

# ***Peaceful Planet Human Rights Education***

## **Universal Declaration of Human Rights (UDHR)**

### ***An overview of the Training Programme***

#### **Common Belief:**

To become aware of one's Rights, Duties and Limitations is the fundamental necessity of living in any modern, or aspiring to become modern, society.

Aware individuals not only adjust and control their individual behaviour but also provide a great source of harmony and peace in the society by observing and respecting the rights of others.

On the international level, and as clearly enshrined in the Universal Declaration of Human Rights, the only hope of humanity for a sustainable harmony and peace amongst the nations is the full understanding, belief in, and implementation of the Articles of the UDHR.

#### **Objectives of the Human Rights Workshops:**

Based on the common belief described above, the objectives of the Human Rights Workshops are:

**A.** To create a teaching/ learning environment where individuals from all walks of life can get exposure to the Universal Declaration of Human Rights, the relevance and importance of knowing and understanding the contents of the Declaration, and more importantly have a unique opportunity to explore, debate, and challenge the underpinning key concepts upon which the Declaration is founded for a deeper understanding of the UDHR.

**B.** To enable talented and suitable individuals from amongst the participants and invite them to become moderators of future workshops after undergoing a "Train the Trainer" course.

#### **Teaching Method and Pedagogy:**

The group discussion/workshop type of setting and extensive guided question/answer type of dialogue amongst the participants is specifically chosen to:

- a. Provide the ideal environment for a meaningful exchange of ideas and views on the concepts where it is difficult /impossible to find fully developed theories agreed by all and matter of facts. This setting allows maximum exposure to variety of ideas with minimum risk of intentional, or otherwise, dominance of a pre selected /prescribed theory/ideology.
- b. Provide the opportunity for learners from all walks of life, varied level of previous experiences, academic knowledge levels, and intellectual ability to feel at ease in expressing their views and actively participate in the discussions.

Depending on the ability of the course moderator, this method is the most effective in keeping the learners engaged during the generally longer than usual lecture/classroom sessions.

- c. Provide an environment for true practice of Student Centered Pedagogy, where the participants are all treated as equals, they feel listened to, and their views are taken seriously and used as the building blocks for creation of new constructs for further exploration/discussion and learning. The method is an exceptionally ideal way for getting through to a mature adult audience.

### **Workshop Management:**

Because on the specific workshop/group discussion type of setting the moderator is constantly challenged between keeping the flow of the discussions relevant, non repetitive, on time, peaceful and free from individual dominance (time, content, etc.) and delivering the required and pre planned “Learning Outcome” of each session within the allocated time.

To this end it is important that each session, as a minimum, is constructed and planned by the moderator containing the following key elements/tools:

- a. Session Teaching/Learning outcome. i.e. ‘To complete articles 4-7 and discuss most relevant underlying concept of Human dignity (as related to Slavery and Torture – Article 4,5)’.
- b. Effective, well prepared and engaging discussion guides/power points, etc to support, invite discussion, record historical events, summarize existing theories, etc.

Extensive use of digital technology and access to internet provides moderators with golden opportunities to make creative and professional materials with special care for the learners needs with dyslexia, hearing difficulties and similar disabilities.

It is important that all the materials used in the presentation by the moderator, and or used/ quoted by the group members do indicate the sources so that one can go back and explore further. Own ideas/views should be identified as such.

- c. Summary of the previous session to refresh the memory of the participants and help the new comers to engage in the discussion.
- d. A minimum of one break (say 15 minutes) at a proper point in the workshop session.
- e. A plan for getting formal feedback from the learners for improving the effectiveness /appeal of the workshops. i.e. Stop, Continue, Improve (Traffic light slide)
- f. A deliberate and conscious decision by the moderator to remain as much as possible **Neutral** when controversial issues amongst the group are under discussion. This must be the most challenging task for the moderator, but it is the most important personal trait that the learners will observe during the sessions. The moderator should clearly let the group know that he/she has a position on the issue under discussion/debate but is professionally prohibited from exposing that position.
- g. A conscious effort to let the group know that during the session the moderator is the only person responsible for running the show and he/she is the one who will ensure that the sessions will run on a civilized, peaceful, and smooth manner.

- h. A focus on understanding the meanings of key words will greatly assist in the process of understanding the concepts of the UDHR as a whole.
- i. Experience suggest that the whole text and discussions of the UDHR need a minimum of 15 session of 2 hours duration each (including 15 minutes break time)

This method of teaching /learning allows the course conductor to fully benefit from and practice the highly acclaimed and effective Student Centred Teaching/Learning pedagogy which is the cornerstone of our success in achieving the lasting, noticeable and positive personal and group changes we have observed in our experience with running such complex sessions.

This pedagogical approach also meets almost all of the criteria for great pedagogy as documented in the most recent publication of the research results of the National College for Schools Leadership.<sup>1</sup> It originates with the work of the Brazilian educator Paulo Freire and is described in his book *Pedagogy of the Oppressed*.<sup>2</sup>

Extensive guided question/answer sessions and sharing /building on the participant's prior experiences and knowledge combined with the use of the appropriate and modern presentation tools make the sessions engaging and participative which is generally quite difficult to achieve with (often highly educated) adult participants.

### **Assessment/Expected Outcome:**

A formal assessment of the expected outcome is neither practical nor recommended. The changes in the individual's behaviour and outlook generally start almost imperceptibly from the very beginning of the course. This process becomes noticeably accelerated as the course and discussions progress and the group members become more comfortable with each other and with the concepts, approach and subjects.

Embedded assessment of the individual and group FOR learning (as opposed to assessment OF learning) is used by the course conductor throughout the sessions informally (and formally on exceptional cases). This approach to assessment (part of the Student Centred pedagogy) combined with Feed Forward (as opposed to Feed back) completes the training cycle but does not end training!!

It is expected that the individual completing this course, will continue on a journey of self analysis, self assessment and self development that will last throughout his/her life.

The ideal outcome of the course is individuals constantly seeking knowledge and awareness of their rights, and conscious of the rights and entitlements of others – individuals who believe in, respect, and help preserve, the inalienable dignity of the human being as the core element of a harmonious and peaceful soul, society and world.

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<sup>1</sup> Chris Husband & Jo Pearce, What makes great pedagogy? Nine claims for research. National College for Schools Leadership, 2012

<sup>2</sup> Paulo Freire, *Pedagogy of the Oppressed*, 1968 in Portuguese, translation into English by Myra Ramos, 1970