

**STATE VIOLATION OF EDUCATIONAL RIGHTS AND  
THE ACADEMIC PERFORMANCE OF SENIOR  
SECONDARY SCHOOL STUDENTS  
(12<sup>th</sup> YEAR CLASS) IN ERITREA,  
2003- 2010**

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Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree

Master of Human Rights and Development

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By:


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August, 2012

### DECLARATION A

This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning.

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Name and Signature of Candidate

21/08/2012.  
Date

### DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

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Name and Signature of Supervisor

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Name and Signature of Supervisor

21/08/2012.

Date

\_\_\_\_\_  
Date

## **DEDICATION**

I dedicate this work to my mother, sister, uncles and aunts, and to alleged victims of educational rights violations in Eritrea.

## **ABSTRACT**

Violations on the provisions on rights to education are held worldwide in different forms. These violations are held both at school level and national level, and their impacts on the academic performance of students are credibly serious. In most studies, the effects of school, teacher, student and parent level factors on student achievement have been given more attention. However, the state, as in the case in Eritrea, as duty bearer and primary protector of the right to education, should be also viewed to affect the academic performances of students at national level. Students were deprived of their rights to available, accessible, acceptable and adaptable education provision in the country.

Students of 12<sup>th</sup> year class were adversely affected their general attitudes, emotions and focuses towards their study systematically within school environment, which in return triggered to poor academic performances.

The major reason for all these educational crimes committed by state government is the lack of good governances in the country. This conclusion came to reality through the use of both case studies approach backed by narrative and descriptive analysis of data collected through primary and secondary sources, with the former receiving the pride of the study. Research instruments were administered to collect primary source data through questionnaire, an in-depth Interview, and focus group discussion. The study made use of secondary sources of data mainly from various internet websites, and printed documents. The secondary data are mainly to complement primary data from field survey. In doing so, the researcher came up to draw a recommendation that highlighted the problem under study is urgently requiring domestic solutions by enforcing

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national constitution and legislations consistent to regional and international treaties or conventions on the rights of school children to available, accessible, acceptable and adaptable provisions of quality education.

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## ACRONYMIS

ACRWC	African Charter on the Rights and Welfare of Children
CCA	Common Country Assessment
CDE	Convention against Discrimination in Education
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CERD	Convention on the Elimination of Racial Discrimination
CESCR	Committee on Economic, Social and Cultural Rights
CRC	Convention on the Rights of the Child
CSW	Christian Solidarity Worldwide
EFA	Education for All
EPLF	Eritrean People's Liberation Front
ESLCE	Eritrean Secondary School Leaving Certificate Examination
GC	Geneva Convention
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discriminations
ICL	International Constitutional Law
ILO	International Labour Organization
MoE	Ministry of Education
NDP	National Development Program
NGO	Non-Governmental Organization
NUEW	National Union of Eritrean Women
NUEYS	National Union of Eritrean Youth and Students
PFDJ	People's Front for Democracy and Justice
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization

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UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization

UNICEF	United Nations Children’s Fund
UoA	University of Asmara
US	United States
WB	World Bank
WYDC	Warsay-Yikealo Development Campaign
WYSS	Warsay-Ykealo Secondary School



## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **BACKGROUND OF THE STUDY**

Eritrea is a country running without any international or local human right and humanitarian organizations. All the preconditions that will ensure freedom and liberty, democracy, rule of law, respect for human rights and good governance are manifestly absent

Human rights violations intensified after September 2001 when the government unleashed a deliberate and widespread crackdown on democratic dialogue and popular demands for political transformation by its own popular figures.

The political environment in Eritrea is highly repressive and is characterized by high levels of societal mobilization in the name of national defence. A particularly pertinent aspect of this situation is the militarization of education along with other sectors.

In the government's rhetoric, education is touted as a main route to the country's development. However, assertive declarations and campaigns for expanding access to education are not sufficient for achieving education's goals if the overall political and policy environment in which they are embedded is not conducive. Eritrea's repressive political environment in general and the militarization of education in particular, has significant adverse effects on education in the country.

In more specific ways, all final-year of the secondary school students (12<sup>th</sup> year class) from the entire country were collectively forced to pursue their

critical year in a military camp. A constellation of draconian policies and practices have turned the education sector into a semi-militarized institution. As a result, the efficiency, quality and equity of the education system have suffered.

Some of the root causes of this human right catastrophe are to be found in the strict discipline of the independence struggle, Eritrea's fragile regional security situation, and the government's paranoid and totalitarian response to the situation. The government of Eritrea claims that Eritrea is a victim of international interference and that this explains the suspension of human rights and democratic procedures and the mass militarization of society. In reality most it is President Isayas's justification for a mode of governance characterized by mistrust, brutality, and presidential whim, in other words, a dictatorship based on denial of basic human rights.

## **STATEMENT OF PROBLEM**

The government of Eritrea restricted academic freedoms. In the academic context it does not respect the students' educational rights to available, accessible, acceptable and adaptable provisions.

With the setting up of Warsay-Yikealo Development Campaign(WYDC) in May 2002, and the adoption of New Texas Curriculum in 2003, the government of Eritrea decreed a directive policy that called all students who completed 11<sup>th</sup> year class to attend at school called Warsay-Yikealo Secondary School for their final year, i.e. 12<sup>th</sup> year class. The school started to receive students in July 2003. This school is located in the heartland of Sawa Military Training Camp in the western province of the

country. Sawa is formerly and objectively designed for carrying out the compulsory six months life cost military training of national service effectively started in July 1994. Every person aged between 18 and 40 years old was obliged to involve in the training in the context of national service which incorporates both military training and civilian work programs.

As soon as the students arrived at WYSS, they start military training and military related forced labour effectively. Students are often engaged in forced labour in the state owned agricultural plantation called 'Mollover,' commercial farming around Sawa. All the military related activities are given before, during and after the school. In this school, students are organized in to Field Army Operational Units such as Divisions, brigades, battalions, Companies, Platoons and ending with Squads. The militaristic nature of the school governance is witnessed to be critical to the academic performance of students both at school level and nationwide as well. This is the practical integration of the school children directly to national service through forced military conscription while violating their rights to quality education in proper school environment. The Ministry of Defense is in control of the national service program including this farming

Moreover, students graduated from WYSS don't have an optimistic prospective in the future. Other higher training institutions are also in the same situation. For instance, 'Mai-Nefhi' College, one of a few institutions where students can receive post-secondary instruction following the virtual closure of Asmara University is a militarily regimented institution led by an army colonel called Ezra Weldegebriel, former military

commander of Sawa Defence Training Camp, with his Deputy Dr. Andeberhan, qualified academician.

These incidences are very crucial not only to the prospective graduating class students at the moment but also to those at the lower levels because their future fate is the same. This effect has great repercussion in the mindset of the students towards their educational continuity and their academic performances in each level.

This study is therefore done to uncover some of the state involved violations of educational rights and the relationship to the academic performance of senior secondary school students in Eritrea. It only covers violence perpetrated by state government at school level factor since 2003 up to 2010.

## **PURPOSE OF THE STUDY**

The purpose of this study is to investigate, analyze, and document the State enforced violation of educational rights in Eritrea, and its implications in causing poor academic performances of the 12<sup>th</sup> year class students at Warsay Yikealo Secondary School since 2003.

This research is on the other hand broadly aimed to address the obligations of the state to realize the rights to education as the current educational problem of the country requires urgent domestic solutions by enforcing national constitution and legislations consistent to regional and international treaties or conventions on the rights of school children to

available, accessible, acceptable and adaptable provisions of quality education.

## **RESEARCH OBJECTIVES**

1. To identify the nature of the violated human rights in education in Eritrea
2. To determine if there is a significant relationship between the violations of educational rights and the academic performance of senior secondary school students in Eritrea.
3. To fill the gap between governments backed operational programs in education at WYSS and its striking features in the real-life situation of the students.
4. To determine the reasons behind the gross violation of educational rights in Eritrea
5. To determine what should be done in terms of dealing with gross human rights violations in Education with the current government of Eritrea so that we can restore the high academic performance of students.

## **RESEARCH QUESTIONS**

The research is written in such a way that possible answers could be given to relevant questions such as:

1. What are the specific educational rights and freedoms violated in Eritrea?

2. What is the significant relationship between violations of educational rights and the academic performance of senior secondary school students at WYSS in Eritrea?
3. Why the state government of Eritrea does not uphold its legal obligations to respect protect and fulfill the provisions on rights to Education?
4. What is going to be done with the state government of Eritrea so as to compliance with the international human right laws in advance to uphold its obligations to make realize education available, accessible, acceptable, and adaptable to its youths?

## **SCOPE OF THE STUDY**

This session covers geographical scope, content scope, and theoretical scope.

### **GEOGRAPHICAL SCOPE**

The study is meant to the country called Eritrea, located in the horn of Africa, adjacent to the Red Sea coast. It occupies an area of 125,000 square kilometers adjacent.

Ideally, the researcher took the WYSS as target site for his survey. The school is located in semi-arid and hot climatic area called Sawa, South west of the country, bordering to South Eastern Sudan.

## **THEORETICAL SCOPE**

Broadly speaking, the study covered the ongoing human rights violations in education in Eritrea perpetrated by state government against 12<sup>th</sup> year students in Eritrea. It covers the reasons behind the gross violations of these rights and their effects on the academic performance of senior secondary school students in the country.

In respect to the concept that education is a fundamental human right issue, this study also tried to find out the relationship between the legal obligation of the state to uphold its obligations to respect, protect and fulfill the provisions on the rights to education structured in to the 4As principle: available, accessible, acceptable and adaptable (K. Tomaševski, 2001. Right to education primers no. 3; Amnesty International; Global Campaigner for Education and Action Aid, 2008; The free encyclopedia, 11 April 2011), and the academic performances of senior secondary school students in Eritrea.

## **CONTENT SCOPE**

On the bases of the survey conducted to find out answers to the research questions, the factors that this study takes in to account in the entire work include education as a human right issue; legal obligation of state government to uphold educational rights; students as bearers of the right to education; students' real life situation at WYSS, and the overall academic performances of students at WYSS within the aforementioned time span, 2003 to 2010.

This research identifies the overall academic performance of students at WYSS as dependent variables, and the malpractices on the rights to education verified against the 4As are pointed out as independent variables.

### **SIGNIFICANCE OF THE STUDY**

This study benefits Eritrean students. It enables them develop a broad awareness about the concept of the right to education, and what is meant for them. Inherently, students as bearers of fundamental rights in education will be able to identify their entitlement to internationally recognized human right treaties, covenants and conventions on education.

The study also optimistically provides insights and examples for Eritrea as it constantly confronts the challenges and dilemmas of unreliable educational policy. Eritrea and the state government can develop renewed interest to uphold their obligations to respect and protect the rights of their youths to available, accessible, acceptable and adaptable educational system. In this respect, this study is essentially significant to the country's curriculum developers in such a way that it adds them extra legal paradigm to the setting up of educational programs complementary to the national development programs. As witnessed in the modern liberal politics of democratic countries, the incorporation of Human right issues in policy setting is a bench mark for sustainable development.

The Kampala International University and the international community will benefit from this study because they will be acquainted with valuable information about human rights situation in Eritrea, and hence interested



individuals can use this study as reference to go through Eritrea as a favourite site for further research on related topics.

## **OPERATIONAL DEFINITIONS OF KEY TERMS**

**Education** is the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge. (Wikipedia, the free encyclopedia, 13 May 2011)

**The right to education** is recognized as a human right and is understood to establish an entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these accesses to education provisions the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. (Wikipedia, the free encyclopedia, 13 May 2011)

**The right to quality education** – the right of every child to a quality education that enables him or her to fulfill his or her potential, realizes opportunities for employment and develops life skills. To achieve this goal, education needs to be child-centered, relevant and embrace a broad curriculum, and be appropriately resourced and monitored (UNESCO/UNICEF, 2007)

**The Education for All (EFA)** is a global commitment to provide quality basic education for all children, youth and adults. (World Education Forum Dakar, 2000)

**Human right violation:** is the prevalence when any state or non-state actor breaches any part of the UDHR treaty or other international human rights or humanitarian law (Wikipedia, the free encyclopedia, 13 May 2011).

**Governance:** Within the context of a number of international human rights instruments, Governance may be defined, among other things, as the exercise of economic, political and administrative authority to manage a country's affairs at all levels, comprising the mechanisms, processes, and institutions through which the authority is directed. This authority is circumscribed by a system of fundamental human rights, freedoms and duties and, in the case of Eritrea embodied in the Constitution, ratified on 23 May 1997 by the National Assembly (United Nations, March 2001)

**Good governance** means competent management of a country's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people needs (Michael Kirby, 2004; The

Australian Government's Oversea Aid Programs "Good Governance: Guiding Principles for Implementation: Google search)

**Eritrean Secondary School Leaving Certificate Examination (ESLCE)** refers to the event in which all the Eritrean students of final year class of the secondary school sit for national exam that determine the eligibility to join college or university. In the case of Eritrea, students who score of 1.0 or above in a scale of 4.0 on this event are eligible for admission to college.

**Academic performance** is, with particular emphasis to secondary school in Eritrea, the Average Grade Point obtained by a student for passing during the Eritrean Secondary School Leaving Certificate Examination (ESLCE) at Warsay-Ykealo Secondary School (WYSS). The average passing score is GPA 1.0 in a 4.0 scale.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This chapter covers the review of determinants of academic performances; conceptual framework; Eritrea's National Obligations; The constitution of Eritrea and Eritrea's education policy.

#### **DETERMINANTS OF ACADEMIC PERFORMANCE OF STUDENTS**

The review of literature carried out by the researcher for this study is explicitly based on the view that the state is the prime duty-bearer to respect, protect and fulfill the rights and freedoms of students to available, accessible, acceptable and adaptable education system. In this respect, the researcher identifies these four elements as comprehensive variables which determine the academic performance of students in school.

However, in most cases, the existing literatures show the determinants of academic performance have been found to include family (education status of parents), nutrition levels; teacher's quality, teacher's salary, student-teacher ratio, walking distance to school), age, gender, English proficiency, and socio-economic factors explicitly. They only focus on parental, student and teacher factors to show the relationship with the academic performance of students at different levels of school. They tried to show the direct relationship between the academic performance of students in school and these variables as most influential factors in the academic performance of students at School.

To mention some:

One of the schools in the State of Texas, USA revealed, qualified teachers in every classroom are reportedly best predictors of student achievement. Teacher quality has been defined by three factors: "a teacher must hold a bachelor's degree, hold a certification or licensure to teach in the state of his or her employment, and have proven knowledge of the subjects he or she teaches" (US Department of Education, 2004)

Texas Teaching Fellows (2007) state a shortage of qualified teachers in the state of Texas widens the achievement gap. However, an important qualification in their study was their note that clarifies that a teacher must have a degree in the subject area they teach to show any impact to student achievement (Wimberly, Faulkner & Moxley, 1978).

Hanushek, Kain, and Rivkin (2004) suggest improving working conditions are also essential factors in determining students' performance.

Jing-Lin (2009) in his study suggested that the perceived importance of learning success to family, English writing ability and social communication with their compatriots are significant predictors for all international students.

Akanle (2007) studied Socio-Economic Factors Influencing Students Academic Performance in Nigeria using some explanation from a local survey. The study revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance.

degree of the researcher's experiences in rights based approach to education, he came to identify the gaps among the existing literatures by pointing out that what if the state is failed to set the standardized human right settings to conducive teaching-learning environment(Education). Does it affect the academic performance of students, which this study seeks to examine it in the context of Eritrean education sector from the fundamental human right perspectives?

In one way or another, some concerned Eritreans were attempting to disclose the nature of educational rights violations in Eritrea without showing its effects in the academic performances of students. For example,

Ahmed Raji (2010) disclosed that "the contribution of the domestic political and policy environment of Eritrea to the problems of the education sector have so far received minimal attention. Yet, more than any other factor, it is the government's own autocratic policy setting that has negatively impacted on the education sector. The political environment in Eritrea is highly repressive and is characterized by high levels of societal mobilization in the name of national defense. A particularly pertinent aspect of this situation is the militarization of education along with other sectors"

Nathan Yohannes (2010) also said that "Organizations like UNICEF and Human Rights Watch have chastised the Eritrean military for rounding up street children for the camp and violating basic educational rights by requiring a period of military training for graduation.

The researcher go through this work while pointing out that the state government, by virtue of its legal obligations, is a duty-bearer to respect, protect and fulfill the provisions of rights to education in the context of 4As principle: Available, Accessible, Acceptable and Adaptable (K. Tomaševski, 2001. Right to education primer no. 3; Amnesty International; Global Campaigner for Education and Action Aid, 2008; The free encyclopedia, 11 April 2001), as top most actor to enhance viable academic performance of students in native area (Students Solidarity Trust, 2009). This is ascertained by Article 26 of the UDHR and Article 13 of the Covenant asserts the right to education for all persons regardless of their age. The Convention on the Rights of the Child, which entered into force on September 2, 1990, stipulates in Article 28 that the States Parties recognize the specific right of children to education.

It is up on this perception that the researcher carried out his field survey to collect data to address the state of educational affairs in Eritrea which he believes that systematic and outrageous infringements of academic freedoms and rights by the state government adversely affected the academic performance of senior secondary school students in the country.

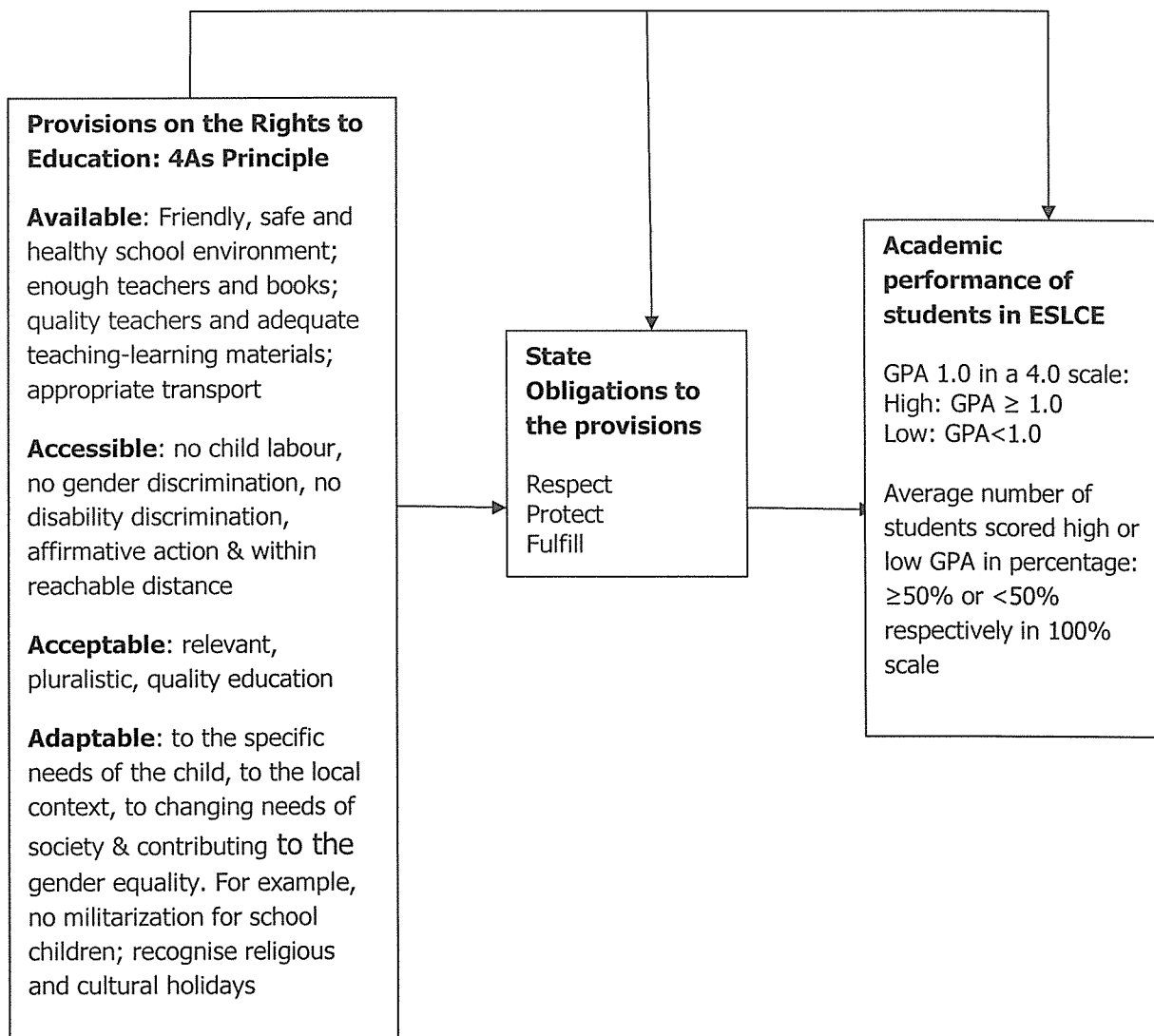
Therefore, the work on the state violation of rights to education and academic performance of senior secondary school students in Eritrea is extra input to the existing literatures on related topic.

Therefore, the study undertakes the 4As: Availability, accessibility, acceptability and adaptability as independent variables, and the academic performance of students as dependent variable. Academic performance is, according to Eritrea, represents the Average Grade Point (GPA) obtained

by a student for passing during the Eritrean Secondary School Leaving Certificate Examination (ESLCE) in Eritrea. The average grade point for passing is scoring of 1.0 or above in a scale of 4.0. Students with score of 1.0 and above in a scale of 4.0 are eligible for admission to college.

Therefore this diagram is designed below to represent the relationship between the above two variables

**Figure 1: STATE OBLIGATIONS TO REALIZE THE RIGHT TO EDUCATION**





This conceptual framework highlights the need for a holistic approach to education, reflecting the universality and indivisibility of all human rights.

## **ERITREA'S NATIONAL OBLIGATIONS**

Education as a fundamental right of the child is enshrined in the Eritrean Constitution and emphasized in the Macro Policy and the National Economic Policy Framework.

## **THE ERITREAN CONSTITUTION**

### **Preamble**

Convinced that “the recognition, protection and securing of the rights and freedoms of citizens, human dignity and equality will guarantee a balanced development; lay down the groundwork for satisfying the material and spiritual needs of citizens; usher in a democratic order that is responsive to the needs and interests of citizens, guarantees their participation and brings about economic development, social progress and harmony” (ICL Document Status, 1996).

### **Chapter III: Fundamental Rights, Freedoms, and Duties**

#### **Article 16: Right to Human Dignity**

- (1) The dignity of all persons shall be inviolable.
- (2) No person shall be subject to torture or to cruel, inhuman or degrading treatment or punishment.
- (3) No person shall be held in slavery or servitude or required to perform

## Article 21: Economic, Social and Cultural Rights and Responsibilities

(1) Every citizen shall have the right of equal access to publicly funded social services. The State shall endeavor, within the limit of its resources, to make available to all citizens health, education, cultural and other social services.

(2) The State shall secure, within available means, the social welfare of all citizens and particularly those disadvantaged.

(3) Every citizen shall have the right to engage freely in any economic activity and to pursue a livelihood.

(4) The State and society shall have the responsibility of identifying, preserving, developing, when necessary, and bequeathing to succeeding generation historical and cultural heritage; shall lay the necessary groundwork for the development of arts, sport, science and technology; and shall encourage citizens to participate in such endeavors.

(5) The National Assembly shall enact laws that guarantee and secure the social welfare of citizens and other rights and responsibilities listed in this Article.

To complement with the international human right laws, the State of Eritrea signed and ratified the United Nations Convention on the Rights of the Child (CRC) in August 1994 and the African Charter on the Rights and Welfare of Children (ACRWC) in January 2000. Moreover, Eritrea acceded to the CRC optional Protocol on the Sale of children, Child Prostitution and Child Pornography as well as CRC optional Protocol on the Involvement of

Children in Armed Conflicts in February 2005. This shift was imperative to ensure the protection of the rights, freedoms and dignity of children (Child Rights Information Network, 2009).

Eritrea ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in September 05, 1995. Eritrea signed ICESCR in April 17, 2001 and ICCPR in June 22, 2002 (Yaseen Mohamed Abdallah, 2005).

The ratification of these conventions underscores Eritrea's expressions of the national commitment to the implementation of the educational rights of the child which is not enforced practically.

In the Child Rights Universal Periodic Report of 2009, the National Report of Eritrea highlighted that "the Constitution of Eritrea and other pertinent laws provide that the State is under obligation to endeavour, within the limits of its resources, to make education available to all citizens. Eritrea's goal in the education sector is to produce well educated, skilled and motivated citizens that can make effective contribution to its development" (Child Rights Information Network, 2009).

## **ERITREA'S EDUCATION POLICY**

The Eritrea National Education Policy Draft (2003) contains two fundamental guiding principles for the provision of education in Eritrea (Eritrea Ministry of Education, 2003).

Firstly, the policy shows a clear commitment to lifelong learning as stipulated in their constitution pointing that "Education is a fundamental

human right and a lifelong process by which all individuals are given opportunities to attain their potential as all rounded citizens.”

Secondly, the policy shows full commitment to the development of human capital thus Eritrea’s greatest asset is its people. Revitalizing citizens with relevant education and training is the only means by which the overall socio-economic development of the country can be achieved

The National Development Program (NDP) of Eritrea highlighted education as primary sector of development and mentions “free and compulsory education to every child” as it is declared by the World Education Forum at Dakar, Senegal in April 2000 (The National Education Policy, 2003).

The NDP in the context of education is characterized by the following rhetoric features:

- Eritrean Education system shall provide lifelong learning opportunities to all, focusing on the learner and the learning process.
- Empowering teachers, enhancing their status, motivation and professionalism will be the key ingredient in improving the educational quality of the country;
- Encouraging private sector to play an active role in educational provision and training;
- Consolidating school-based management and monitoring as an effective way of establishing confidence and improving quality.
- Secondary school education aims both at preparation for the world of work and the preparation for further education through the provision of core curriculum and enrichment curriculum.

- Promote equal participation of girls, disadvantaged groups, people from the remote areas, and nomads by constructing boarding schools;
- Prepare adequate resource materials for the enrichment curriculum courses (including Science and Technology and ICT)
- Develop the required human capacity
- Institutional Capacity Development: Develop effective managerial capacity, capable teaching force, appropriate infrastructure and resources.
- Decentralisation of educational governance and management is one of the key strategies for the development of effective, efficient and viable educational system.

Despite the above educational strategies listed in paper as policy guide, the practical remedies in the fulfillment of the NDP in education are quite alarming and shocking. In refuting the outlined ideal educational programs of the 2003 Educational policy of Eritrea, Beshir Abdulkadir (2010), an Eritrean writer, said that "Shaebia, is the popular name to PFDJ, has been pursuing a warped educational policy. I can confidently say that education is not alive in Eritrea. But at least there is a relatively good infrastructure (solely big buildings) and promising bright students that overcame the obstacles of Shaebia who is good at constructing schools, roads and dams—you can barely find a single Eritrean village without at least elementary school available at the expense of the free labor served by the faithful defense forces. However, they ruined the

educational system intentionally. Constructing beautiful schools doesn't mean that you are providing healthy education; infrastructure is only facilitation if it is not aided by smart teaching learning mechanism". It does not favour both the students and the society at large.

In the Child Rights Universal Periodic Report of 2009, the National Report of Eritrea highlighted that "the Constitution of Eritrea and other pertinent laws provide that the State is under obligation to endeavour, within the limits of its resources, to make education available to all citizens. Eritrea's goal in the education sector is to produce well educated, skilled and motivated citizens that can make effective contribution to its development (Child Rights Information Network, 2009).

However, the state of Eritrea shortfalls to put the policy reality. In other words, the state failed to keep its promises to respect, protect and fulfill the provisions on the rights to education in the context of human right conventions and treaties.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **RESEARCH DESIGN**

The researcher adopted descriptive studies research method including case studies approach to investigate contemporary phenomenon of qualitative in nature within its real-life context (Martin E. Amin, pp. 195). Having good background and practical experiences of the topic, the researcher is purposively focused to explore the ongoing situations and problems that students of a particular level (12<sup>th</sup> year class of secondary school) faced in Eritrea since 2003 up to 2010. As per the time frame, the study is looking to be historical in nature; however, the issue under study is constant and up to date phenomenon. The research is therefore done only up to the availability of data,. The study emphasizes detailed contextual analysis of the students' real-life situation in government chosen school called WYSS in Sawa.

State violation of educational rights is a common phenomenon in Eritrea since 2003, and in particular undermined the potential of senior secondary school level students systematically. It's a very rare scenario that a state can deliberately violate educational rights in our contemporary world. The nature of the violations is very systematic and complex in type in which the researcher tried to find out using qualitative approach noting that why it has happened? What has happened? How practical the violation affects the students in their academic performance?

Therefore, case studies approach is chosen presumably to bring about an understanding of a very complex and intertwined issues to answer the proposed hypothesis objectively and purposively. In this respect, the researcher's primary interest is to seek an understanding in qualitative and relational issues rather than quantitative problems pertaining to how much, how often, or what degree a particular attribute or characteristic is distributed.

The researcher aims at finding what caused the students to perform poorly in their academy. He is aimed at obtaining a holistic view of a situation, the lived experiences of the students, and in understanding systems, events, the school and the existing teaching and learning processes there, and how that relates to the academic performance of the students.

## **RESEARCH POPULATION**

This research considers students of 12<sup>th</sup> year class, the last year of secondary school level in Eritrea, who sat for the Eritrean Secondary School Leaving Certificate Examination (ESLCE) at Warsay-Ykealo Secondary School in Sawa from 2003 up to 2010.

The total number of the population is 79,150 students, of which 956 are girls (Eritrea Profile News Paper, Wednesday 2<sup>nd</sup> of September, 2009).

The target population for this study is not clearly identified by category of any type relevant to the study because age, time, gender differences, programmes attended or economic background are not major concerns of the researcher. They are homogeneous population as belong to one level



in a school. The major concern is the students' opinion to their real-life situation at WYSS behind the ongoing educational programs undertaken there.

### **SAMPLE SIZE AND PROCEDURE**

The determination of the sample size was done using Non-probability sampling technique. The researcher compose the sample frame by selecting 10 people randomly from each seven consecutive years (2003 up to 2010) purposively to represent the sample size for data gathering. Therefore, the sample size was determined to hold 70 respondents who were targeted in the survey, but the actual response from the survey was 60. The selection of the respondents was carried out cautiously and purposively backed to the purposes and objectives of the study.

It was very difficult to get appropriate and consented respondents in the survey carried out, however, it was done through extension of antenna of friends of friends to meet the target respondents.

As it is explained in the limitation of the study, the ideal study site is absolutely inaccessible to the researcher. It is very restricted by the military rule of the place called Sawa, where the school is located. The site is out of reach not only for the researcher but also to the parents and relatives of the students as well. It is very restricted to visit a student any time.

This study therefore adopted Non-probability sampling method where selection of a truly representative sample is difficult due to the nature of the complexity of the topic under study (Martin E. Amin, 2005), and the

limitations of the researcher for physical access to particular area of study. Data from primary sources are obtained only from easily accessible individuals in Kampala, Uganda, through researcher's administered in-depth interviews, questionnaire and focus group discussions.

The data gathering method also included historical exploration of facts by visiting websites on relevant topics. Some of these websites, often Eritrean works, depicted invaluable data, and thus indeed supplement relevant information to the primary sources.

## **RESEARCH INSTRUMENTS**

The research instruments which are being used by the researcher include questionnaire, an in-depth interview and focus group discussion.

### **QUESTIONNAIRE**

Closed ended questions were structured in order to get precise answers to the research questions. The questions are organized with four responsive modes for each question according to the degree of consent of the respondent. The responses mode are labeled to 4-Strongly Agree; 3-Agree; 2-Disagree; 1-Strongly Disagree in descending order.

### **AN IN-DEPTH INTERVIEW**

The researcher used an interview guide to solicit information from the respondents. This guide was forwarded with leading questions regarding the real-life situation of the students at WYSS in Sawa which include learning environment, infrastructural setting of the school, school

management, socio-economic life of students, and academic life of students and militarization of education.

Unstructured open ended questions were used when interviewing the respondents. This encouraged elaboration of answers and further discussions.

### **FOCUS GROUP DISCUSSION**

This instrument was organized to collect data concerning the holistic views and attitudes pertaining to the relationship between the violation of educational rights in Eritrea and the academic performances of senior secondary school students at WYSS within the time span of 2003/04-2009/2010 academic years. It was done among a group of 7 members. This number was organized regardless of sex, age, ethnicity and religion of the members of the discussion. Five sub-topics are structured in to questions for discussion.

The discussion enabled the researcher to summarize and synthesize the various answers to the administered questionnaires, and research questions into comprehensive and meaningful data according to their relevance to the study objectives and purposes.

In doing so, the researcher came up with the study population as well as state of knowledge, attitudes, practices, recommendations and conclusions.

### **VALIDITY OF THE INSTRUMENT**

The validity of the instrument was established by identifying the overall content to be represented. Items were purposively chosen from the

content that likely represents the information in the 4As principle, structured in to Available, Accessible, Acceptable and Adaptable. By using this method, the researcher obtained a group of items which are representative of the content of the topic to be measured (James P. Key., 1997).

The overall content of the instrument presumably holds the ingredients of each one of the 4As as one of best approaches to measure the protection of the provisions on the rights to education in Eritrea.

While the researcher considered all major events relevant to the perpetration of Educational rights violation in Eritrea, its focus was, however, limited to incidents and trends, which have been happening to senior secondary school students, 12<sup>th</sup> year class, who are the target population of the study.

### **RELIABILITY OF THE INSTRUMENT**

The reliability of the instrument is approved by the uniformity of the responses to each question either in the questionnaire or an-in-depth interview administered by the researcher. The findings of each of these instruments are also cross examined to the findings in the focus group discussion held.

The respondents are categorized into seven groups corresponding to seven consecutive academic years, i.e. 2003/2004- 2009/2010. Each group was expected to constitute 10 respondents, but unfortunately it varied. The same questions were given to each group, and hence the researcher measured the reliability of the instrument by examining the

consistency of the responses among all the groups. The reliability is therefore measured by the most frequently given answers to each question. As a result, the researcher, in one way or another, obtained the same answer on each of the seven administered instruments, and hence the reliability has been proven.

On top of this, the reliability of the instrument is to be guaranteed by the trustworthy of the respondents in answering the questions proportionately.

## **DATA ANALYSIS**

The researcher used narrative interpretation technique to analyze qualitative data, and descriptive technique for quantitative data. In doing so, the qualitative data was then organized into cases and variables in the form of 4As Principle: Available, Accessible, Acceptable and Adaptable, after which descriptive interpretation was made to analyze the nature of educational rights violations in Eritrea with a particular emphasis made to senior secondary school students at WYSS since 2003/2004 to 2009/2010 academic years. The data was organized in a tabular form, from which the frequency and percentages are drawn, and thus the ongoing narrative interpretation was made again to draw a conclusion.

The concept of these 4As was developed by Katarina Tomasevski, former UN Special Rapporteur on the Right to Education, and it says for education to be a meaningful right it must be available, accessible, acceptable and adaptable, The 4As framework proposes that governments, as the prime duty-bearer, has to respect, protect and fulfill the right to education by making education available, accessible,

acceptable and adaptable, and hence it is found to be the best ways to assess and act upon the situation (Katarina Tomasevski, 2001: Right to Education Primers N0.3; Amnesty International; Global Campaigner for Education; Action Aid, 2008; The free encyclopedia, 11 April 201).

## **ETHICAL CONSIDERATIONS**

The following key points were made clear to respondents by the researcher prior to the start of formal communication for data gathering.

The researcher often used to introduce himself openly stating his identity and purposes of communicating the respondents. The researcher was trying to make himself clear as much as possible so that the respondent would feel free to respond genuinely.

Next, the researcher used to inform the respondents that he would not record their identifying information such as names and addresses both during eventual presentation of the data in public dissemination events, and in printed publications.

The researcher used to request the respondents politely if they are voluntary for interview. In the formal interview, the researcher has been waiting to obtain informed consent before beginning an in-depth interview.

The researcher also informed the respondents of their right to refuse further discussion and the researcher's commitment to confidentiality if they decide to continue talking with the researcher.

The researcher also strongly assured that he does not disclose personal characteristics that could allow others to guess the identities of people who played a role in the research.

## **LIMITATIONS OF THE STUDY**

The most apparent limitation of the study was the lack of geographical proximity with the target country and people. The researcher is alienated from the country of interest particularly in opposition to the ongoing violation of educational rights in Eritrea. It is therefore difficult for the researcher to conduct constant visits to and contacts with the target country and people. Current academic discourse on legal development in Eritrea is very difficult. Quite concerned Eritrean people in diaspora are working relentlessly in opposition to the ongoing outrageous human right violations inside the country. It is therefore under such terrible and horrifying circumstances that the study was carried out while securing the maximum confidentiality of both the researcher and the respondents

Another apparent limitation of the study was financial constraints. The researcher is refugee living under minimal family fund. Therefore, the researcher could not cover long distances and frequent visits as desired.

Thirdly, the fear of respondents to appear before the researcher for interview. This problem was stemmed from the respondents' fear of the Eritrean government's lengthy attack of people in Diasporas. Therefore, for security and confidentiality purposes of the respondents, the informed consent form is not applicable and accordingly not included in the appendixes.

One major concern, which is difficult to overcome, is the dilemma that arises from the researcher's dual role in the present work both as victim and researcher. The researcher is also a victim of human rights violations in education sector in Eritrea.

However, despite all these limitations, the researcher insisted to do the survey on Eritrean refugees living in Kampala, the capital city of Uganda, while identifying them cautiously to be among the target population (respondents). The scattered living of the respondents in Kampala caused the researcher delays to complete the study on time.



## CHAPTER IV

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### DMOGRAPHIC DATA

Since this study was done on the bases of descriptive design, the nature of the participants or respondents were categorized into time frame corresponding to the aforementioned time boundary of the study, 2003-2010. Time based classification of respondents was chosen because the respondents were asked to tell their experiences during their respective stay at WYSS to complete their 12<sup>th</sup> year class, which is the final year of the secondary school education in Eritrea. During the survey, some of the respondents were recalling their relationship to the school with weeping eyes. Most of the responses were retrospectively narrated cases of each respondent which systematically and purposively organized in to comprehensive and meaningful data. The individuality and diversity of the responses at least caused delays in organizing the data. The respondents are represented in tabular form below.

**Table 1: Respondents versus Time Distribution**

Academic year	Respondents		Total Frequency	Frequency in Percentage
	Male	Female		
2003-2004	4	3	7	11.66
2004-2005	5	3	8	13.33
2005-2006	7	3	10	16.66
2006-2007	5	5	10	16.66
2007-2008	6	4	10	16.66
2008-2009	7	2	9	15
2009-2010	4	2	6	10
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>	<b>100</b>

seventy respondents were targeted by the researcher, but the actual response from the field survey was 60. All the respondents were selected using Non-probability sampling technique purposively while noting carefully the trustworthiness of the relationship of the respondent to the ideal study site (WYSS).

The highest number of respondents is obtained from the academic year 2005/06; 2006/07, and 2007/08.

These 60 respondents were found to be voluntary for interview after a short briefing them the purposes and objectives of the research. However, 5 people boldly refused for further interview in which the field survey was faced challenges. Five were not totally accessible.

## **VIOLATIONS OF EDUCATIONAL RIGHTS IN ERITREA IN THE CONTEXT OF 4As**

The nature of the educational violations in Eritrea is very complex and systematic. It seems there are no apparent violations at a glance because schools are built up to village level. However, building schools without envisioning distant objectives to produce quality academic professionals graduated from legible and accredited university is like an "Empty nest syndrome." What happens in secondary schools are seldom examined through the human rights lenses, and thus remained largely unknown. Evidence of abuses of educational rights in Eritrea is not systematically collected in respect to the notion that education is a fundamental human right issue within which this study is entirely based up on.

**Table 2: Nature of violated Educational Rights for 12<sup>th</sup> Year Students at WYSS**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Unavailability	10	16.7
Inaccessibility	20	33.3
Un acceptability	12	20
Inadaptability	18	30
<b>TOTAL</b>	<b>60</b>	<b>100</b>

On the nature of violated educational rights of the 12<sup>th</sup> year secondary school students in Eritrea, inaccessibility tops the list with 33.3%.

Students were deprived of accessibility to quality education provisions. Students were often interrupted classes by the military command of the camp to engage in forced physical labour around the school (UK Border Agency, 2008).

Students are increasingly engaging to work at government owned commercial plantation project at 'Mollover, about three kilometers away from the school. Awate-featured Article by Ahmed Raji (2010) explained the abuse of school governance in Eritrea in such a way that "a combination of an instrumentalist belief in education as a tool of economic exploitation and a growing trend of militarization has turned the Eritrean education system into a huge mismanaged project of social engineering. Schools have been turned into semi-military boot camps, and students are treated as mere inputs in an economic formula without much academic freedom."

Not only that, but also often interrupt classes to collect stone, wood, concrete and others as needed to clean, repair, and rebuild an individual military personnel's fence or compound. Consequently, students don't have time to think solely about their academic studies for better performances presumably to fulfill such alleged obligations, and hence the accessibility of students to the regular classes and time for study is often hindered which virtually caused the students unable to answer exams proportionately. Students are deprived of their right to access to University because the only university is officially suspended from receiving graduated secondary school students since 2003 which effectively meant to be closed in 2006. Not only are these, students who failed in a class twice at secondary school level are forcibly pulling out of

school for direct military conscription. Particularly, since 2006, the state government of Eritrea began to simply pull anyone of military age 18 and above out of school altogether, even though it is normal for some students to take extra years to finish school because they are poor or work on family farms (Human Rights Watch interview with Eritrean refugee, Sicily, Italy, October 26, 2008).

Though the students were living within the school itself, the striking features of the place on top of the militarization of education effectively meant to the violation of students' right to adaptable educational provisions complement to 30% of the responses. Students were inadaptable to the proper school environment because the school incorporates military training and related services as opposed to the provocation of government to provide quality education for high academic performances of students. Militarization of education galvanized the formal academic classes at WYSS. Students are organized in to Field Army Operational Units such as Divisions, Brigades, Battalions, Companies, Platoons and ending with Squads though they were school age children less than or 18 years old (Kidane, R. 2006). Students are increasingly experiencing corporal punishment as typical soldiers within the school environment. The students at WYSS are typical military trainees for recruitment but not academic oriented students.

This fact is witnessed by Human Right Watch, 2009 that "The Sawa School, officially known as the *Warsai-Yikealo Secondary* school, operates under the camp's military command, with students undergoing several types of military training, and military relating services as subjects to the camp's military regimen. This fact was most equivocally reaffirmed

by Sawa's military commander, Col. Debesai Ghide, who told the Eritrean TV's program in May 2006, *'Wefri Warsai Yikaalo'*, that as far as we are concerned, these are members of the Eritrean Defense Forces. The teachers are also treated as being a part of the Ministry of Defense's staff."

As to the students right to available education provisions, the school lacks all the indispensable teaching-learning materials as 16.7% of the responses reveal it.

Students at WYSS were hindered their rights to available teaching and learning environment that support and encourage the development of autonomous learning, critical thinking and personal growth. The teachers were poor quality in profession and experiences. The teachers were wrongly positioned while receiving minimal pocket money in the context of national service. The school incredibly lacks computer accessories and services, laboratory and library. Students were deprived of their right to internet access. There were shortages of books in the library as compared to the number of students in the school. Instead, the students were provided with unfriendly, unsafe and unhealthy school environment. For example, especially women are exposed to psychological derangement including mental illnesses, and the so-called "lewit", in Tigrinya language, is a new disease only known in the camp. The symptoms of this disease were bent back, walking backwards, and some of them shake and fall down. Constant hiccup was also a common symptom. They become like zombies, they just stare at you. It is really shocking and agonizing disease that deformed the natural body structure and movement of the girls in

particular. The main cause of this disease is not yet known apart from the speculation that it is just the semi-arid climate of the area.

In view of the consequences of the physical inconvenience of the WYSS, the US State Department Human Rights report for 2008 states that "The remote location of this boarding school, security concerns, and societal attitudes reportedly resulted in many female students not enrolling for their final year.

As to the students' right to acceptable provision of the right to available, accessible and adaptable education system, 20% of the responses assured that it is gravely unacceptable. The students are forced to sit for exams in a harsh academic environment and away from their families. Some students intentionally fail in class before grade 11 for delaying their trip to WYSS (Yaseen Mohamed Abdallah, 2005).

Poor quality of education is executed at WYSS as government is hardly working towards higher academic institutions. For example, the only one higher academic institution in the country called Asmara University was closed (Zeykesene Zega, 2004). The educational policy of Eritrea is greatly focusing to the eradication of illiteracy at a grass root level, and to some extent extended up to primary level. The state government strongly works meeting this objective, but hardly working to the higher standard of education.

Richard Reid (2005) witnessed that the form of education or curriculum adopted in Eritrea since 2003 is irrelevant to the real-life situation of the society. It is inconsistent with the demography and socio-economic status of the society. It was just copied and pasted from Texas-USA. He further

witnessed that "...the government imposed structural changes within the education system aimed at enforcing loyalty. These mechanisms were modeled on the military structures that characterized the liberation movement before Eritrean independence. It has rightly been observed that even before 2001 Sawa, the national military training centre in a remote location in the western lowlands, received considerably more attention and investment than the UOA, Eritrea's only institution of higher education" (Richard Reid, 2007).

Rena (2006) also likely witnessed that it has been told that the system is student and value centered curriculum while ignoring the country's demand for true human resources and values. He also said that the present Eritrean educational system is reflecting more or less borrowed ideologies and philosophies and the national values are demoted to the back (Rena: Value-based Education for Human Development – Eritrean Perspective)

The government restricted academic freedoms, including restricting or censoring course content or curriculum, censoring or sanctioning academic personnel for their teachings, writing, or research, restricting academic travel or contact with other academics at home and abroad, intimidating academics into practicing self-censorship, and influencing academic appointments based on political affiliation (US Department of State Bureau of Democracy, Human Rights, and Labor, March 2010).

Students' were deprived of their academic performance official transcript on time. They should get permission from the Ministry of Defence to get their official transcript or should be exempted from national service. The



execution of the substances of the lessons thought in each subject matter is irrelevant both to the students' promotion to higher education and the socio-economic transformation of the country. Many relevant lessons were discarded from the syllabus in the curriculum including Trigonometry, statistics and probability in Mathematics; Newton's Laws from Physics; constitutionalism and democratization from History and so on.

Students were poorly fed at WYSS because they should develop 'tetsawerenit', means "resistance" in English, which historically worthy respected and enforced during military training.

Medical referral of students at WYSS was decided not by the academic affairs or medical practitioner but by the military command of the military training camp. In witness to this reality, un-authored document cited by the Refugee Documentation Centre of Ireland on 19 May 2010 indicates that "their most bitter complaint is about the state of healthcare at Sawa. They report that no one is referred to the hospital even if his or her situation is very critical. Anyone who is suffering from falciparum and plasmodium (malaria), pneumonia or a spasm is given a pain killer. Some report of avoidable deaths and delirium that occurred due to negligence and last-minute referrals to Keren Military Hospital" (Awate.com, 5 July 2007)

The 4As framework asserts that for education to be a meaningful right it must be available, accessible, acceptable and adaptable. The 4As framework proposes that governments, as the prime duty-bearer, have to respect, protect and fulfill the rights to education by making education available, accessible, acceptable and adaptable (The free encyclopedia, 11

April 2011; Katarina Tomasevski, 2001). However, yet this is often not the case in Eritrea as it is conceptualized by the findings from the survey carried out on the nature of educational rights violations seen at WYSS.

Therefore, we can confidently conclude that the delivery of the provisions on the rights to education at WYSS lacks the consistency between the methods used in international education and its universal messages. Eritrea is executing unjust education system that ultimately violated the notion that "institutional environment of schools and the processes of teaching and learning must be consistent with the objectives of peace, co-operation, justice, human rights and ecological sustainability" (K.Tomaševski, 2001).

These all educational crimes were committed by the state government of Eritrea despite the points made by "Human Rights Approach to Education For All," under the advocating of UNESCO/UNICEF, saying that "the state is obliged to protect the right to education by taking all the necessary measures to remove the barriers to education posed by individuals or communities, and governments, for example, cultural barriers to education or violence and abuse in the school environment (Committee on Economic, Social and Cultural Rights, 'General Comment No. 13: The right to education, article 13).

Similarly, according to the proponents of the right to respect within the learning environment that "the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal

respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion (UNESCO/UNICEF, 2007)."

In this respect, the state obligations to respect children's rights in the learning environment reminds Eritrea to protect children from all forms of physical violence, injury or abuse, neglect or negligence, maltreatment or exploitation, including sexual abuse.

## **REASONS BEHIND THE VIOLATIONS OF THE RIGHTS TO EDUCATION**

As the study reveals, it is difficult to quantify and conceptualize the responses question regarding the Major reasons behind the outrageous violation of educational rights of students at WYSS in terms of percentages. The analyses generally viewed the political atmosphere of the country as per to the specific objectives and purposes of the topic under study.

Here therefore the following key factors are identified as challenges to current Eritrean educational development in general.

- (1) Delays in devolution of power
- (2) Human resource constraints in public sector management
- (3) Lack of awareness and appropriate mechanisms for the implementation of fundamental rights and freedoms
- (4) Inadequate systems, procedures and controlling mechanisms in public sector management;
- (5) Gender inequalities in the State and society
- (6) Delay in the promulgation of various laws, such as budgetary law, civil service law, co-operative law and electoral law, as well as legislation governing non-profit organizations, and non-government organizations all of which have an impact on public sector management
- (7) Rigidity of internal structures, not necessarily reflecting the powers and function of individual ministries and institutions (Government Repressive Policy)

(8) A backlog of unmet needs due to the 1998-2000 state of war with Ethiopia (Government mobilization policy)

From his stay in Papua New Guinea University of Technology, Papua New Guinea, Rena R. (2008) has witnessed that "the Eritrean education system faces challenges that are fairly common to other education systems in Sub-Saharan Africa. These are limited access; low quality; doubtful relevance; inefficiencies; inadequate financial and non-financial resources; and poor delivery capacity.

In general we can conclude that it is the lack of good governance and the repressive political culture in Eritrea that paved way to the contemporary violation of the rights to education within senior secondary school students, which adversely affected the general attitudes and focuses of the students towards their studies. "The government's repressive policies at national level have undermined its own purported educational goals. A constellation of draconian policies and practices have turned the education sector into a semi-militarized institution. As a result, the efficiency, quality and equity of the education system have suffered (Ahmed Raji - Mar 14, 2010; HRW, 2009)" which adversely affected the academic performances of the students at WYSS.

## **EFFECTS OF VIOLATIONS IN THE ACADEMIC PERFORMANCE OF STUDENTS AT WYSS**

Beyond the academic performances, the apparent effects have deep scar in the minds of every student who have attended at WYSS.

Since 2003 the academic performance of students during the ESLCE at WYSS-Sawa is measured and interpreted as follows:

GPA 1.0 in a 4.0 scale is the least boundary score for a student to be eligible for admission to College in Eritrea which is unlikely to the previous measuring scale required for University admission, i.e. 2.0 in a 4.0 scale (Eden Zeratsion, Undated). In other words, high academic performance refers to those students who scored  $GPA \geq 1.0$  in the ESLCE, and the reverse holds true, i.e.  $GPA < 1.0$  represents low or poor academic performances. In other words, GPA between 1.0 and 1.8 represents for diploma program, and 2.0 and above in a 4.0 scale requires for admission to college in degree program.

Therefore, based on this new measuring scale, the researcher points out that the state violation of educational rights adversely affected the academic performances of 12<sup>th</sup> year students in Eritrea. To this effect, the researcher able to enumerate the number of students who scored high or low in the ESLCE during the time ranging 2003/04 to 2009/10 in a 100% scale. For conclusion, the mean is taken to be 50% of the total number of students who sit for ESLCE to decide the high or poor academic performance of students. In other words, if the number of students who scored  $GPA \geq 1.0$  is exceeding or equal to 50% of the total number of

students sit for ESLCE each year, the academic performance would be taking granted High, and the reverse holds true.

**Table 3: Students who sit for Eritrean Secondary School Leaving Certificate Examination (ESLCE) at WYSS during the Period 2003/04 – 2009/10 versus those passed in percentage (%)**

Year	Students sit for ESLCE	No. of students passed (both male & Female)	Students passed in %
2003/04	8400	1176	14
2004/05	5750	1175	20
2005/06	10,000	2700	27
2006/07	17,000	2040	12
2007/08	10,000	3050	30
2008/09	13,000	3900	30
2009/10	15,000	5700	38
<b>Total</b>	<b>79,150</b>	<b>19,786</b>	<b>25</b>

Sources: Eritrea Profile, Vol.16, No.52, Wednesday 2<sup>nd</sup> of September, 2009; and various sources.

As the table shows, the poorest academic performance was registered in 2006-2007 academic year while the highest enrolment rate was reported. This year was also featured by the effectively closure of Asmara University as predicted previously by the former Education Minister, Osman Saleh,

who told the university officials that Asmara University will be closed as of September 2006 (Samuel Tsegai, .....)

The highest enrolment rate in 2006-2007 was due to the massive government infringes for conscription enforced by the regional administration through "round-ups" (known as 'giffa' in the Tigrinya language), where police search houses by house, work-places and streets and detain suspected evaders including drop-out students to check their identity documents, and at military road-blocks on main roads. During this time, shooting has been reported of people trying to escape conscription. This crime is committed against the national law on rights to liberty, Chapter III, clause 2, says, "No person shall be subjected to unlawful search, including his home or other property; there shall be no unlawful entry of his premises and no unlawful seizure of his personal possessions; nor shall the privacy of his correspondence, communication or other property be violated. The 2006-2007 was also remarked by the ultimate expelling of 13 NGOs from the country.

In Eritrea, Within the aforementioned seven consecutive academic years the highest number of students passed the ESLCE was registered to be 38% in 2009-2010, and yet it shows poor academic performances as long as not reached 50%.

To provide conclusion, it is only 19,786 of the 79,150 students, who sit for ESLCE within the seven aforementioned consecutive years passed. It shows that only 25% of the total number of students passed, and thus indeed assured that there were poor academic performances of students at WYSS. Nothing better captures this state of educational affairs than a report made in April 2010 by Dr. Tadesse Mehari, President of Higher



Institutions, regarding the overall educational performance in the country while pointing out that that " students, after completing their 12th grade, participate in the National Secondary Education Certificate Examination and out of the total participants only 15 to 25 percent were the most fortunate to join the tertiary education with the degree and diploma programs, but the remaining 70 to 80 percent fail to receive the same privileges (Eritrea Profile, Vol. 17, No. 10, Wednesday 7<sup>th</sup> of April, 2010) Therefore, more efforts are still required to register at least a 50% pass.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter briefly states the findings, conclusions, and recommendations of the studies.

#### **FINDINGS**

The findings of the research proved the dynamic relationships between state violation of the rights to education and the academic performances of students at WYSS in Sawa, Eritrea.

The overall findings of the survey acknowledges that there have been various systematic violations of educational rights in Eritrea perpetrated by state government though a state is a primary duty bearer to respect, protect and fulfill these rights in advance to the provision of quality education to its holders at all levels in the direction of realizing their full development. Particularly, the rights of students to available, accessible, acceptable and adaptable educational provisions have been denied at secondary and post secondary school levels.

The effect of these violations is the apparent poor performances of senior secondary school students, who sit for ESLCE at WYSS each year within the aforementioned time span, 2003/2004-2009/2010. As it is analyzed in Table 3 above, only 25% of the total number of students scored 1.0 and above in a 4.0 Point scale (according to evaluation and measuring scale of Eritrea) to join diploma or degree program in colleges, as the University is violently closed by State government. Therefore, this percentage remarks

the low academic performances of students, and hence a change in policy is timely required to register at least a 50% pass.

At national level, the major reason for the perpetration of educational rights violations in Eritrea is the lack of good governance. The lack of good governance goes down to school level through poor execution of education provisions. It includes, provided students with unfriendly, unsafe and unhealthy school environment; poor quality of teachers; poor quality of education; forced child labour, and militarization of education. The closing of Asmara University is also the denial of the provisions to promised senior secondary school students at WYSS. It is one of the top manifestations of the lack of good governance in Eritrea, but it found to be the least factor to affect the academic performances of students at WYSS.

The results of the findings therefore pointed out that the problem under study is urgently requiring domestic solutions by enforcing national constitution and legislations consistent to regional and international treaties or conventions on the rights of school children to available, accessible, acceptable and adaptable provisions of quality education. It is, therefore, momentous to state authorities to access the relevant regional and international treaties or conventions to enable them to enforce the rights to education effectively and efficiently both at national and school level. Therefore, this research will hopefully provide Eritrea a minimum standardized framework to make use of it in realizing the rights to education to its citizens.

## **CONCLUSIONS**

Based on the findings, the WYSS is found to be ill-equipped and ill-housed classes and substandard staff therein caused the students to fade their enrolment at this school, and consequently meant to low academic performances in ESLCE.

Militarization of education, with special emphasis made to military school governance, and the increasing students' experiences of forced labour and military related services and training at school are the most critical factors that adversely caused the students to poor academic performances. Both these issues equally counted as most critical conditions to the entire life circumstances of the students. Consequently, as it is given in Table 2(Chapter 4), only 19,786 or 25% of the total number of students (79,150) who sit for ESLSE within seven consecutive academic years, 2003/2004-2009/2010, passed, and thus can be taken as concluding remark to say that there were poor academic performances of students at WYSS.

In one way or another, based on the cross examinations made between the data gathered on entire life circumstances of students and the 4As principles-Availability, Accessibility, Acceptability, and Adaptability, including the International Bill of Rights, Regional Charters and National Constitution, the state government of Eritrea failed to uphold its obligations to respect, protect, and fulfill the provisions on the rights and freedoms of students to quality education. In other words, true to its nature, Eritrea violated secondary school students' rights to quality education contrary to international conventions and efforts to ensure that

every child shall have the right to quality education directed to the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential" within their own territorial integrity.

Therefore, we can confidently conclude that the delivery of the provisions on the rights to education at WYSS lacks the consistency between the methods used in international education and its universal messages. Eritrea is executing unjust education system that ultimately violated the notion that "institutional environment of schools and the processes of teaching and learning must be consistent with the objectives of peace, co-operation, justice, human rights and ecological sustainability" (K.Tomaševski, 2001).

In this regard, it's been proved that the state government of Eritrea credibly accountable for the educational crimes committed in the country.

## **RECOMMENDATIONS**

In recent years, education activists around the world have focused a lot of energy on the 'Education for All' frameworks in its different forms – first asserted in Thailand, Jomtien, in 1990 and then strengthened in Senegal, Dakar, in 2000. Although this certainly offers a vision for a better future, unfortunately the framework has no legal status. The global community has failed to live up to resource promises and thus cannot be addressed through legal action. This is also the case with the Millennium Development Goals, which have no legal standing. This means that a different set of reference points needs to be used to make the right to education a reality. This is likely to involve national constitution and national legislation on education, gender or child rights. However, it is important to recognize that international conventions provided the framework or reference points by which to evaluate national legislation. These are the standards to which the state government of Eritrea should hold to account. It is therefore necessary to access the relevant international treaties to enable them to engage on the right to education at national level. On the bases of these facts, the survey made the following recommendations.

### **The state must create conducive conditions for education in light of international human right instruments on Education**

It is understood that the state government of Eritrea must create suitable conditions for education, and that when these standards are met parents or guardians have the obligation to ensure their children attend. The government of Eritrea should align with international laws and standards

to pursue in pushing for education reforms that brings its citizens to minimum consent.

The survey notes that a unified focus on education reform is needed by state government of Eritrea to enact laws that respect, protect and fulfill the right to education in its different aspects as defined in international human rights law (ICESCR, ICCPR, ICERD, CEDAW, CRC, RPD, GC 13, etc), and regional human rights conventions and charters such as African, American, European and Arab, They can bring attention to constitutional provisions that deal with education, or the implementation of these provisions through national laws and policies, all of which are open for change and influence through the routes of the democratic process and civil society campaigns. In this way, violations on educational rights can be brought to an end in the country.

In framing the education rights to domestic constitution, it will be important for the state government to consider the provisions of existing international treaties, as well as looking at the general comments of treaty bodies, the constitutions or education bills from other countries, and the 4As indicators developed at local level. It is also important to make sure that the wording is clear and unambiguous.

The state should establish participatory, transparent, and accountable political environment that harmonize the national education policy with the Macro-policy of the country for sustainable development so that the violence in educational rights will be addressed.

## **Review and Adopt Relevant Curriculum**

The result of the survey also recommends that reviewing and adapting another relevant curriculum is timely required and indispensable remedy to quality education provision to Eritrean youths by state government, and respective authorities in Education. The Texas Curriculum which was adopted in 2003 is reversely weakened the country's education system and thus the survey found it to be irrelevant and been rejected by students, parents and teachers, and some stakeholders in education as well.

The state should open its door to international community for partnership between government and non-governmental organisations, the private sector, local communities, religious groups, and families as essential components for consultation in decision making to adopt commendable education policy. In this respect, it is possible to improve access through gender and geographic disparity; improve educational quality and efficiency; strengthen teacher training capacities; improve data management at national and regional level; strengthen inter-sectoral partnerships, and strengthens technical and vocational education and adult continuing education.

## **The state government of Eritrea urgently needs to adopt the 4As principle to enforce proportionate educational policy on the ground**

Today education is considered an important public function, and thus the state is seen as the chief provider of education through the allocation of substantial budgetary resources and regulating the provision of education.



The pre-eminent role of the state in fulfilling the right to education is enshrined in the 1966 International Covenant on Economic, Social and Cultural Rights.

On the bases of this fact, the survey strongly recommends that the state government of Eritrea should recognize, promote and protect the right to education to its full realization at all levels through the corresponding governmental obligations in enforcing the 4As-Availability, Accessibility, Accessibility and Adaptability, as standardized guide. This emphasizes that the right to education is an internationally recognized right in its interrelationship with the 4As, and that the legal and constitutional protection of this right is indispensable to its full realization.

The 4As framework proposes that government, as the prime duty-bearer, has to respect, protect and fulfill the right to education by making education available, accessible, acceptable and adaptable.

### **State government should make change in attitude towards the secondary school students**

The result of the survey confirms that the state government of Eritrea to its true nature is hostile towards secondary and post secondary school students. To this effect, the disparities in the implementation of education provisions are evident in the country between the efforts for primary and illiteracy eradication campaign at a grass root level, and the secondary school and beyond. The 2003 Educational Policy of Eritrea clearly witnessed this reality: "The education policy focuses on the eradication of illiteracy. The expansion of secondary and tertiary education opportunities

as the essential components. Priority was given to primary education, and much has been achieved during the past decade.”

Education as a fundamental right of the child is enshrined in the provisional Eritrean Constitution and emphasized in the Macro Policy and the National Economic Policy Framework. However, it has been limited to primary level in practice. Therefore, the survey recommends that the state needs to pace a step to maintain stability between the lower school standards and higher educational institutions so as to ensure equitable and quality education provision supported by a literate and technically skilled adult population. The government of Eritrea urgently needs to reconcile the State as the only body responsible for providing uniform and equitable educational policy for all levels. Both secondary and higher education shall be made accessible by every appropriate means.

### **Re-opening University of Asmara**

With the adoption of the Texas curriculum in 2003, the University of Asmara came to cease its credibility as promulgated by the country’s president, Isaias Afewerki, and the former Minister of Education called Osman Salih. The survey therefore logically pointed out that the University was closed notoriously by state government against its productivity function in producing academic professionals who can critically challenge the government’s bewildering and adventurous leadership over their citizens. The closure of the University to least extent influenced the secondary school students’ attitudes towards their study in the preparation for ESLCE. In this context, the students are obviously experienced low academic performances.

The result of the survey therefore strongly recommends that the University should be reopened and be accessible to prospective secondary school graduates to practice their potential in deserving scientific professional qualities through academic competence in University. It is one of the reasons at least influenced the academic performances of students at WYSS.

### **Stop dragging of 12<sup>th</sup> year class students to WYSS**

When we look this research carefully, the most crucial aspect of the violence of educational rights in Eritrea is the dragging of senior secondary school students to WYSS giving an excuse to provide them quality education. However, the real-life situation of the students at this school reveals quite alarming and shocking issues. Students are grouped in to military structural organization, and thus actively governed by military rule and order of the military training camp Sawa.

In this respect, the survey urgently calls for state government to deliver the 12<sup>th</sup> year class of the secondary school level in the respective home town schools as it was before 2003.

### **Protection of children from violence in educational settings**

Senior secondary school students at WYSS are being exploited for free labour at government ran agricultural plantations around the school and in service labour to the military camp called Sawa, where the school is situated. In response to this harmful action by government, the results of the survey recommends an urgent protection of the school children from forced labour by adhering to the terms and principles of ILO for Children.

Similarly, it calls for stopping the summer work program to secondary school students, because it is a systematic exploitation of child labour for government gaining.

Not only this, Eritrea which is a party to the convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) should protect the sexual assault of female students by military personnel at WYSS. The National Union of Eritrean Women (NUEW), Ministry of Labor and Human Welfare, and Ministry of Health are the primary government offices responsible for ensuring legal rights of women in Eritrea.

Besides to this, the respondent strongly recommends that the academic affairs should not be integrated with the military training aimed at forced conscription of children to defence force. Militarization of education should be avoided whilst empowering the social transformation of youths through academic merits aimed at promoting understanding, tolerance, peace and so on.

In general speaking, the survey highly recommends that concerned international agents for enforcing educational rights, or normative and standard setting agents such as UNESCO, UNICEF, ILO and WB to push the government of Eritrea to adopt international legal instruments for accessible and acceptable provision of educational rights to their constitution. This can be done reality by setting unambiguous domestic constitutional provisions on the right to education that conferring clear obligations on the government. The constitution should include clear

language on the nature of the right; who has the right, and the responsibilities of the government. It should also include a clear statement on the right to remedy for human rights violations, and a mechanism for holding the government to account. In some cases, the constitution actually specifies a percentage of national budgets which is dedicated to education. This can be a powerful mechanism for arguing to proper investment in education. This has created space for agencies like the World Bank to push the government into implementing cost-sharing models of education on the ground.

Especially the UNESCO, as a leading agency, through its five key mandatory tasks being shouldered at the "World Education Forum" held in Dakar in 2000 such as policy dialogue, monitoring, advocacy, mobilization of funding, and capacity development should try to discourse Eritrean government to sustain the political commitment to EFA and accelerate progress towards the 2015 targets.

The survey therefore suggests for interested researchers on related topics that despite the prevailing detrimental conditions in Eritrea, academic researchers should play their role to address the current problem in the country using field survey to collect data on Eritrean citizens who are living abroad as they are potential sources of reliable and credible information regarding the ongoing multifaceted human right violations.

In doing this study, the researcher believe that any published information regarding the educational crimes committed by the state government of Eritrea can contribute a lot to the existing literatures for collective lobbying and advocacy against the government to ensure full compliances

with the rule of law and human rights laws. The rule of law must prevail over the rule of jangle.

**The following topics can be suggested for further researchers who are interested in Eritrea:**

1. The closing of Asmara University is the violation of the rights of Eritrean people to the provisions of education.
2. The state violation of Educational rights in Eritrea led to the production of massive Eritrean refugees abroad, for example in the Sudan, Uganda and Ethiopia.
3. The National Service Policy of Eritrea and its implications in triggering the academic distortions in the context of human right text.

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**OFFICE OF THE ASSOCIATE DEAN, FACULTY OF SOCIAL SCIENCES  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

May 15, 2011

Dear Sir/Madam,

**RE: REQUEST BY MIHRETEAB KIDANE TINSHEOM MHD/41414/91/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Human Rights and Development.

He is currently conducting a field research whose title is "**State Violation of Educational Rights and the Academic Performance of Senior Secondary School Students in Eritrea, 2003, 2010.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter, therefore, is to request you to avail him with the pertinent information he may need.

Rest assured any information shared with him from your organization shall be treated with utmost confidentiality. I very much thank you in advance for your cooperation.

Very truly yours,

  
Dr. Roseann Mwaniki  
**Associate Dean, Social Sciences, (SPGSR)**



**OFFICE OF THE DEPUTY VICE CHANCELLOR  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

*What we believe in: Sincerity in work, Performance in teaching that is of quality, Gender sensitivity and social consciousness, Satisfaction of the clients, Research discipline and consistency*

**GUIDELINES IN THE ETHICAL CONDUCT OF THESIS /DISSERTATION  
(FORM GPCOTD)**

**NB: THIS FORM MUST BE FILLED OUT BY THE STUDENT, DULY SIGNED AND SUBMITTED TO THE ADPGS/COORDINATOR OF RESPECTIVE DISCIPLINE ON THE DAY OF SUBMISSION OF THE PROPOSAL. THE STUDENT MUST HAVE HIS OWN DUPLICATE COPY OF THIS FORM.**

Date of Proposal: APRIL 8, 2011  
Name: MIHRETEAB KIDANE TINSHOM  
Course: HUMAN RIGHT AND DEVELOPMENT  
Title of Proposal (Must have been approved by the department through the ADPGS/Coordinators before the proposal script is submitted)

\*\*\*\*\*

1. Follow the standard format.
2. The following must be submitted along with the final script before the viva voce is scheduled:
  - 2.1 Raw data in actual questionnaires/checklist etc. collected from the field
  - 2.2 Appointment of supervisor
  - 2.3 Proposal scripts bearing the original suggestions and corrections of the panel
  - 2.4 Formal approval letter from the institution/company where the study was conducted
3. The final script for viva voce must include the corrections of the panel.
4. The viva voce shall be scheduled 2 weeks after the date of submission of the final revised script and other documents mentioned in #2.
5. Any personal constraints on the part of the candidate should not be used as reasons to forego #2 and #4.
6. Any incidence of plagiarism, fabrication of data and false ownership of the thesis/dissertation discovered by the panelists and department staff shall be sanctioned according to the university policy on suspension and dismissal after due process.
7. Use scholarly statistics, tables, graphs etc. Avail of the services of the statistician of SPGSR. Schedule: every Wednesday, 9-5pm, SPGSR.

**Read, Agreed and Signed**

MIHRETEAB KIDANE TINSHOM  
**Full name and Signature of Student**





## **APPENDIX-III**

### **RESEARCH INSTRUMENTS**

#### **RESEARCH QUESTIONNAIRE**

Dear respondent,

I am Mihreteab Kidane Tinsheom, a student of Master of Arts in Human Rights And Development at Kampala International Universit (KIU). My research topic is "*State violation of educational rights in Eritrea and the academic performances of students at Warsay-Yikealo Secondary School (WYSS), 2003-2010.*"

This questionnaire is an instrument of data collection regarding the proposed topic above. The objective of this questionnaire is to have access to precise information on alleged violations of 12<sup>th</sup> year class students' rights and their effects in the academic performance during ESLCE. Your involvement in completing the questionnaire is an essential aid for this study, and thus come-up with reliable and valid information regarding the view of ongoing educational rights violations in Eritrea, and hence constructive recommendations will be made for right remedies. This questionnaire is for academic purpose only, and any information given will be treated with utmost confidentiality.

Follow the instructions carefully when answering the questions. You don't need to write your name or identity.

The study is part of the requirements for the award of a Degree of Masters in "*Human Rights and Development*" from Kampala International University (KIU) in Uganda.

Background Information

Date:.....

Current Address:.....

Age:.....,

Student at WYSS:.....Academic Year

Sex:     Male ☐            Female ☐

CLOSED ENDED QUESTIONS

1. Do you agree that the academic freedoms in Eritrea is respected, protected and fulfilled?

Agree ☐    Strongly agree ☐    Disagree ☐    Strongly disagree ☐

2. Do you agree that parental rights to choose suitable school and area of study for their children are respected and protected in Eritrea?

Agree ☐    Strongly agree ☐    Disagree ☐    Strongly disagree ☐

3. Do you agree that student's from and rights to choice his or her own area of study is respected and protected?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

4. Do you agree with the educational policy of Eritrea towards senior secondary school students?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

5. Do you agree with the driving of 12<sup>th</sup> grade students of Eritrea to WYSS in Sawa?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

6. Do you agree that WYSS is under the administration of the Defence Force Training Camp of Sawa?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

7. Do you agree that students at WYSS are organized in to military regiment operation units?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

8. Do you agree that the teachers at WYSS` are qualified enough to prepare students for Secondary School Leaving National Examination?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

9. Do you agree that WYSS have enough number of teachers as compared to the number of students there?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

10. Does WYYS have Library? If you not agreed, skip to question 10.

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

11. Do you agree that the Library at WYSS have enough and relevant books?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

12. Does WYSS have Laboratory? If not agreed, skip to question 12.

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

13. Does the laboratory at WYSS have full facilities?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

14. Do students have access to computer and internet at WYSS?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

15. Do you agree that the school environment in Sawa is conducive for efficient and effective teaching-learning processes?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

16. Do you agree that the school environment at WYSS is not friendly, not safe and not healthy?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

17. Are the students at WYSS protected from any forms of violence?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

18. Are the students at WYSS protected from any forced child labour?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

19. If there is forced child labour at WYSS, does it cause the students to poor academic performances in the Secondary School Leaving National Examination?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

20. Do you agree that there is sexual violence of women at WYSS by military personnel of the Sawa military training camp?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly agree ☐

21. Do you agree that there is constant class interruption at WYSS for the purposes of military related services?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

22. Do you agree that the integration of military training and military related services to the academic life of students at WYSS affects the general drive and focus of the students in their studies?

Agree ☐ Strongly Agree ☐ Disagree ☐ strongly Disagree ☐

23. Do you agree that the militarization of education at WYSS caused the students to poor academic performances during Secondary School Leaving National Examination?

Agree ☐ Strongly Agree ☐ Disagree ☐ strongly Disagree ☐

24. Do you agree that the closing of Asmara University influences the academic performance of students at WYSS?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

25. The Government of Eritrea vows WYSS is a "melting-pot" to prepare students for academic excellence. Do you agree?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

26. Do you believe that the compulsory attendance of all 12<sup>th</sup> grade senior secondary school students at WYSS in Sawa revolutionize the educational system of Eritrea?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

27. Is WYSS self-sufficient to provide educational resources and materials to enable the students and teachers to be change agents themselves in their own communities?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

28. Do you agree that the content of the thought syllabus at WYSS is relevant?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

29. Do you agree that the thought syllabus at WYSS is non-discriminatory in terms of gender, age, race or tribe, religion, disability, region, and so on?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

## INTERVIEW GUIDE

Dear respondent,

I am Mihreteab Kidane Tinsheom, a student of Master of Arts in Human Rights And Development at Kampala International University(KIU). My research topic is "*State violation of educational rights in Eritrea and the academic performances of students at Warsay-Yikealo Secondary School (WYSS), 2003-2010.*"

This instrument is meant to gather data about the above mentioned topic and, thus your valuable information will be indispensably important for successfully completing of the study. It's not meant to test your knowledge or expose your words boldly, but rather gather necessary information and therefore it shall be treated with utmost confidentiality.

The study is part of the requirements for the award of a degree of Masters in Human Rights and Development from Kampala International University in Uganda.

Kindly request you to assist me in providing your experiences and observations from your stay at Warsay-Yikealo Secondary School in Eritrea.

### Background Information

Date:.....

Current Address:.....

Age:.....,

Student at WYSS:.....Academic Year

Sex:     Male ☐             Female ☐

#### INTERVIEW GUIDE QUESTIONS

1. What are the rights and freedoms of senior secondary school students violated in Eritrea?
2. What are the lives circumstances affecting students' academic performance at Warsay-Yikealo Secondary school?
3. In which area of the secondary school educational programs that you appraise most as success?
4. What do you think would be the reasons for the gross violations of educational rights in Eritrea?
5. Is there anything that you believe to be changed or improved in the educational system of Eritrea especially pertaining to senior secondary school students?

**Thank you for your participation and contributions.**



## FOCUS GROUP DISCUSSION

Dear respondents,

I am Mihreteab Kidane Tinsheom, a student of Master of Arts in Human Rights And Development at Kampala International University(KIU). My research topic is "*State violation of educational rights in Eritrea and the academic performances of students at Warsay-Yikealo Secondary School (WYSS), 2003-2010.*"

This instrument is meant to gather data about the above mentioned topic and, thus your valuable information will be indispensably important for successfully completing of the study. This instrument is particularly important to the researcher to draw a whole tic views that enabled him to summarize and synthesis all the responses for each research question. It's not meant to test your knowledge or expose your words boldly, but rather gather necessary information and therefore it shall be treated with utmost confidentiality.

The study is part of the requirements for the award of a degree of Masters in Human Rights and Development from Kampala International University in Uganda.

Kindly request you to assist me in providing your experiences and observations from your stay at Warsay-Yikalo Secondary School in Eritrea.

### **Background Information**

Date:.....

Current Address:.....

Age:.....,

Student at WYSS:.....Academic Year

Sex:     Male ☐            Female ☐

### QUESTIONS FOR FOCUS GROUP DISCUSSION

1. What are the rights and freedoms of senior secondary school students violated in Eritrea?
2. What are the lives circumstances affecting students' academic performance at Warsay-Ykealo Secondary school?
3. How did the sabotaged life circumstances of students at WYSS affect their academic performances?
4. In which area of the secondary school educational programs that you appraise most as success?
5. What do you think would be the reasons for the gross violations of educational rights in Eritrea?
6. Is there anything that you believe to be changed or improved in the educational system of Eritrea especially pertaining to senior secondary school students?

**Thank you for your participation and contributions**

## RESEARCHER'S CURRICULUM VITAE

### PERSONAL PROFILES

Name: MIHRETEAB KIDANE TINSHEOM

Current Address: P.O.Box: 72290  
Muyenga, Kironde Road,  
Kampala, Uganda  
Tel. +256-77-486-3099

Date of Birth: November 18, 1978, Eritrea

Nationality: Eritrean

Status: Single

Current Occupation: Self-employed (Refugee)

Qualification: BA Degree in History, University of Asmara, Eritrea

Language Spoken: *Fluent spoken and Written English, Tigrigna and Amharic*

### EDUCATION BACKGROUND

DURATION	SCHOOL
1984-1986	Dej. Abdela Gonafir Elementary School , Mendefera, Eritrea
1986-1989	Mendefera Elementary School , Mendefera, Eritrea
1989-1993	ADi-Ugri Junior and Senior Secondary School , Mendefera,

Eritrea

1993-1995	Adi-Ugri Senior Secondary School , Mendefera, Eritrea
1995-1996	Ahwat Capuchin Secondary School , Mendefera, Eritrea
1996-2000	BA Degree in History, Asmara University, Eritrea
07/2006-12/2006	Certificate at Embulbul Educational and Counselling Centre, Nairobi, Kenya

#### WORK EXPERIENCE

- ☐ Four years teaching experience, 2000/'2001-2003/'2004 academic years in Adi-Ugri Senior Secondary School , Mendefera, Eritrea
- ☐ Computer teacher: Since July 2003 upto July 2004, I have been working as part- time computer teacher in Negga Computer Center, Mendefera, Eritrea
- ☐ Data Collector: I have been working as data collector with the Eritrean Social Marketing Group (ESMG) conducted research on consumers profile survey (i.e., condom, HIV/AIDS) from 11 October- 11 November of 2004
- ☐ Moderator: I have been working as a moderator in the focus group discussion carried out by the Eritrean Social Marketing Group(ESMG)

to pre-test the Tigrigna Malaria Film, from 15 Dec.- 19 Dec.2004, in Mendefera, Southern province

- ☐ I am also currently self-employed including working as interpreter for individual Eritreans in different Embassies and Refugee Service Offices in Uganda. The activities include presenting their cases both in written and oral forms backed by international human rights and humanitarian laws, UNHCR Laws and Refugee Acts of the Republic of Uganda.

#### OTHER SKILLS

- ☐ Computer literate: Familiar with WINDOWS-XP, MICROSOFT OFFICE (MS-Word, MS-Excel, MS-Access, MS-Power Point), Geeze gate and Internet explorer.
- ☐ Conducting Research in History

Thesis for BA Degree in History: *"Ethio-American Relationship and its Impact on the Eritrean Struggle for Independence, 1941-1974"*

