸ I am head of the National Centre for Human Rights Education and Training at the South African Human Rights Commission responsible for HRE across the various social sectors in South Africa. I have been working in the HRE field for the past 9 years and was appointed by the Minister of Education to coordinate the working groups on the infusion of HRE in the curriculum for primary and secondary schools and thus have personal and practical experience about the paradoxes and limitations of HRE.

paradoxes of HRE associated with its conceptual multiplicity and inconsistencies; its theoretical infancy; its anti-educational potential and conservatism; and its resistance towards articulation with critical pedagogical formulations already in place.

The proliferation of HRE in the 1990s, preceded by the frenetic overproduction of international human rights standards since 1948, requires in-depth scrutiny. Under the aegis of the perceived consensus around human rights universals, HRE has, in an impressive sprawl, taken on a variety of forms and meanings, each with its own claims to legitimacy. For this reason alone a concept analysis of HRE integrated with conceptual historical research and conceptual cartography is long overdue. In addition, a number of grounds are forwarded as the rationale for this study.

First, HRE is defined not as an educational endeavour in its own right but as an uncritical conduit of human rights universals. This is the most dominant conception of HRE as reflected in the international instruments. The modern consummation of human rights resides in the adoption of the Universal Declaration of Human Rights (UDHR) in 1948 which set the hubristic trend of human rights universals calling for their own legitimacy to be entrenched by HRE. These instruments attempt to define HRE but also confine its purpose to human rights illumination to such an extent that the dominant declarationist⁹ mode of HRE as represented in the work of Lohrenscheit (2002: 175) regards the UDHR as “a curriculum in 30 steps or paragraphs”. In fact, the absence of a concept analysis that is integrated with conceptual historical research and conceptual cartography contributed to the assimilation of HRE into the broader framework of human rights discourses as an instrument in service of legitimating human rights universals. But the promise resident in the practice of HRE asks for much more, as evident in the possible alternative conceptual configurations that are discussed in Chapter 7. Despite the dominance of the “declarationist” notion of HRE, HRE practitioners are starting to question this conception

⁹ I coined this term to refer to the almost dogmatic belief that all human rights truths are generated and consummated within human rights instruments such as declarations, conventions and covenants. Human Rights Education, according to this understanding, focuses on transmitting the provisions in these instruments. The associated tendency is called declarationism. This term was first employed in a paper delivered at the World Conference on the Right to and Rights in Education, Netherlands, (25-30 November 2004).

in their search for alternative formulations of HRE. This search is closely linked with the conceptual shortcomings that plague HRE at present (see Sharma, 1996: 46; Misgeld and Magendzo, 1997: 151; Fong Yuk Yee, 2001: 65-87).

Second, the literature review uncovers a number of fundamental concerns relating to HRE and to the models and approaches currently employed within the HRE field. These models and approaches display the inherited conceptual unconsciousness of HRE in the absence of a concept analysis that is integrated with conceptual historical research and conceptual cartography that should have provided the basis for educational theoretical engagement within the HRE field. This state of affairs adds to what Andreopoulos (1997:10) calls the “*poverty of our conceptual tools*”.

Education theory and practice have long been grappling with human rights related issues such as racism, intolerance, culture, gender and inequalities in an *inorganic* link with the HRE discourse. Likewise, HRE has recreated long-standing pedagogical challenges such as multicultural education through human rights instruments and provisions in a *sterile* association with educational thinking. The net result of this inorganic and sterile association between HRE and educational theory is an educational practice that treats HRE as a declarationist ‘add-on’ and a conceptual educational framework that struggles to comprehend the embeddedness and ontological nature of human rights within education. This study deals with these conceptual challenges.

Third, HRE tends to be directed entirely at rights as legal articulations and mechanical representations of the substance of HRE. Accordingly, HRE often portrays human rights articulations as unproblematic and beyond contestation. It is questionable whether this approach can be regarded as educational because it certainly exhibits, as do many other educational forms, anti-educational potential. This study develops a concept analysis that is integrated with conceptual historical research and conceptual cartography that will highlight these pitfalls and suggest alternative configurations.

Fourth, apart from challenging discrimination, abuse, intolerance and developing peace and democracy, HRE is also expected to contribute to poverty alleviation and reduction and the advancement of socio-economic rights¹⁰. This points, as is the case in South Africa, to the conviction that HRE should essentially be perceived as a critical social justice instrument. In addition, an analysis of HRE developments in South Africa and elsewhere indicates that despite the ‘moral and legal’ legitimacy and the exponential progress with regard to its practices and implementation, the influence and impact of HRE and related programmes have been limited. In the literature review a number of studies are cited which verify the need to review the models and approaches of HRE as a means to develop appropriate pedagogies and instructional frameworks that may shape HRE as a form responsive to the requirements of critical thinking and critical social justice. This study questions whether the analytical foundations of HRE and its concomitant practices facilitate such an interpretation of HRE.

Fifth, the present deterministic conception of HRE posits that HRE sources its legitimacy from human rights standards and universals. However, contemporary theoretical, economic, cultural and political debates and global developments that are reflected in the worldwide scepticism towards human rights universals and the re-emergence of social movements, present a substantive critique of the mainstream human rights discourse. In consequence, HRE itself is questioned as an uncritical conduit of human rights universals. The conceptual analysis within this study will construct a theoretical grounding for HRE in an anti-deterministic relationship with human rights universals in order to advance its critical pedagogical potential and to develop a sound pedagogical response to the legitimate criticisms that are levelled against the mainstream human rights discourse. This critical distance between HRE and the international human rights normative framework is of pedagogical necessity.

¹⁰ The Office of the High Commissioner for Human Rights published a conceptual framework for *Human Rights and Poverty Reduction* in 2004 which implicitly refers to the role of HRE.

1.4 Structure of the Thesis

As a concept analysis that is integrated with conceptual historical research and conceptual cartography, this study is non-empirical and deals with data that already exist. It therefore does not follow the conventional structure of empirical studies but is instead organised in such a way that facilitates a logical progression of a concept analysis and conceptual historical analysis. The methodological tools of concept analysis and conceptual historical research are thus employed throughout.

Concepts have histories and conceptual homes that contribute to their definitional structures and as such, a concept can theoretically have an infinite number of meanings. However, in their deployment, a number of meaning-assumptions are attached to concepts that signify their central attributes and essential meaning for them to become meaningful and intelligible. The logical domain covered by the concept and its essential meaning shift as different conceptual frameworks are employed. Thus this study provides a comprehensive conceptual cartography of HRE in chapters 4 and 5 that represents a meaning-making map with various options for looking at the central attributes and essential meaning of HRE. It acknowledges that concepts, despite their essential meaning-structure, are viewed and employed in dissimilar ways depending on the conceptual framework or frameworks that are utilized at any given time. In essence there is an interplay and mediation between the essential meaning of a concept and the conceptual framework within which it is deployed. Of necessity this study offers both an essential meaning and a conceptual cartography of HRE through concept and conceptual historical analysis. Conceptual cartography is therefore both an analytical tool and an outcome of the research.

Concept analysis and conceptual cartography are central to this study and offer a reinterpretation of paradigms and discourses in relation to the framing of human rights and HRE. They also present a variety of contemporary conceptual insights into the human rights discourse and HRE and thus span a treatise on positivism, interpretivism, critical theory, post-modernism, legal philosophy, the declarationist narrative, the

political discourse and the social justice discourse. These discourses consequently become the lenses through which the essential meaning of HRE is moderated and mediated. They are indispensable for a concept and conceptual historical analysis of HRE to avoid being ahistorical and de-contextualised and to steer clear of the shortcomings of the Wilsonian methods of concept analysis such as lack of adequate data, lack of depth in analysis and the absence of abstractness (Morse, *et al*, 1997: 92). New insights around HRE will be developed by deducing the meaning-making implications of these discourses for HRE to make better sense of why HRE is structured in the way that it is and what and why HRE practitioners are doing what they do. It will highlight the conceptual assumptions that gave rise to the variety of understandings and approaches to HRE. Integrating concept analysis with conceptual historical research and conceptual cartography is a methodological innovation of this study. It draws on work done in the nursing sciences in order to conduct a critical concept and conceptual historical analysis of HRE that situate the concept on a multitude of reference points through a conceptual cartography.


As a means to enhance its logical coherence and internal validity, this study is structured into seven chapters.

- Chapter 1 provides a general orientation to the study.
- Chapter 2 develops an innovative research design and methodology.
- Chapter 3 analyses the historical conceptual development of HRE.
- Chapters 4 and 5 build, construct and analyse the conceptual cartography of HRE.
- Chapter 6 extracts and analyses the definitional issues and typological considerations in relation to HRE.
- Chapter 7 develops alternative, creative and critical conceptual possibilities for HRE; argues for a preferred conceptual framework for HRE; makes concluding remarks; and elucidates the implications of the study with recommendations.

The table below depicts the logical flow of the study and the systematic and sequential development of insights into the concept of HRE. The literature review is considered as

intrinsic to a concept analysis that is integrated with conceptual historical research and conceptual cartography. The essential meaning and attributes of a concept can be delineated but the concept will eventually only be wholly intelligible by the space it occupies on a conceptual map at any given time. This intelligibility may shift and this shift can only be explained and traced by delineating the essential meaning and attributes of the concept in question.

Table 1: Structure of Thesis

| <i>Chapter</i> | <i>Substance/ Method</i> | <i>Logical Progression</i> | |
|--|--|---|--|
| 1. General Orientation | Description, purpose and rationale of study. The literature review is used to substantiate claims. | This chapter argues for the importance of the study and the methodological choices. HRE has proliferated over the past 15 years with profound implications for education systems worldwide. However the literature shows that HRE is uncritical, ineffectual and sometimes anti-educational. I argue that this is a result of conceptual muddle and thus seek to develop conceptual clarity through concept and conceptual historical analyses. |  <p><i>Meaning elucidation</i></p> |
| 2. Research design and methodology | Presentation of concept and conceptual historical analyses as appropriate and innovative methodological choices for this study | This chapter posits that concept analysis, conceptual historical research and conceptual cartography are the most appropriate methodological tools to respond to the research questions. It also provides a sound basis for the internal coherence of the study. | |
| 3. A concept and conceptual historical analysis of HRE | Conceptual historical analysis of HRE / Descriptive, comparative and interpretive analysis | This chapter paths the trajectory of the study by analysing the roots and conceptual development of HRE. It identifies and explains shifts in meaning and places them within the context of historical developments. It shows the various interests and influences on the concept of HRE. | |
| 4 and 5. A conceptual cartography of HRE | Analysis of conceptual frameworks and their influences on the meaning of HRE/ Descriptive, comparative and interpretive analysis | Conceptual cartography is used as a representational strategy to analyse the various conceptual lenses as meaning-making devices through which HRE may be viewed. | |
| 6. Definitional issues and typological considerations | Extraction and analysis of definitional issues and typological considerations in relation to HRE | The knowledge generated by the conceptual historical analysis and the conceptual cartography of HRE, provides the basis for developing and discussing the definitional structure and typology of HRE. | |
| 7. Alternative conceptual possibilities, further implications and conclusion | Summation and assessment of conceptual alternatives | Development of alternative, creative and critical conceptual possibilities for HRE; argues for a preferred conceptual framework for HRE; makes concluding remarks; and elucidate the implications of the study with recommendations. | |
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CHAPTER 2

RESEARCH DESIGN AND METHODOLOGY

2.1 Introduction

An integrated framework of concept analysis, conceptual historical research and conceptual cartography constitutes the basis of the research design and methodology of this study. Concept analysis has principally been employed in the nursing sciences (Walker and Avant, 1995; Bear and Moody, 1990; Rodgers, 1993; Morse *et.al*, 1997; and Morse, 2004) as a methodological option for analysing concepts that are integral to the practice of nursing such as pain, sorrow, belonging, and so on. The traditional application of concept analysis in the nursing sciences, which was derived from Wilson (Morse *et al*, 1997: 24) in 1963 and 1969, has been widely criticized (see Morse *et al*, 1997) because the methods lack “comprehensiveness, explanatory power, and are superficial”. To overcome these weaknesses this study combines the Wilsonian derivatives of concept analysis with the critical concept analysis of Morse *et al* and integrates these with the broader framework of conceptual historical research (Leedy, 1997) and the useful insights and analytical options of conceptual cartography (Paulston and Liebman, 1993). Thus, the concept analysis of the nursing sciences, though useful, is not a sufficient analytical tool for exploring the concept of HRE. “Probing the growth of thoughts ... and ideas” (Leedy, 1997: 182) such as HRE requires the broadened framework of conceptual historical research and conceptual cartography.

The research design of this study can broadly be described as non-empirical (Mouton; 2001: 175), unobtrusive (Babbie and Mouton; 2001: 373), qualitative (McMillan and Schumacher (1997: 32) and analytical (*ibid*: 43). It is non-empirical because it relies on existing or secondary data of a textual nature. It is also unobtrusive since there is no interaction with research subjects. Further, it is qualitative since its methodology is that of concept and historical conceptual analyses. Finally, it is analytical given that concept and conceptual historical research and conceptual cartography require a critical and reflexive analysis of various kinds of textual and other data.

The terms “concept and conceptual analyses” are used interchangeably in the literature on research methodology. Mouton (2001: 175) describes conceptual analysis as an “analysis of the meaning of words or concepts through clarification and elaboration of the different dimensions of meaning”. McMillan and Schumacher (1997: 34 and 472) use the terms concept and conceptual analysis to mean a “study that clarifies the meaning of a concept by describing the essential or generic meaning, the different meanings, and the appropriate usage for the concept”. In the nursing sciences (Walker and Avant; 1995: 37) concept analysis focuses on defining the attributes of a concept. McMillan and Schumacher’s (1997: 463) classification of analytical research is of immense value since it clusters concept analysis with an analysis of educational historical events and developments and educational law. More so Leedy’s (1997: 182) notion of *conceptual historical research* allows the research design to straddle various types of analysis coherently though the focus is on *concept analysis, conceptual historical research and conceptual cartography*.

2.2 Analytical Research

This study will primarily employ a *qualitative* style of inquiry that falls within the broad category of *analytical research*. The nature of the research problem and questions and the objectives of the study lend themselves to *analytical research and specifically to concept analysis, conceptual historical analysis and conceptual cartography* with an unavoidable element of historical, descriptive, comparative and interpretive analysis and literature review. McMillan and Schumacher (1997: 464) observe the following about analytical research:

*One way to understand current educational practices is to know how these practices developed and to clarify the issues concerning them. How often have educators and non-educators made statements or justified decisions on the basis of what they assumed happened in the past? Explanations of past educational ideas or **concepts** [my emphasis], events, legal principles and policies suggest insights about current educational events and anticipate new educational issues and policies.*

Closely linked to analytical research is the framework of historical and descriptive research which includes, according to Charles (1988: 83) “any situation or conditions about whose status we want to know more about” and in the views of Cohen *et.al* (2000: 159) it may “concern itself with an individual, a group, a movement, an idea or an institution”. Babbie and Mouton (2001: 399) refer to historical/ comparative analyses as unobtrusive research and observe that there is no end to the data available (*ibid*: 402) and further suggest (*ibid*: 403) that the “researcher must find patterns among the voluminous details describing the subject matter of the study”. Neuman (1997: 384) is of the opinion that:

Historical-comparative research can strengthen conceptualisation and theory building. By looking at historical events or diverse cultural contexts, a researcher can generate new concepts and broaden his or her perspectives. Concepts are less likely to be restricted to a historical time or to a single culture; they can be grounded in the experience of people living in specific cultural and historical contexts.

Analytical and conceptual research correlates to a high degree with historical-comparative research. Whilst Mouton (2001: 175) treats conceptual analysis independently, McMillan and Schumacher (1997: 463) identify three types of analytical research of which conceptual analysis is one. The three types are concept analysis, historical analysis and legal analysis. Mouton (2001: 175) is of the view that conceptual analysis “ makes conceptual categories clear, explicates theoretical linkages and reveals the conceptual implications of different viewpoints”. Likewise, McMillan and Schumacher (1997: 491) state that “analytical studies of educational topics, aid in the development of knowledge and the improvement of practices”.

It is clear that the boundaries between various forms of analysis are blurred and this study will essentially employ concept analysis, conceptual historical analysis and conceptual cartography. Further, historical, descriptive and comparative analysis will invariably be factors in the research application. This integration is underwritten by Leedy’s (1997: 182) understanding of “*conceptual historical research*” which brings various types of

analysis together with concept analysis. He (*ibid*) reminds us that “ideas and concepts have origins, growth, and development” and that “tracing the origin, development, and influence of ideas and concepts” is a “valid type of historical research that is exciting, challenging and refreshing”. This orientation captures the essence of the research design of this study with a high level of coherence and internal validity since a concept analysis, conceptual historical analysis and conceptual cartography of HRE will unavoidably trace and analyse the origins, development and shifting meanings of the concept.

2.3 Concept Analysis and Development

2.3.1 Definition

The nature and structure of concepts has been the focus of various strands of thought most notably that of analytic philosophy. Analysing concepts and statements represents the hub of activity in analytic philosophy and diverse views on analysis are generated within this philosophical tradition (Beany, 2000). Similarly, diverse views exist about the nature of concepts which is sometimes described as “mental formulations of experience” (Chinn and Kramer, 1995: 78); “words describing mental images of phenomena” (Fawcett, 1989: 2); and “linguistic representations, or symbols of reality” (Moody, 1990: 52). Rodgers (1993: 7-31) provides a useful overview of the philosophical debates about the nature of concepts and concludes that there is only a tentative answer to questions about the nature of concepts but there is consensus:

... that concepts are cognitive in nature and that they are comprised of attributes abstracted from reality, expressed in some form and utilized for some common purpose. Consequently, concepts are more than words or mental images alone. In addition, an emphasis on use alone is not sufficient to capture the complex nature of concepts (ibid: 30).

The above attempt at defining the nature of concepts is unavoidably tentative since considerable diversity exists around the matter. This diversity has research methodological implications that hinge on the nature of the problem to be researched; the philosophical orientation towards the nature of concepts; and the history of the concept

(*ibid*: 28-29). In this study the concept of HRE is also considered within the context of social, economic, political and cultural arrangements that shaped and continue to shape its meanings.

Concept development is an umbrella term that can house concept analysis, concept synthesis and concept derivation and is a research methodological tool widely employed in research within the nursing sciences (see Baldwin, 2003). Walker and Avant (1995:36) are of the view that “careful concept development is the basis of any attempt to describe or explain phenomena” and define concept analysis as “a strategy that allows us to examine the attributes or characteristics of a concept” (*ibid*:37).

Concepts contain within them the defining characteristics or attributes that permit us to decide which phenomena are good examples of the concept and which are not. Concepts are mental constructions; they are our attempts to order our environmental stimuli. Concepts therefore, represent categories of information that contain defining attributes. Concept analysis is a formal, linguistic exercise to determine those defining attributes. The analysis itself must be rigorous and precise but the end product is always tentative.

Rogers (1993: 7-30) explored the philosophical foundations of concept development and though she decries the lack of attention given to this method, she acknowledges the renewed interest in concept development. Her description of *entity theories of concepts*, weaving through the work of Descartes, Locke and Kant; and *dispositional theories of concepts*, is instructional in its caution that the:

... productive use of concept development techniques ... is dependent upon the investigator recognizing the assumptions that underlie the approach employed and the philosophical basis of all methodological decisions.

Based on her analysis of the philosophical foundations for concept analysis, she (*ibid*: 73) forwards ***an evolutionary view of concept analysis*** that can counter the essentialism so dominant in concept analysis. This evolutionary view describes concept analysis as:

... a method ...that is an inductive, descriptive means of inquiry used to clarify the current status of a concept by identifying a consensus, to examine the historical or evolutionary background of the concept, and to determine areas of agreement and disagreement in the use of the concept among diverse disciplines (Cowles and Rodgers, 1993: 94).

This is an attractive definition of concept development as evolutionary and grounded in philosophical orientations and historical traditions. It has resonance with what Chinn and Kramer (1995: 80) refer to as “creating conceptual meaning” where they explore concept analysis as a stage or element in developing theory. Schwartz-Barcott and Kim (1993:107) are of the opinion that the creation of conceptual meaning or concept analysis can only proceed through a hybrid model of concept development that calls on three bodies of literature, namely philosophy of science; sociology of theory construction; and participant observation. Though useful, their three-phase model of theory, fieldwork and analysis are dominated by the “one-case-study-syndrome” apart from the fact that their theoretical phase also relies on the positivist notions of Hempel and Nagel (*ibid*: 108).

The work of Walker and Avant, Schwartz-Barcott, Kim Rogers and Chinn and Kramer are all labelled as “Wilson-Derived Methods” (Hupcey *et al*, 1997: 15-17) and though it is a worthwhile methodological tool it is also criticized for its adherence to a “positivist conception of objective truth” (McCormack *et al*, 2002: 95). They do however provide instructional direction, clear phased procedures and at least some level of conceptual grounding. On the basis of the limitations of the Wilsonian methods, Morse *et al* (1997: 75) describes concept analysis as a:

... process of inquiry that explores concepts for their level of development or maturity as revealed by their internal structure, use, representativeness, and/or relations to other concepts. Concept analysis entails an assessment process using various techniques to explore the description of a concept in the literature or to develop a concept from observational and/or interview data. Thus, concept analysis is a term referring to the process of unfolding, exploring, and understanding concepts for the purposes of concept development, delineation, comparison, clarification, correction, identification, refinement and validation.

This definition is congruent with the purpose of this study since the concept of HRE can only be grasped in relation to its own internal structure and its relation to other concepts. These relations are best explored through literature reviews and historical, comparative, descriptive and interpretive analysis as these research strategies allow for a high level of internal consistency within concept analysis, conceptual historical analysis and conceptual cartography as research strategies.

2.3.2 Purpose and Value

The value of concept analysis for knowledge generation lies in the need to capture and label abstract ideas and practices in ways that meanings are delineated. McCormack *et al* (2002:95-96) is of the view that:

... concept analysis entails an assessment process using various techniques to explore the description of a concept in the literature from observation/ interview data ... to move the concept towards maturity.

Mature concepts are of crucial importance for theoretical and practical endeavours and concept analysis is thus critical in providing the impetus for the maturation of concepts. This view on concept analysis is aligned with the purpose of this study since the different conceptual meanings of HRE have largely remained unexplored, both in terms of conceptual intelligibility and conceptual historical experiences. It is a “young” concept in many parts of the world and its meanings are profoundly diversified across conceptual, historical, economical, political, social and cultural faultlines. Stated differently, as a ‘young’ concept HRE has not been subjected to conceptual analysis as a way to analyse its different meanings in relation to conceptual cartography.

For Rodgers and Knafl (1993: 2) concepts are important in the “*development of knowledge*” and central to the quest for knowledge since concepts are the “building blocks from which theories are constructed”. However, it is apparent to them that concept development is “pursued too infrequently” (*ibid*: 5). Similarly, Chinn and Kramer (1995: 78) view “creating conceptual meaning” as a “foundation for developing theory” whilst

Bear and Moody (1990: 156) confirm that concept analysis “aids in promoting understanding about the events, objects or phenomenon to be studied”. Walker and Avant (1995: 93) articulate the value of concept analysis as refining ambiguous concepts; developing construct-validity and contributing to theory construction. Morse *et al* (1997: 76) capture the purpose of concept analysis as follows:

(a) to identify gaps in ...knowledge; (b) to determine the need to refine or clarify a concept ... (c) to evaluate the adequacy of competing concepts in their relations to phenomena; (d) to examine the congruence between the definition of the concept and the way it has been operationalized; or (e) to ascertain the fit between the definition of the concept and its ...application.

The essential purpose of concept analysis in this study is ***to examine the attributes of the concept of HRE; to engage with and analyse the different conceptual meanings of HRE; to examine the changing meanings of HRE over time; and analyse the factors that give rise to these changing meanings.*** This is done to explore alternative conceptual possibilities for HRE that can counter its anti-educational potential and unlock the potentialities inherent in its pedagogical promise.

However, acknowledging the limitations of concept analysis within the nursing sciences necessitates the broader application of concept analysis, conceptual historical analysis and conceptual cartography for the purposes of this study. Exploring the historical development of the concept of HRE and uncovering the multiplicity of spaces it may occupy on a conceptual map, provides this study with an innovative methodological tool that can cartographically present the shifting meanings of HRE and its implications for educational practice (see research question, section 1.2).

2.3.3 Research Strategy and Techniques

A number of techniques and approaches can be fathomed from the literature. Wilson’s (1963; 1969) work provides us with 11 techniques and 7 steps for concept analysis whilst Walker and Avant (1995) propose an 8-step framework based on the work of Wilson.

Bear and Moody (1990:157-160), faithful to Wilsonian concept analysis, identify 7 steps in concept analysis:

(1) selecting the concept; (2) identifying the aims or purpose of the analysis; (3) analysing the concept's range of meanings; (4) determining the critical attributes; (5) constructing a paradigm case; (6) constructing additional cases; and (7) identifying antecedents and consequences.

The *selection of the concept* is determined by the interest of the researcher (Walker and Avant; 1995: 40; Bear and Moody: 1990; 159) but also the significance of the concept in relation to the field on inquiry. In this instance the concept of HRE is central to the interest of the researcher and the concept has developed a yet unexplained legitimacy and currency in educational circles over the past 15 years. Further, the various conceptual meanings attached to the concept have not yet been analysed.

The *aim and purpose* of the analysis is confined to (a) clarifying the various meanings of an existing concept, i.e. HRE; (b) developing an operational definition; (c) adding to existing theory; and (d) contributing to the development of a conceptual framework for HRE. An *analysis of the range of meanings of the concept of HRE* will explore the wealth of literature on the topic through an in-depth *literature review*. This literature review will extend to *determining the critical attributes* of the concept of HRE whilst the development of a *paradigm case and additional cases* will be extrapolated from the literature. *The antecedents and consequences* of the concept of HRE will be framed against those developments and conditions that have had a profound impact on the conceptual trajectory of HRE.

The various models for concept analysis that refer to the different stages of the process are usefully summarised by Baldwin (2003: 34) in the table below which also reflect the slight deviations amongst the most influential authors on the subject.

Table 2: The stages for concept analysis (Source: Baldwin, M.A: 2003)

| Stages for concept analysis | Authors |
|--|---|
| Identify the concept of interest | Walker and Avant (1983) Rodgers (1994) (implied by Wilson 1971) |
| Determine the aims or purpose of the analysis | Walker and Avant (1983) Rodgers (1993) |
| Identify and select an appropriate realm or sample for data collection | Rodgers (1983, 1994) |
| Identify attributes, antecedents and consequences of the concept | Walker and Avant (1983) Rodgers (1989, 1993) Morse (1995) concept development |
| Identify a model case of the concept, if appropriate | Wilson (1971) Rodgers (1994) |
| Identify implications for further development of the concept | Rodgers (1993) |

The methodology of this study is not confined to the 7-phase process of Bear and Moody or the 8-stage design of Walker and Avant. Though extremely useful as starting points, these designs are eclipsed by the strategies of Morse *et al* (1997: 73-93) for concept analysis. These strategies stress critical analysis of the literature and highlight useful quantitative and qualitative methods for concept analysis. Of immense value is their notion that the level of maturity of a concept determines the approach to concept analysis. An immature concept is a concept that is ill defined, with information about the concept being severely limited, pointing to the need for qualitative methods of concept analysis. This is not the case with HRE since a wealth of information is available on the subject. On the other hand, a mature concept is well defined and quantitative methods are “appropriate to fine-tune the concept” (*ibid*: 88). This also is not the case for HRE since the various possible conceptual frameworks have not been explored. Thus HRE is a concept that falls between the categories of immature and mature concepts.

Such concepts may appear to be well established and described, although some degree of conceptual confusion continues to exist, with several

concepts competing to describe the same phenomenon. In such cases, it may not be necessary to collect data, but only to critically analyze the literature to further develop the concept (ibid: 88).

These observations are extremely useful since the concept of HRE fits the articulation in the above passage. First, HRE appears to be a well-established concept but the different meanings remain unanalysed which in turn results in unexplained conceptual inconsistencies. Second, a number of concepts and labels such as democracy education, civic education, democracy education and citizenship education are used interchangeably to describe related phenomena¹¹. Third, there is a need to ***critically analyse existing data and literature*** to develop the conceptual cartography of HRE. An example of this is the study of the *meaning of “context”* of McCormack *et al* (2002: 96) that employs literature analysis in a two-phased process. First, an analysis of “seminal texts”; and second an analysis of a “broad range of literature”. But as Morse *et al* (1997: 90) would suggest, indicators for data sources, including literature, do not only provide direction in sourcing data, but also point to the types of concept analysis to be employed (see table 3 below).

¹¹ Chapter 6 provides a comprehensive typology of HRE and associated formations.

Table 3: Indicators for Data Sources, and Type of Concept Analysis Inquiry (Source: Morse et al: 1997)

| Indicators | Type of Concept Analysis Research |
|---|------------------------------------|
| Multiple indices, borderline concepts exist, yet no concept accurately accounts for describing a phenomenon. | Concept identification |
| A concept is immature, in that, while defined, the definitions may be inadequate. Descriptive information is missing regarding the characteristics, antecedents or consequences. | Concept development |
| Two concepts appear almost uniformly linked together, as if they were a part of the same experience. | Concept delineation |
| The area of inquiry is undeveloped and numerous concepts exist to explain the phenomenon and provide competing explanations. | Concept comparison |
| The concept appears “mature,” and there is a large body of literature that includes definitions and rich descriptions, such as clinical exemplars and quantitative instruments, but the concept is measured using various variables and is applied in different ways in research. | Concept clarification |
| The concept appears well-developed and defined consistently, but the application to practice appears inappropriate or appears inaccurate. | Concept correction |
| The concept appears well developed, its dimensions and boundaries and potential indicators have been identified. The validity of the conceptualisation across populations and contexts has not been determined. | Concept refinement/ measurement |

On the basis of the preliminary literature review this study seems to be attracted to *concept comparison; concept clarification; concept correction; and concept refinement* as discussed in the table above. This study also meets the requirements of Morse *et al* (1997: 90-92) for concept analysis. These requirements can be summarised as the need for an adequate database; the importance of depth analysis; and the contribution of concept analysis to knowledge generation. First, the demand for an adequate database is easily met because of the availability of vast literature sources and the fact that a search on the Internet will consistently yield more than 1 000 000 results with HRE as the keyword. Second, the wide range of literature sources and rigorous investigation will cover the requirement of depth analysis. Third, this study will contribute to knowledge

generation since it is aimed at engaging an array of possible meanings relating to the concept of HRE. This concept enjoys high levels of commonsense currency and acceptance and is widely employed in different contexts.

Morse *et al* (1997: 92) recommend the discontinuation of using the Wilsonian methods of concept analysis because of its lack of adequate data; lack of depth in analysis; lack of reasoning; etc. Though this study will employ the Morse *et al* design of concept analysis it will also use Wilsonian categories. This does not constitute a contradiction or low levels of coherence in the research design. Rather, it contributes to the rigour of the study by employing the clinical categories of Wilsonian approaches and at the same time avoids the shortcomings mentioned above. In any event, by applying the Morse *et al* (1997: 91) criteria for evaluating the rigour of concept analysis as presented in table 4 below, this study will steer clear of the weaknesses of Wilsonian methods.

Table 4: Criteria for Evaluating the Rigor of Concept Analysis (Source: Morse, et al: 1997)

| Criteria | Standards | |
|-----------------------------------|---|---|
| | Unacceptable | Acceptable |
| 1. Extensiveness of the data base | Thin and scant Recollected data Abbreviated case studies Confabulated examples | Rich and complete Loads of literature Full description Oodles of observations Widely sampled examples |
| 2. Depth of analysis | Absent Trivial, insignificant Lacks depth | Intellectual rigour Logical Creative and original |
| 3. Development of argument | Obfuscation Lacks reasoning | Logical Clarity |
| 4. Validity | Lacks specificity to concept | Delineates inclusion/ exclusion criteria |
| 5. Level of abstractness | Context/ situational bound | Encompasses all forms and situations of the concept |
| 6. Contribution to knowledge | Findings are obvious Research does not contribute to the literature | Finding make intuitive sense Provides new insights and new perspectives into the phenomenon Empirical questions identifiable Facilitates inquiry |

Further, and as an additional mechanism to contribute to the rigour of the study, it will include other analytical strategies with concept and conceptual historical analysis as methodological tools that are appropriate to deal with data that already exist. As mentioned earlier, Leedy's (1997: 182) observations about conceptual historical research pave the way to build a coherent research design and methodology with concept and conceptual analysis as its axis and historical-comparative, descriptive and interpretive analysis as contributing strategies. In fact, Leedy's interpretation points to the necessity of combining these strategies to address the concerns raised by Morse *et al.*

2.4 Literature Review/ Conceptual Historical Analysis

In-depth literature review is intrinsic to concept analysis (Morse *et al*, 1997: 88) more so in the case of this study that deals with a concept that has displayed a variety of contending meanings on which the literature is almost infinite. For Morse *et al* (*ibid*: 26) a *critical analysis of the literature* can represent the entire approach to concept analysis. Unlike empirical research, this study will almost wholly rely on literature reviews as it weaves through the sources on the origins, development and meanings of HRE. Using conceptual historical analysis in relation to concept analysis, this study underwrites Cohen and Manion's (1994: 44) reflection that literature reviews are constitutive of historical analysis.

McMillan and Schumacher (1997: 119) describe the literature review as a “critique of the status of knowledge of a carefully defined topic” and as a “narrative interpretive criticism of existing literature”. This study, with its focus on the concept of HRE, will essentially employ the literature review in aid of *concept analysis, conceptual historical analysis and conceptual cartography* through inductive reasoning (see Mouton, 2001: 179). For Mouton (*ibid*) a literature review can constitute a whole study “that provide (s) an overview of scholarship in a certain discipline through an analysis of trends and debates”.

Following this logic, a concept analysis, conceptual historical analysis and conceptual cartography of HRE will employ the literature review based on an understanding of HRE as a concept where the need for additional empirical evidence is obsolete (Morse *et al*, 1997: 88). But the literature review is essentially conceptual historical since it is focused on the conceptual origin and development of the concept of HRE. The massive literature on HRE provides the basis for this study and is captured in various documented formats. These formats include primary sources such as official conference and country reports, official publications of UN agencies, research reports and charters and law. It also includes other sources such as professional and academic texts, journal articles, reviews and research reports. Mindful of Mouton's (2001: 179) caution in relation to the

“representativeness” of sources, this study will focus on mainstream sources such as those derived from the United Nations machinery, articulations from the most respected authors on the subject matter, and a variety of additional sources. These include UN Human Rights Instruments, official UN documents, guidelines and recommendations of UN agencies, reports on UN conference proceedings, UN action plans, resolutions within the Inter-American, African, European and Asia-Pacific systems, reports of meetings of UN Treaty Bodies, civil society resolutions, UN country reports, UN development reports, non-state human rights reports, law and policy documents, human rights law reports, reports on conferences, manuals and training materials, professional books, specialized handbooks and yearbooks, journal articles, research reports, evaluation reports and previous and ongoing studies on HRE.

This study is bed-rocked by the literature review because not only does the literature review provide the sources and strategies through which the trajectory and genealogy of HRE can be traced, it is also crucial to the conceptual analysis itself. The literature review thus has two purposes. One, it scans the field as a precursor to define and refine the research problem, research design and methodology. Two, it is constitutive of the research design and process itself as an in-depth and continuous process in “that it provides the (actual) data for research” (Cohen *et al*, 2000: 62). In addition it provides the evidence and rationale for the periodization, labelling, description and analysis of HRE and events related to it.

2.5 Descriptive, Comparative and Interpretive Analysis

Descriptive, comparative and interpretive analysis will be used to determine the reasons that gave rise to the mutations and variations of HRE; its link with associated educational forms; its definitional and conceptual contestations; and its origins and development. In this sense the *purposeful sampling* method seems to be most appropriate since examples of sources will be chosen that exhibit the possibilities of describing the meanings attached to HRE. Within conceptual analysis this study uses three distinct strategies identified by McMillan and Schumacher (1997: 472-473) which closely resemble the

process of concept analysis that is used in the nursing sciences as described earlier in this chapter:

- a. *Generic analysis*: to identify the essential meaning of HRE that distinguishes it from other concepts.
- b. *Differential analysis*: to provide a clearer idea of the logical domain covered by HRE.
- c. *Conditions analysis*: to identify the necessary conditions for the proper use and application of the concept of HRE.

(Adapted from McMillan and Schumacher, 1997: 472-473)

Sowell (2001: 160-161) identified three additional types of analyses that may be regarded as sub-categories of historical conceptual analysis:

- a) The *descriptive analysis*, which essentially in this study, will illustrate the various configurations of the concept of HRE and its associated models and approaches as a particular educational event.
- b) The *comparative analysis* will be used to compare HRE with other related educational configurations.
- c) Through *interpretative analysis*, this study will endeavour to articulate the concept of HRE as an educational phenomenon that is related to other events such as the proliferation of international human rights standards and shifts in political and socio-economic arrangements. An investigation into the models and approaches of HRE in relation to these events will also be conducted.

(Adapted from Sowell, 2001: 160-161)

Though all three of the above types of analysis will be employed, interpretive analysis will be infused in the whole study. Interpretation is evidently “a defining element of all qualitative research” (Hatch, 2002: 178) and interpretive analysis will be employed in all the phases and processes of the study with the aim of “making inferences, developing

insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons” (*ibid*: 178).

2.6 Conceptual Cartography

Conceptual cartographies are both analytical tools and products of analyses. The instructional argument here is that a concept analysis and conceptual historical analysis of HRE should be enriched and juxtaposed with a conceptual cartography since the meaning of the concept takes on different shapes as it is deployed within various conceptual frameworks. Conceptual historical analysis is thus intertwined with conceptual cartography since the historical construction of a concept is constantly configured and re-configured within the innumerable theoretical temperaments of conceptual orientations.

Based on Paulston’s (Paulston and Liebman, 1993) notion of postmodern mapping, this study employs the construct of conceptual cartography because of its principle of conceptual inclusivity. Paulston (*ibid*: 13-14) presents us with a ‘postmodern’ map that situates “paradigms and theories on the spatial surface of paper”.

This heuristic map identifies intellectual communities and relationships, illustrates domains, suggests a field of interactive ideas, and opens space to all propositions and ways of seeing the social milieu. What appears as open space within the global representation is space that can be claimed by intellectual communities whose discourse is not yet represented on the map.

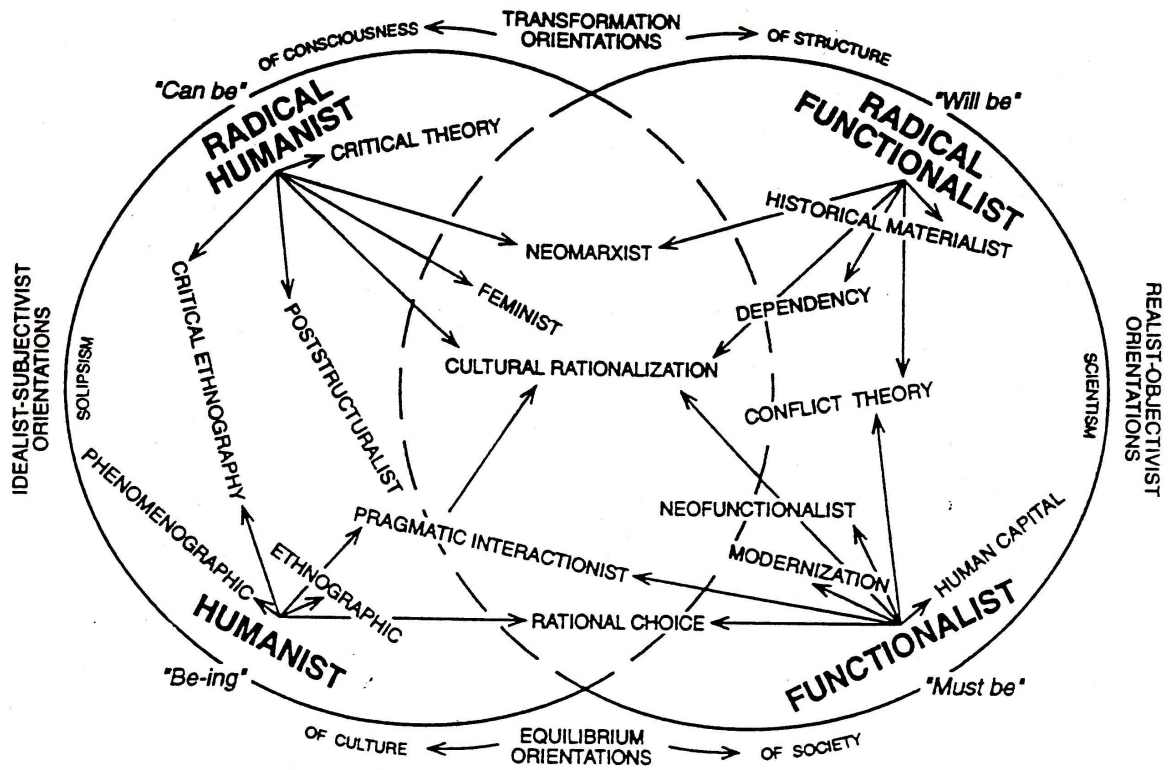
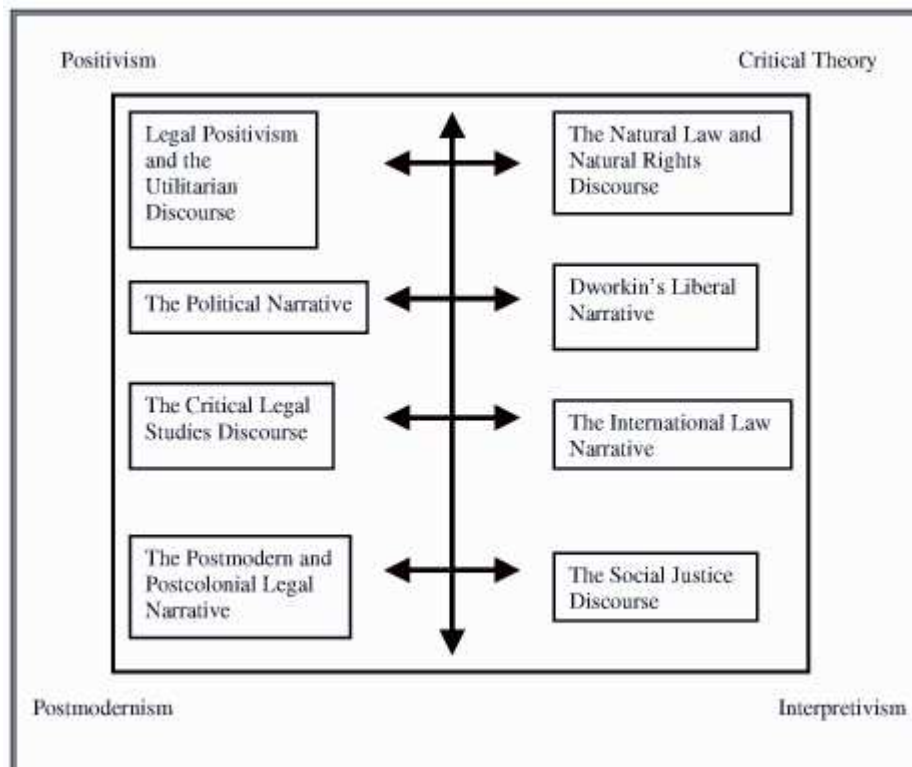


Figure 1: Postmodern Mapping: (Source: Paulston in Paulston and Liebman, 1993)

The social framework and space presented in the heuristic map in figure 1 is inclusive of mini- and meta-narratives. The appropriateness of such a map for this discussion resides in the many spaces and possibilities that are opened up through the map and also the infinite number of relations that are assumed within the spatiality of the map. This study employs a slightly different terminology to the one in use on the map. Thus, the grand paradigms or meta-narratives such as positivism, interpretivism and critical theory are represented by the overarching orientations of either “functionalist, radical functionalist, humanist and radical humanist”. In addition a number of ‘other’ spaces are occupied by different kinds of narratives. Of particular importance in this social mapping is the principle that no narrative may hide the meanings intrinsic to other narratives. Thus, though the meanings of human rights and HRE are certainly informed by these meta-narratives, they do not necessarily provide the ultimate meaning frameworks for human rights and HRE.

Flowing from this map, Chapter 4 assesses the influences of positivism, interpretivism, critical theory and postmodernism on the meaning of HRE. Chapter 5 provides for enhanced conceptual inclusivity by presenting several self-articulated discourses and narratives (see figure 2) and exploring their impact on meaning-making in relation to HRE.

Figure 2: Narratives and Discourses that frame the Conceptual Meanings of HRE



Despite this enhanced conceptual inclusivity, there are conceptual frames that might not have been considered; there are others that are yet to be ‘uncovered’; and there is scope for further developments. The essence of this part of the study is twofold. First, conceptual frameworks have profound influences on meaning-making processes and no conceptual meaning is possible outside of historical and conceptual frameworks. Second, contrary to conventional, insular ways of seeing paradigms, the boundaries between conceptual frameworks are not fixed but fluid and various forms of relationships are possible between different conceptual frameworks.

2.7 Research Process

The previous sections provided a rationale for combining concept analysis with conceptual historical analysis and conceptual cartography. This allows the research design to substantively articulate with the research questions and the coherent and logical application of concept analysis, conceptual historical analysis and conceptual cartography. This understanding is the requisite basis on which the research process and research design are modeled as depicted in the table below.

Table 5: Research Process and Design

| | Research Design | Strategy | Purpose |
|----|---|--|--|
| 1. | Conceptual Historical Analysis/ Conceptual Cartography | <ul style="list-style-type: none"> • Descriptive Analysis • Comparative Analysis • Interpretive Analysis | <ul style="list-style-type: none"> • To trace the origins and development of the concept of HRE • Establishing the links between the concept and other developments • Interpret the development of the concept in relation to changing political and economic arrangements over time • Identify shifts in the nature and meaning of the concept • Explore the concept against the background of meta-theoretical positions; diverse conceptions of social reality; and different discourses on human rights |
| 2. | Concept Analysis | <ul style="list-style-type: none"> • Concept comparison • Concept clarification • Concept correction • Concept refinement <hr/> <ul style="list-style-type: none"> • Generic Analysis • Differential Analysis • Conditions Analysis | <ul style="list-style-type: none"> • Identify attributes, antecedents and consequences of concept of HRE • Identify the essential meaning of HRE that distinguishes it from other concepts • Provide a clearer idea of the logical domain covered by HRE • Identify the necessary conditions for the proper use and application of the concept of HRE |
| 3. | Conceptual Development | Synthesis of strategies in phase 1 and 2 | <ul style="list-style-type: none"> • Highlight implications of concept of HRE for educational practice • Explore how the diverse concept meanings frame educational practice • Situate and develop the concept of HRE within broader pedagogical frameworks |

2.7.1 Wilsonian Concept Analysis

The Wilsonian concept analyses of HRE draw on three widely used, distinct but related models that were developed by Walker and Avant (1995), Rogers (1993) and Bear and Moody (1990). The table below is reproduced from section 2.3.3 and adapted to include the model of Bear and Moody and to exclude that of Morse *et al.* The major weakness of the original table from Baldwin (2003: 34) is the way in which the linearity of the Wilsonian method, as represented by Walker and Avant, is superimposed on the evolutionary cycle of Rodgers' method of concept analysis. Further, the table erroneously fixed the Morse *et al* model into a linear structure that is contradictory to their model of concept analysis. The table also omitted the work of Bear and Moody (1990) whose model would have fitted perfectly into the linearity of the Wilsonian method. However, earlier it was argued that this study would employ both the Wilsonian methods of Walker and Avant and Bear and Moody, the evolutionary method of Rogers and the critical method of Morse *et al.*

Table 6: Stages for Concept Analysis (adopted from Baldwin, 2003).

| Stages for concept analysis | Authors |
|--|--|
| Identify the concept of interest | Walker and Avant (1983) Rodgers (1994) (implied by Wilson 1971) <i>Bear and Moody (selecting a concept)</i> |
| Determine the aims or purpose of the analysis | Walker and Avant(1983) Rodgers (1993) <i>Bear and Moody</i> |
| Identify and select an appropriate realm or sample for data collection | Rodgers (1983, 1994) |
| Identify attributes, antecedents and consequences of the concept | Walker and Avant (1983) Rodgers (1989, 1993) <i>Bear and Moody: Analyzing the concept's range of meanings/ Determining the critical attributes/ identifying antecedents and consequences</i> |
| Identify a model case of the concept, if appropriate | Wilson (1971) Rodgers (1994) <i>Bear and Moody: Constructing a paradigm case/ constructing additional cases</i> |
| Identify implications for further development of the concept | Rodgers (1993) |

2.7.1.1 Identify the concept of interest

The concept of HRE has been identified in the research design as the central focus of this study because it represents the topic of greatest interest to the researcher (Walker and Avant: 1995: 40). This concept drags its own terminology such as human rights, education, pedagogy, human rights violations, etc. along (Rogers, 1993: 78). The concept is also of sufficient significance in human, economic or theoretical terms (Bear and Moody, 1990: 159-160) since it has wide currency and potent moral and political force in the modern global world though its meaning is eclectic and inconsistent (*ibid*: 159). Rogers (1993: 78) also opined that an analysis of the meanings of associated concepts are important which in this case may include the following additional concepts or expressions:

Education for Democracy, Democracy Education, Civic Education, Citizenship Education, Political Education, Peace Education, International Education, Global Education, World Education, Moral Education, Environmental Education, Development Education, Multicultural Education and Anti-Racism Education

Developments around the concept of HRE as illuminated in Chapter 3 have however shown that HRE is presently most closely tied to Democracy Education and Citizenship Education within the notion of *education for democratic citizenship and human rights*.

2.7.1.2 Determine the aims or purpose of the analysis

The aims and purpose of the study are captured in the research question and objectives in section 1.2 and reiterated below. More importantly, the research question cannot be answered and the research objectives cannot be achieved by using the conventional concept analyses of the nursing sciences. Conceptual historical research and conceptual cartography are important research strategies of this study since the purpose of the study is to conduct a conceptual analysis of HRE.

2.7.1.3 Identify and select an appropriate realm or sample for data collection

This study is a literature-based analysis (Rogers, 1993: 78) that employs conceptual historical and concept analysis (see Chapters 3, 4 and 5). The setting thus spans a lengthy historical period and the sources are drawn from:

- The United Nations and its agencies
- Regional and national human rights regimes
- Non-governmental organisations
- The disciplines of education, law, philosophy, cultural studies and political philosophy.

2.7.1.4 Identify uses of the concepts

The uses of the concept of HRE and its definitional structure are explored in Chapters 3, 4 and 5. However, the study moves beyond the mechanical dictionary meanings of concepts on which conventional concept analysis relies (see Walker and Avant, 1995: 40 and Bear and Moody, 1990: 161). Using conceptual cartography as a methodological innovation, this study highlights the changeability in the meaning of HRE as the concept positionally fluctuates on a conceptual map.

Analysing the range of meanings of the concept is what Bear and Moody (*ibid*) prefer to name this phase. It requires extensive reading (see Chapters 3, 4 and 5) to probe the various uses and misuses of the concept. As demonstrated in chapters 3, 4 and 5, “related terms are discovered” and the meanings of “the concept within past and current contexts are explored and the semantic space of the concept is delimited” (*ibid*: 161-162). Rogers (1993: 83) suggests that data should be of such a representative nature to allow for the identification of “surrogate terms and related concepts” as is the case with this study.

Because concept analysis within the nursing sciences does not employ historical conceptual analysis and conceptual cartography, this study demonstrates that such methodological tools can be integrated into a research design and approach that has wider applicability in the educational sciences.

2.7.1.5 Identify attributes, antecedents and consequences of the concept

Walker and Avant (1995, 41) refer to the characteristics of a concept that appear over and over again as the defining attributes whilst Bear and Moody (1990: 162) prefer the notion of “critical attributes” to designate the “necessary and sufficient phenomena” related to the concept. Antecedents and consequences refer to “situations, events, or phenomena that precede and follow, respectively, an example of the concept” (Rogers, 1993: 83) (see also Walker and Avant, 1995: 45-46; Bear and Moody, 1990: 160-170). Bear and Moody

(1990: 164) also introduce the notions of “necessity, to omit superfluous information, and sufficiency, to avoid omission of pertinent attributes”.

Again, this study enriches concept analysis as a methodological tool with conceptual historical research and conceptual mapping. Though it is clear from the study that human rights universals are dominant in the construction of the defining attributes, antecedents and consequences of the concept of HRE, they are not represented as static characteristics but rather as oscillating and fluid meaning-making elements that take on different qualities depending on their location on a conceptual map and their position in historical space (see Chapters 3, 4 and 5). The covert and overt influences on the concept of HRE that are embedded within this conceptual map include philosophical and theoretical orientations as well as political, economic and cultural frameworks.

2.7.1.6 Identify a model case of the concept, if appropriate

A model case provides an example “of the concept that demonstrates clearly its attributes, antecedents, and consequences in a relevant context” (Rogers, 1993: 87). In this study a number of model cases of HRE are explored, especially those associated with the United Nations and its agencies such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Other cases that have developed outside of this mainstream framework include those from NGOs and national state machineries (Candua, 2004). However, most of them emulate or try to emulate the HRE of UNESCO as, what Moody and Bear (1990: 164) would call, “the paradigm case”. Moody and Bear (*ibid*) also usefully refer to the notions of contrary cases, additional cases and related cases as analytical tools within concept analysis. These techniques are all deployed within this study.

2.7.1.7 Limitations of Wisonian Methods

The limited use and value associated with the linear and evolutionary approaches to concept analysis relate to its shallow treatment of the context of the concepts and its

inability to view concepts as fluid and floating meaning-making structures on a conceptual map. As discussed in section 2.3.3, Morse *et al* (1997: 92) recommend the discontinuation of using the Wilsonian methods of concept analysis because of its lack of adequate data; lack of depth in analysis; lack of reasoning; etc. Thus, there is a need for additional deployments such as historical conceptual analysis and conceptual cartography to facilitate an in-depth conceptual analysis of HRE.

2.7.2 Critical Concept Analysis of Human Rights Education

Morse *et al* (1997) and Morse (2004) provide a critical framework of concept analysis that is neither linear, such as those of Walker and Avant (1995) and Bear and Moody (1990), nor evolutionary such as that of Rogers (1993).

In line with the overall orientation of this study, Morse (2004: 2) is of the opinion that there are multiple ways “that concepts are used within a theoretical structure”.

Note that a concept may be used according to the original definition of the concept, that is, as a label; it may be subsumed as an internal attribute of a more abstract concept; or it may be explored for its role as a concept or as a component of theory. To add further confusion, the same concept label can be treated as a subtheory within a larger theory or as a theory itself. Thus the structure of the concept and its position in a theory vary depending on the context and the purpose of its use and how the researcher elects to conceptualize and use it.

Morse (*ibid*: 2) further argues that concepts may “be treated with varying degrees of abstraction”; “it may be analyzed as a single entity, as a concept, or analyzed within a cluster of allied concepts”; it may also “be viewed as statically in a single point in time or within a dynamic interaction system, modified over time”. Cowles and Rodgers (1993: 94), though working within the evolutionary framework, refer to the importance of examining the “historical or evolutionary background of the concept”¹². Morse *et al* (1997: 75) emphasize the “internal structure” of a concept; its “relationship with other concepts”; and the centrality of a critical literature review. The critical literature review is

¹² Chapter 3 provides an historical conceptual analysis of HRE.

extensively used throughout this study and contributes to the concept comparison, concept clarification, concept correction and concept refinement in Chapters 3, 4, 5 and 6.

2.7.3 Concept analysis, conceptual historical analysis and conceptual cartography

Though the Morse *et al* (1997) model provides for a sounder basis for concept analysis than those resident within the Wilsonian derivatives, it certainly lacks the tools for in-depth analyses that are provided by historical conceptual analysis (see section 2.4) and conceptual cartography (see section 2.6). As an integrated research design, these frameworks constitute a far more advanced research methodology than those associated with conventional concept analysis in the nursing sciences. It is this design that makes the generic analysis, differential analysis, conditions analysis, descriptive analysis, comparative analysis and interpretive analysis referred to in section 2.5 possible.

2.8 Validity and Reliability

This study – in its theoretical orientation, research questions, research design and methodology – exhibits a high level of design coherence. Durrheim (1999: 35) argues that “design coherence is achieved when the decisions from each of the four different domains ... fit together with an internal logic”. These domains are purpose, paradigm, context and techniques. Conducting a concept analysis of HRE is the purpose of the study and its context is the HRE field. The study’s techniques are housed within conceptual historical analyses and its theoretical framework is initially presented as a comprehensive conceptual cartography with a shift towards critical educational research, critical pedagogy and critical postmodern theory. These domains come together in a unifying logic that enhances the interpretive validity of the study. Leedy’s (1997: 168) reference to four types of interpretive validity to judge validity and reliability are appropriate for this study:

- a) Usefulness: the study must enlighten those who read it.

- b) Contextual completeness: the study must provide a comprehensive view of the situation.
- c) Research positioning: the researcher must explicate his or her own influences.
- d) Reporting style: the researcher's reconstruction of participants' perception must be perceived to be authentic.

The *usefulness* of the study is based on the conceptual meanings and frameworks it seeks to develop around a topical subject that is burdened by unanalysed conceptual eclecticism and practical inconsistencies. With reference to *contextual completeness*, this study traverses a wealth of primary and secondary sources with a high level of representativeness that includes the authoritative and contemporary texts on the topic. Also, the criterion of *contextual completeness* has similarities with the reference made by Cohen *et al* (2000: 109) to content validity which will be the basis on which the validity and reliability of this study will be constructed. The *position* of the researcher is articulated as a critical stance towards human rights and HRE. The last criterion, *reporting style*, is not applicable to this study since it is a non-empirical study.

2.9 Conceptual Framework

Conceptual frameworks are heuristic devices that guide research endeavours and are “defined as a set of concepts and the propositions that integrate them into a meaningful configuration” (Fawcett, 1989: 2) and a “set of lenses with which to view reality” (Moody, 1990: 48). These frameworks are underpinned by specific sets of suppositions, principles, values and beliefs about the nature of reality. They thus constitute or represent various philosophical orientations. The conceptual framework and philosophical orientation influence the research process in the same way as an adopted theoretical position that has been developed to “assist us in describing, explaining, predicting and understanding phenomena of concern” (Moody, 1990:23). Conceptual frameworks, philosophical orientations and theoretical positions coalesce to provide conceptual pathways, theoretical maps and cartographic principles that hold a study together within a coherent framework of analysis.

As a concept analysis, a conceptual historical analysis and conceptual cartography of HRE, this study will investigate a range of different conceptual frameworks, paradigms, discourses and theoretical positions through which the various meanings of HRE are constructed. These include discourses within the domain of human rights such as the natural rights discourse, liberal theory, legal positivism and critical legal studies. Theoretical positions and practical orientations associated with positivism, interpretivism, critical theory and postmodernism will also be explored as configurative forms of meaning making in relation to HRE. These various lenses provide the study with a fertile edifice as a basis to explore the range of meanings associated with HRE. Each of these conceptual orientations frame human rights in particular ways with specific implications for the concept of HRE.

Though various conceptual orientations will come into play as a result of the nature of the study, a preferred conceptual framework for rooting the concept of HRE will be explored in Chapter 7. The study will demonstrate why a Critical Postmodern Pedagogy that is rooted in an alternative language of human suffering and solidarity, and not human rights and responsibilities, should be considered as the most appropriate conceptual carapace for HRE. Stated differently, this study constructs a pedagogically sound alternative and solid justification for abandoning, or at least reconfiguring and reformulating, the mainstream conceptions of HRE.

Conceptual frameworks are used in two distinctive ways in this study. First, it will employ a variety of frameworks to explicate the meanings of HRE in dissimilar conceptual settings. Second, it will formulate and justify alternative conceptual possibilities for grounding the concept of HRE. This approach is underwritten in the observation of Bear and Moody (1990: 157) that “concept analysis can occur within a particular ...theoretical framework” or a “broad variety of theoretical orientations” (1990: 157). This study will do both.