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Interrogating Child Rights Teaching in Bindura Schools – Zimbabwe

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ABSTRACT This paper assessed the extent to which child rights have been incorporated into the school curriculum as a way of curbing child abuse in Mashonaland Central Province. It sought to assess pupils' awareness of their rights at school, home and the community, examine the views of teachers on children's rights and also determine the extent of integration of children's rights in the school, home and community. A survey research design was employed where data was gathered using questionnaires and semi-structured interviews. The study discovered that despite the teaching of children's rights in Social Studies, AIDS education lessons and guidance and counselling sessions, children's rights are not properly mainstreamed into the school curricula. The study also discovered that children's rights are grossly violated in the community and in homes; hence there is need for a comprehensive rights education of children by teachers and the community at large to curb all forms of abuse.