

An investigation into social studies curriculum and course books in the context of women's and children's rights

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Accepted 14 April, 2021

ABSTRACT

Human rights are necessary and compulsory for all people irrespective of language, religion, race, gender or sect. Learning about these rights begins within family and continues in school formally. Human rights education is necessary for values of human rights to pass from theory to practice. The rights given to people or groups with certain characteristics only in the past are today offered on the basis of equality and freedom in the contemporary society. Among those groups, children and women who obtained their rights later than others are of sensitive importance. This study investigated the extent to which children's and women's rights are included in the social sciences curriculum and social sciences course books. Among qualitative research methods, the document analysis was used in the study. The results of study showed that children's and women's rights are not included in social sciences course and curriculum at a desired level, the values that can be associated with human rights are included, yet these values are not distributed in a balanced way across grades. Learning outcomes regarding human rights in the curriculum of social sciences can be increased. The contents about children's and women's rights can be increased. Also, the current and controversial topics regarding children's and women's rights can be added in the course books.

Keywords: Social studies, children's and women's rights, curriculum.

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INTRODUCTION

Human rights that have been in agenda in the individual and social sphere as of the creation of human being up to now have caused the "right" concept to be perceived differently among people due to language, religion, race, gender or sect in different periods of human rights history. Although the Code of Hammurabi, among the first written documents on human rights, includes severe sanctions, it is deemed important as it includes some articles in support of human rights (Akdağ and Taşkaya, 2010). However, societies were classified as free, half slaves or slaves. In ancient Greek civilization deemed as homeland of democracy, free men differed from the majority of society in terms of their rights. Free men had the right to do free trade or participate in state government as well as being a citizenship and use their democratic rights even though primitive. The place of

women in that civilization was not important. Similarly, the Roman civilization that had much contribution to human rights and was inspired by the Greek civilization in terms of intellection set forth regulations regarding human rights in accordance with the conditions of the time (Yürük and Karakul, 1998). As in many other issues in the medieval age, religion was dominant over human rights. Christianity in the West and Islamism in the East created a period in which people could find themselves through their doctrines and orders (Günal, 2009). Islamism that provided the most important contribution to human rights with the Last Speech of the Prophet Muhammad at the beginning of the medieval age restructured viewpoint of human rights at all segments of society that accepted Islamism, particularly in Arab society. Besides social regulations, Islamism led to radical changes with its

egalitarian perspective on women's rights. Constitution of Medina accepted as the first constitution in history by some authorities is a document which was much ahead of its time, guaranteeing fundamental rights and freedoms (Akgündüz, 1997; Konseyi, 2013). In the same period, there were serious problems with human rights and freedoms in Europe and it was out of the question to mention about rights and liberties for the segments except for feudal seigneurs. This can be deemed an apparition of slavery mentality which existed in the past. Although those who first accepted Christianity opposed slavery, the church did not utter a word in the following periods to slavery which was against human rights. Values related to human rights except for the doctrines of Jesus became meaningless (Kapani, 1993). Magna Carta Libertatum that was the first document to limit authorities of the king about human rights and liberties in England introduced a number of regulations on a large scale from tax regulation to justice system and the medieval age was insensitive to the idea that human beings have indispensable, inalienable, universal fundamental rights and freedoms which preceded the state (Ünal, 1994).

Movements of thought such as Renaissance, Reform, enlightenment, and humanism in Europe were important improvements that left their mark in the New Age. In particular, enlightenment and humanism formed the basis of human rights for individuals to realize and know their own values in the following periods (Durul, 2008). In this period when social structure started to change particularly in the west, free thought came into prominence as a result of the decline in oppressiveness of feudalism; mental change and transformation that started with Renaissance and continued with Reform movement and humanism not only changed perspective of people in many areas but also contributed to human rights. In this period, notable philosophers like Hobbes, Locke, and Rousseau performed important studies on human rights and freedoms. There were concrete developments regarding human rights such as Bill of Rights in 1628, Fair Trial Law in 1679, Rights Agreement in 1689 and American Declaration of Independence in 1776 in England in the New Age. After these periods, human rights hatched out of an idea and turned into concrete rights over time. In every step of human rights struggle, the focal point was to improve the previous right and form basis for the next right (Yeşil, 2002). Undoubtedly, the most important development of the New Age was the French Revolution that started with a spark at national level and had global effects and engraved on minds the concepts such as rights, freedom, justice and equality, particularly human rights. Human rights crossed the borders through treaties prohibiting the slave trading and slavery and became the subject of international law. Surely, multiple international conventions played role in this, ensuring development of humanitarian law. However, systematic introduction of human rights into the field of international law became possible in the periods

following the World War II (Kara, 2012). The statement "individuals are born legally free and equal, live free and equal" in the Universal Declaration of Human Rights published after the French Revolution in 1789 became a source of inspiration for the United Nations Universal Declaration of Human Rights published in December 10, 1948 (Konan, 2011). This declaration is deemed a milestone in the history of human rights and a source of inspiration for many conventions, agreements and declarations related to political, cultural, economic and social rights at both regional and global levels. The Universal Declaration of Human Rights is the sole document to state that all segments of a society should conduct an equal, free, fair and share-based life within human rights and to mention individuals' social, political, economic and cultural rights.

This declaration underlines that every man and woman who reaches the age of marriage has the right to marry and start a family without any restriction on race, nationality or religion and both men and women have equal rights on and during marriage and ending it. Besides, it includes vital articles stating that a mother and children have the right of special care and benefit and all children benefit the same social protection regardless of whether they were born in or out of wedlock. The Convention on the Rights of the Children that was prepared for children consists of articles that officially underlines the rights children individually and aims to bring the children's life standard to the desired level. This convention is an important legal text identifying children's rights in the most comprehensive way and including the standards and responsibilities that have been widely agreed upon and non-negotiable. It defines the rights and freedoms of all children irrespective of their nationality, identity, gender, religions or social origin. The articles of the convention comprise the society and the state, especially the family of the child. These institutions are responsible for fulfilling children's rights completely and respecting these rights (Akyüz, 2000; Franklin, 1993; UNICEF, 2008).

Even though there are provisions in the human rights documents for women and children who constitute the sore point of the society, the rights and freedoms generally remaining in theory are mentioned. Human rights training is one of the most important bases in which people can feel safe against those who may create pressure or the state, which is very important and indispensable for every segment of society. This training is an obligation emerging from the documents of human rights and is a human right that is recognized by the conventions that are agreed, including mutual respect (Gülmez, 2001). Providing training to everyone on this matter, enactment of mandatory laws and establishment of organizations is the indispensable duty of a state towards its citizens. Otherwise, the state violates its citizens' rights to receive human rights training (Çüçen, 2013). In today's information age where all information is

available, not all people do know how to use this information. To get accustomed to such change that brings a different dimension to the new order and yield outcomes to reunite the society, the training of school based human rights particularly has become necessary and obligatory at an early age. Lifelong learning should be provided within equal opportunities without any discrimination of age, gender or status so that individuals can be aware of and use their rights. Awareness is necessary so that individuals can use their own rights. To benefit from the organizations established to prevent violation of rights, it is necessary to have received training on human rights and to have awareness of rights. An individual who lacks this awareness is unable to fulfill his/her duties and responsibilities and ensures the continuity of this negation by violating other people's rights (Çetindağ, 2004). Education and human rights are in close relationship with each other. Education can be defined as radical changes making an individual be equipped with mental and skill-based knowledge. Human rights, on the other hand, are defined as the rights entitled to people as they are human beings. Recognizing and developing the spirit and personality of people and training individuals who respect human rights are among major objectives of education. Just as education is not possible without education right, which is one of the fundamental human rights, it is not possible to train individuals who support human rights without education (Karakuş, 2018). Human rights education course, which has been included in the curriculum, has taken its place with the name "Vatandaşlık Eğitimi (Citizenship Education)" since 1968 although its name changed from time to time such as "Malûmat-ı Vataniye" from the first years of the Turkish Republic to 1927, "Vatanî Malûmat" from 1927 to 1930, "Yurt Bilgisi" from 1930 to 1939, and "Yurttaşlık" in the curriculum of 1948. It was taught between 1949 and 1970 with the name "Civics" to the 1st, 2nd and 3rd grades for an hour period (Gülmez, 2001). The course named as Citizenship and Human Rights Education in 1996 was taught to the 8th grade (Gömleksiz and Kılınç, 2013; Sağlam and Hayal, 2015). The course that had been taught to the 7th and 8th grades since 1997 was removed from the program in 2005. With the decision of the Ministry of National Education in 2006, some of the topics in the Citizenship and Human Rights Education were included in the curriculum of social sciences course and some were included in the Revolution History and Kemalism course (Sabancı, 2008). The Citizenship and Democracy Education course that was reintroduced as of 2010 was taught to the 8th grade and provided in other courses as an interim course (Kondu and Sakar, 2013). As of the 2015-2016 academic year, human rights have been taught as Human Rights, Citizenship and Democracy in the 4th year (Ersoy, 2016). Today, the human rights course that cannot make a seat for itself in the secondary school curricula is mainly taught in the content of the

social studies course as well as Revolution History and Kemalism course. Similarly, the human rights course is taught as an interim course in the social sciences curriculum. In the fifteenth item of the special purposes of the social sciences curriculum that was updated in 2018, the human rights education was addressed as "to understand the concepts of human rights national sovereignty, democracy, secularism, and republic and organize life according to democratic rules". In the first item of the points to consider section of the curriculum, social sciences such as history, geography, economics, sociology, anthropology, psychology, philosophy, political sciences, and law as well as human rights, citizenship and democracy were integratedly addressed in the social sciences education fields. The statement "the topics should be taught with an interdisciplinary approach but not separately like history, geography, human rights and citizenship" again underlined the human rights education.

This study aims to determine to what extent women's and children's rights, consisting the focal point of individual and social sensitivity which are among important issues of human rights, are included in the social sciences curriculum. The problem statement of the research is "To what extent do children's and women's rights are included in the social sciences course books". Subgoals of the study tried to find answers as regards to what extent social sciences curriculum includes human rights and freedoms, to what extent the 5th grade social sciences curriculum include children's and women's rights, to what extent the 6th grade social sciences curriculum include children's and women's rights, and to what extent the 7th grade social sciences curriculum include children's and women's rights.

METHOD

Among qualitative research methods, the document analysis technique was used in the study. The document analysis is used to access resources on the aim of the study and determine the data obtained (Çepni, 2007). Various written and visual materials such as the present archive records, books, magazines, biographies, diaries, letters, films, radio and television programs are examined regarding a topic to be investigated in this method (Balci, 2001). Initially, the social sciences curriculum was investigated in this study to find out whether children's and women's rights were included. Later, the social sciences course books of the 4th, 5th, 6th and 7th grades were examined to find out to what extent children's and women's rights were included in the course books.

RESULTS

This section of the study provides findings and interpretations obtained from the research.

Table 1. Learning outcomes regarding human rights in the social sciences curriculum.

Learning domain	Learning outcomes no.	Learning outcomes
Active Citizenship	SB.4.6.1.	Giving examples about the rights possessed as a child.
Individual and Society	SB.5.1.3.	Acting in compliance with the duties and responsibilities of the roles in the groups participated as an individual aware of his/her rights.
Production, Distribution and Consumption	SB.5.5.6.	Using their rights as conscious consumers.
Active Citizenship	SB.5.6.3.	Explaining the importance of using these rights besides fundamental rights.
Individual and Society	SB.6.1.5.	Defending that solutions to a problem should be based on rights, responsibilities and freedoms.
Active Citizenship	SB.6.6.5	Explaining that rights and liabilities of an active citizen of the Republic of Turkey are under constitutional guarantee.
Individual and Society	SB.7.1.4	Using rights while benefiting communication tools and fulfilling responsibilities.
Culture and Heritage	SB.7.2.3	Apprehending processes forcing to change the Ottoman Empire in connection with developments in Europe.
People, Places and Environments	SB.7.3.4.	Showing examples for potential adverse conditions in case of the restriction of settlement and freedom to travel among fundamental rights.

Table 1 shows that learning outcomes that can be associated with human rights are more at the 5th and 7th grades. These outcomes are included less in the 4th and 6th grades. Considering the learning domains there are more human rights learning outcomes in the "Active Citizenship". There is not a balanced distribution in the human rights learning outcomes in terms of both learning domains and grade levels. As the grade level increases, learning outcomes increase too, which can be evaluated positive.

Table 2. Learning outcomes of children's and women's rights in the social sciences curriculum.

Learning domain	Learning outcomes no.	Learning outcomes
Active Citizenship	SB.4.6.1.	SB.4.6.1. Giving examples about the rights possessed as a child.
Individual and Society	SB.5.1.4.	SB.5.1.4. Giving examples of benefiting from rights as children and situations in which these rights are violated.
Active Citizenship	SB.6.6.6.	SB.6.6.6. Noticing the value given to women in a society based on the Turkish history and updated examples.

Table 2 shows that social sciences curriculum provides few learning outcomes that can be associated with children's and women's rights that are important in terms of human rights. No learning outcomes regarding children's and women's rights are included in the 7th grade; the outcomes in the 4th and 5th grades do not include women's rights; and no learning outcomes on children's rights are included in the 6th grade.

Table 3. The human rights values in the social sciences curriculum and their relationship with social sciences course books.

Values	The 4th Grade Social Sciences Course Books	The 5th Grade Social Sciences Course Books	The 6th Grade Social Sciences Course Books	The 7th Grade Social Sciences Course Books
Justice	-	-	3	-
Sensitivity	-	-	-	-
Equality	-	-	1	-
Freedom	-	-	5	1
Respect	-	4	5	2

Table 3 shows that the social sciences curriculum includes five values that can be associated with human rights. Values such as justice, sensitivity, equality, freedom and respect that are some concepts of human rights education are directly related to children's and women's rights. In this sense, it is important to emphasize human rights and freedoms among the values in the curriculum. The human rights values in the social sciences curriculum are not distributed in a balanced way in terms of grade; the "justice" is referred three times in the 6th grade course book, however, this is not mentioned in the social sciences course books of the 5th and 7th grades. The sensitivity value is not included in any grade; the equality value is included once in the course book of the 6th grade, while the freedom value is included in the course books of the 6th and 7th grades. The freedom value is mentioned much in the 6th grade course book. The respect value is included in all class levels. The respect value is included in the secondary school social sciences course books more than other values. There is no value regarding human rights in the course book of the 4th grade.

Table 4. Contents on children's rights in the social sciences course book of the 4th grade.

Learning domain	Unit	Grade	Subject
Active Citizenship	People and Management	4	I am a child and I exist with my rights

Table 4 shows that the subject titled "I am a child and I exist with my rights" in the Active Citizenship learning domain of the social sciences course book was prepared in relationship with children's rights. The Convention on the Rights of the Child published by the United Nations protects children's rights and freedoms and 20th November is celebrated as Children's Rights Day. Thus, children can learn they have a special day and this may let them feel more precious. This content also mentions the International Congress on Child that was carried out with public and university support in Turkey. Child labor, a human rights issue, is mentioned in another section of the subject stating that due to this problem, millions of children are deprived of their rights, especially education right. The content informs children about which institutions to get support from in such cases. Besides that, it mentions children cannot be subject to discrimination of language, religion, race and gender. It adds that children should be aware of their all rights as well as respecting others' rights and freedoms (Figure 1).



Figure 1. Sample chapter on children's rights in the 4th grade social studies textbook.

Table 5. Contents on women's rights in the social sciences course book of the 4th grade.

Learning domain	Unit	Grade	Subject
-	-	4	-

According to Table 5, there is no subject regarding women's rights in the social sciences course book of the 4th grade.

Table 6. Contents on children's rights in the social sciences course book of the 5th grade.

Learning domain	Unit	Grade	Subject
Individual and Society	We are a part of a whole	5	I exist with my rights
Active Citizenship	I am active and responsible	5	Our fundamental rights

According to Table 6, there are two subjects on children's rights in the social sciences course book of the 5th grade. The subject titled "I exist with my rights", based on the children's rights, emphasized that children should have chronological information about the incidence of their rights. Besides, children were informed about the Convention on the Rights of the Child that was approved in the general assembly of the UN, having been prepared internationally for children, and they were informed that they were under protection both in their home country and globally. They were told that the aim was to protect their rights to allow them to take an active role in social life without any discrimination and to be aware of an international convention for them. The content is important in terms of increasing awareness of children's rights. This subject was prepared in relation to the outcome of "giving examples of benefiting from rights as children and situations in which these rights are violated" at the 5th grade of social sciences curriculum. Another section of the subject mentioned child labor, the biggest issue of children worldwide, as in the 4th grade social sciences course book; thus, based on the news of a newspaper, information was provided about the International Labor Organization (ILO) conducting studies on preventing child labor by providing current statistical information about child labor, supported by appropriate visuals. The content, supported with visuals, also provided current information about children who were deprived of education and had to live as asylum seekers in different parts of the world besides demographic information obtained from UNICEF regarding children who lost their life during wars. The worldwide hunger and children who were affected by it were mentioned in the World Global Hunger Report in the following sections of the subject and information was provided about the organizations conducting studies to overcome this negation. The main objective was make children know that international studies were being conducted regarding children in the disadvantaged groups and know about the presence of institutional organizations that they could feel safe in.

Based on the studies carried out at national level in connection with the same issue, the studies conducted by the Committee on the Rights of the Child affiliated to the Ministry of Family, Labor and Social Services to prevent child labor were included. Another subject in the 5th grade social sciences course book regarding children's rights was "Our Fundamental Rights". The content comprised basic principles of human rights besides general information about the fundamental right concept. This was supported by the 12th article of the Turkish constitution stating that "Everyone has intangible, indispensable, inalienable and personal fundamental rights and freedoms". The content also mentioned an important project on children's rights, in which children could learn about their rights through several games and activities. Besides, it provided information about the students' rights on participation in decision-making processes; they could freely express their thoughts about participating in decision-making processes based on the 12th article of the Convention on the Rights of the Children. Children were also advised to respect others' thoughts, deem themselves individuals and be aware of their rights.

Table 7. Contents on women's rights in the social sciences course book of the 5th grade.

Learning domain	Unit	Grade	Subject
Active Citizenship	I am active and responsible	5	Our fundamental rights

Table 7 shows that there is not a separate topic for women's rights in the 5th grade social sciences course book, but political rights given to Turkish women during the period of Mustafa Kemal Atatürk are included in the "Our Fundamental Rights" which was supported by the women's rights-related statements of Mustafa Kemal Atatürk. Not mentioning about

social rights given to Turkish women under this subject can be deemed a drawback. If the political rights and social rights were given in connection with each other, this could cause the perception in the students' minds that social and political rights complement each other (Figure 2).



Figure 2. Sample chapter on women's rights in the 5th grade social studies textbook.

Table 8. Contents on children's rights in the social sciences course book of the 6th grade.

Learning domain	Unit	Grade	Subject
-	-	6	-

According to Table 8, there is no content regarding children's rights in the social sciences course book of the 6th grade.

Table 9. Contents on women's rights in the social sciences course book of the 6th grade.

Learning domain	Unit	Grade	Subject
Active Citizenship	I attend to the management	6	Place of Women in the Society

Table 9 shows that the 6th grade social sciences course book includes a subject "Place of Women in the Society" regarding women's rights. The content provided information about the place of women in the society within a historical perspective and information about women's place in the first Central Asian Turkish states was provided on the basis of evidence-based education. Therefore, Orkhon Inscriptions included sections about women. Active role of women in non-governmental organizations during the Ottoman period was given through the example of Bacıyan-ı Rum so that students could understand social participation role of women in Turkish society was given particular importance. The following sections of the subject included information regarding significant contribution made by Turkish women to win the war during National Struggle. Legal regulations made by Mustafa Kemal Atatürk for Turkish women to take part in social and political life were mentioned stating that women were entitled with the right to participate in the municipal

elections of 1930, to be a mukhtar in 1933, and to be a deputy in 1934. This was supported with examples from the first woman lawyer and the first woman mukhtar among Turkish women taking part in the management in political life.

In the same subject, the concept of positive discrimination was emphasized stating that disadvantaged groups should be able to benefit from equal and fair share in every field and in every sense and legal regulations made for women to benefit from equal working conditions as men do in working life were also included. In the following section, an attractive poster was provided regarding one of the most important problems of today, violence against women; besides, gender discrimination, physical violence, psychological violence and emotional violence were explained.

Table 10. Contents on women's rights in the social sciences course book of the 7th grade.

Learning domain	Unit	Grade	Subject
Active Citizenship	Living Democracy	7	Adventure of Democracy
Active Citizenship	Living Democracy	7	Power from the Constitution
Active Citizenship	Living Democracy	7	More Democracy

According to Table 10, the "Adventure of Democracy" subject under the "Living Democracy" unit mentions that decision-making processes were democratic in the first Central Asian Turkish states. As an example to this, the sultan's wife had a say in congresses and used to take place among decision makers. The content was prepared appropriately to emphasize women's place in the society before Islam. A visual was used representing the moment when women voted in elections while explaining the transition to multi-party system in the Living Democracy. The questions about this visual aimed to allow students to make inference about women's place in the history of Turkish democracy and to understand the mission of Mustafa Kemal Atatürk to give Turkish women the value they deserved. A memoir was mentioned about the high number of women deputies in the 1935 elections to show Atatürk's sensitivity on such issues as equality, justice, right to elect and be elected, participation and respect for others' opinions in the subject titled "Power from the Constitution" under the "Living Democracy". Thus, the students could make out the importance that Atatürk attached to human rights and freedoms. The subject under "More Democracy" title of the "Living Democracy" unit stated that many vulnerable people suffered from antidemocratic applications around the world. It was also stated that not only certain groups but also individuals themselves or their close circles could be affected by such applications. Furthermore, news from a newspaper was provided in support of the news stating that environment of violence drives children to crime. The following section of the subject mentioned mobbing concept and that such practices were a human rights problem and they were harmful to personal rights (Figure 3).

Etkinlik Zamanı

Aşağıdaki soruları fotoğraftan yararlanarak cevaplayınız.



1. Bu fotoğraf ne zaman ve nerede çekilmiş olabilir?

2. Bu fotoğrafta bir kadın seçiminde rol almaktadır. Bu kadının rolü nedir?

3. Fotoğrafta ne gibi davranışlar gözlemlenmektedir?

4. Bu fotoğrafta Türkiye'deki demokrasi sürecinde önemli bir olayı temsil etmektedir. Bu olay nedir? (Neden önemli olabilir?)

5. Fotoğrafta kadınların seçime katılmaları Türkiye'deki demokrasi sürecine getirdikleri katkıları nelerdir? (Neden önemli olabilir?)

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Figure 3. Sample chapter on children's rights in the 7th grade social studies textbook.

Table 11. Contents on children's rights in the social sciences course book of the 7th grade.

Learning domain	Unit	Grade	Subject
-	-	7	-

According to Table 11, there is no content regarding children's rights in the social sciences course book of the 7th grade.

DISCUSSION

This study found that the 5th and 7th grades include more learning outcomes of human rights in the social sciences curriculum, but there is no balanced distribution in terms of grades. Considering developmental period of the primary school 4th and 5th grades, it is more difficult for these age groups to understand abstract concepts about human rights. Thus, it is more appropriate to teach these concepts to upper grades. This study found that this basic principle was compiled while preparing contents about human rights in social sciences course books. The contents about human rights in learning domains in the social sciences curriculum were most included in "Active Citizenship". Özdemir (2019) determined that democracy and justice concepts were mostly included in "Active Citizenship" learning domain of the social sciences course books. Both studies support each other's results in this sense. There could be contents in different learning domains in the social sciences course books appropriate to human rights basically and children's and women's rights in private. Some subjects on women's rights were found to repeat in social sciences course books as the class level was higher. Social and political rights entitled to women in Turkey were covered by the 5th and 6th grade social sciences course books. Similarly, the 4th and 5th grade social sciences course books included child labor. Contents that repeat constantly may let the students to think that social sciences are a boring reiterated course (Bağlı, 2013; Dolanbay, 2016). It is remarkable that social sciences course books have not covered gender equality sufficiently. It is extremely important for the development of a country when women are in the right place in terms of social role and status. Quality and conscious education is needed to teach this fact (Özaydınlık, 2014). Making reference to the Convention on the Rights of the Children in the content regarding children's rights in this study is significant for students to learn about their rights. Recommendation of the participation of children in social institutions such as schools, community and environment by the Convention on the Rights of the Child to contracting countries and its frequent emphasis in children's rights reports has led certain themes to relatively stand out in Turkish course books (Merey, 2012). The contents on children's and women's rights in the examined course books were supported with

appropriate visuals. Furthermore, very little learning outcomes that could be associated with children's and women's rights were included in the social sciences curriculum. Among all learning outcomes in the curriculum, there were three outcomes that were associated with children's and women's rights. There was no learning outcome about children's and women's rights at the 7th grade level. The 4th and 5th grades did not include learning outcomes on women's rights, while the 6th grade did not cover learning outcomes that could be associated with children's rights. Children's and women's rights could have been included in social sciences course books more detailed with numerous concrete examples. Among 18 values in the social sciences curriculum, five were detected to be associated with human rights. Human rights were not distributed in a balanced way in the curriculum. Among these rights, respect was mostly included in the course books. Non-inclusion of sensitivity, one of the human rights values, at any grade level is considered a drawback. Also, among human rights, the equality value was included in the 6th grade only. Inclusion of values related to human rights and freedoms in all grades may play a vital role in students' internalization of human rights.

There were two subjects regarding children's rights in the 5th grade social sciences course book. The subject titled "I exist with my rights" indicated that children's rights have been an important issue from past to present; there have been many studies on it throughout history; and these studies have brought out the Convention on the Rights of the Child which was prepared by the United Nations. Providing institutional information about UNICEF whose focal point is children may help students to be aware of children's rights. It is important that the 5th grade social sciences course book includes content about prevention of child labor which is a human rights issue. Besides international studies on this, the presence of laws on protecting children in the Turkish constitution and awareness of children about the ministry dealing with children can make students feel safe. No content was found in the 6th and 7th grades about children's rights, which is a surprising result. Inclusion of children's rights or the problems faced on these rights at all grade levels in the secondary school can play an important role in increasing awareness of students about their own rights and freedoms. The 5th grade social sciences course book covered information about women's rights through

only examples from social and political rights given to women in the first years of the Turkish Republic. If studies on women's rights around the world had been further included, this would have been healthier for the clarity and integrity of the issue.

The studies on women's rights in social and political life chronologically from the first Central Asian Turkish states to Ottoman Empire and foundation of the Turkish Republic were included in the 6th grade social sciences course book so that students could learn about the place of women in the Turkish society. This can help students to have an idea about how sensitive was the issue of women emphasized in all periods of Turkish history. The 6th grade social sciences course book mentioned the regulations made to build an equal working life for men and women on solid basis. Also, inclusion of information about gender inequality and types of violence in the society can help students to make inferences about the current problems on women's rights. The 7th grade social sciences course book included legal regulations for women to have the same rights in political life as men in the first years of the Republic and concrete examples were shown from the first Central Asian Turkish states in order to show the importance attached to women in political decision-making in Turkish community. If concrete examples had been given regarding the changing perception on women both in Arab and Turkish communities with the advent of Islam, the students could have made comparison on the issue. More topics about children's and women's rights could be included to complement each other at all grade levels from the 4th grade, when social sciences course is first taught in accordance with the spiral education approach, to the 5th, 6th and 7th grades. Finally, course books could cover more updated and controversial situations regarding children's and women's rights.

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Citation: Erol, H. (2021). An investigation into social studies curriculum and course books in the context of women's and children's rights. African Educational Research Journal, 9(2): 385-394.
