Human Rights Education Through the Lens of Loglocal Pedagogy – A Case Study

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I N RECENT TIMES, the growing turmoil within academia brought about by global crises, including human rights violations, has underscored the necessity of advocating for peace, supporting social justice, and promoting human rights values through multiple avenues. The emergence of intolerance, hatred, and challenges associated with well-being among youth further underlines the pressing need to guide young individuals toward making meaningful and constructive contributions to society. Youth are disengaged, and their involvement in addressing global challenges is restricted to sharing their viewpoints, which frequently leads to heated arguments rather than generating valuable intellectual output. Shifting from passivity to actively contributing to the world's problems remains an idea that demands willingness, ownership, acceptance, tolerance, resilience, and skills such as "ethrical thinking" and digital literacy to address local and global challenges through conscious and in-depth analysis, and communities of practice.

The practice of human rights within academia commences with institutional policies, including educational policies, which shape the curriculum, teaching, and societal values, and provide a foundation for respecting and upholding human rights. In Pakistan, the lack of a clear stance on this subject has hindered their effectiveness, resulting in limited productive outcomes across academia. One possibility to promote human rights is by introducing the subject of human rights education through which positive values can be instilled in students. However, before that, it is crucial to train teachers so that they possess the knowledge and skills needed to impart these positive values to their students.

In Pakistan, elements of human rights are infused in subjects like social studies, humanities, and civic education. However, there is currently no formal subject dedicated to human rights education at the school or university level. The primary reasons are the shortage of experts in the field of human

rights education and a lack of awareness about its significance. Assuming that experienced teachers can automatically serve as effective human rights educators is a misconception. Becoming competent human rights educators requires a combination of experience and exposure. Furthermore, there is a prevailing belief that human rights education is a Western concept and should be avoided in discussions to prevent potential ideological clashes. At the teacher education level, this subject has not garnered much attention from the policymakers as it is often assumed that the role of teachers is to deliver lessons as provided in the courses, focusing more on their pedagogical skills rather than on supporting students to become value-driven individuals.

I successfully piloted a course on human rights education for future teachers at the Sindh Madressatul Islam University (smiu) (Sadruddin, 2017). The student-participants' recommendations on additional elements that were missing in the first pilot session of the course were taken into consideration including counseling skills, teaching internship, etc. in the subsequent version of the course.

This reflective article explores the introduction and application of the loglocal teaching pedagogy for human rights education, delving into the elements that were piloted within this framework.

Development of Human Rights Education

Our understanding of human rights and their significance continues to evolve. As societies progress, new perspectives, challenges, and issues arise, requiring us to adapt and expand our approach to human rights education.

As I wrote in 2019, human rights education

> is a conscious incessant socio-cognitive and eco-ethical learning process that gradually empowers individuals about the rights of self and others. It involves a readiness to make rational and civilized decisions through the conscious filtration of [human rights] ideologies, sociocultural context, and political will. It is a critical component to achieving sustainable development, maintaining human dignity, and applying social justice. It permeates a sense of openness towards embracing multiculturalism, pluralism, and diversity. (Sadruddin, 2019)

The definition encompasses four main purposes of human rights education: identity, ownership, consciousness, and acceptance.

Human rights education can promote rationale-based thinking which can lead to a more inclusive and equitable society where human rights are respected and protected. More significantly, it can lead to conscious ownership and decision-making skills, based on ethical leadership. I coined the term "ethrical thinking" that fits into this situation. It refers to valuing critical thinking in personal ethics to make clear and better decisions.

By educating individuals on human rights and values, they can develop an understanding of self-dignity and of all individuals, as well as recognize the importance of respecting diversity. This can lead to increased empathy, compassion, and a deeper appreciation for differences, ultimately reducing the likelihood of violence and intolerance. It also can foster social and adversity quotient, placing less emphasis on intellectual quotient.

Social Quotient (SQ) refers to one's ability to understand self and others' actions and manage interpersonal relationships. It is developed through experience and exposure. Interaction is a key to developing SQ. Whereas Adversity Quotient (AQ) is one's ability to perceive and manage challenges, traumas, crises, and setbacks with resilience. Both help in understanding self and others through human interaction, foster resilience in navigating challenges, and promote human rights in diverse and adverse contexts.

The 1948 Universal Declaration of Human Rights (UDHR) catalyzed the development and promotion of education that promotes tolerance, respect for human rights, and fundamental freedom. In 1953, the UNESCO Associated Schools Program initially attempted to teach human rights in formal school settings. In 1974, UNESCO adopted the "Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms."[1] This is the "first international document that brings together and articulates education's role in contributing to peace, international understanding, human rights, and fundamental freedoms."[2] The UNESCO General Assembly adopted a revision of this document on 9 November 2023.[3] In 1993, the representatives of one hundred seventy-one United Nations (UN) member-states adopted the Vienna Declaration and Programme of Action of the World Conference on Human Rights, which highlighted the significance of human rights education to foster peace, unity, and tolerance among communities around the globe. It also recommended incorporating subjects of human

rights education in formal and non-formal learning settings. In 1995, the UN declared the UN Decade for Human Rights Education (1995-2004), urging all member-states to promote human rights education through the plan of action for the decade. In 2005, the UN General Assembly proclaimed the World Programme for Human Rights Education to advance the implementation of human rights education programs in all sectors. This program has progressed through four distinct phases. The initial phase concentrated on primary and secondary school systems. Subsequently, the second phase extended its reach to higher education, civil servants, law enforcement officials, and the military. In the third phase, efforts were directed toward strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists. Finally, the fourth phase focuses on empowering youth through human rights education, aligning with the 2030 Agenda for Sustainable Development and specifically targeting SDG 4.7. In 2011, the UN General Assembly adopted the United Nations Declaration on Human Rights Education and Training as a framework for human rights education. It aims to promote respect for human rights and values through education at all levels and in various areas. In 2014, different non-governmental organizations (NGOs) formed the Global Coalition for Human Rights Education.[4] The Coalition raises awareness of integrating human rights education and serves as a pressure group to implement, monitor, and assess the achievements of countries in the process of implementing human rights education.

Despite these initiatives, questions persist regarding the establishment of a consensus on the definition and scope of human rights education, as well as the assessment of the current status of human rights education in various countries. Much of the published work on human rights education is set in the Western context leaving other regions more susceptible to ideological clashes within the realm of human rights education. These issues in human rights education have remained unresolved largely due to the absence of a sequential hierarchy[5] and the lack of thorough field analysis before introducing it in various contexts. For instance, the phases of the World Programme for Human Rights Education did not incorporate the insights gained from previous phases and failed to outline a sustainability plan. Consequently, it remains uncertain whether it was effectively incorporated at all levels of education and professional development. Teachers were not given due consideration at any stage, leading to insufficient justification

for the claim of implementing human rights education on a global scale at the same pace and capacity.

While some academic institutions have introduced programs in human rights education, encompassing degree courses, and non-formal and informal training, the efficacy of many of these programs remains undocumented. Additionally, intergovernmental organizations have played a vital role in researching and implementing human rights education programs, but their efforts are often constrained by their reliance on project-based funding grants, which may not fully align with instilling positive values on a sustainable basis. There is still much work to be done to realize the desired, fruitful outcomes in this field.

Human Rights Education in Pakistan

In Pakistan, human rights education is not on the agenda of its national education policy. An exception is the National Education Policy of 1998-2010, which promised the inclusion of issues such as population and the environment. However, it lacked a clear definition of how to introduce human rights education or how to integrate these issues into multidisciplinary subjects. In 2002, for the first time, a national plan of action for human rights education was made to build an infrastructure for human rights education (Government of Pakistan & UNESCO, 2002). But this initiative has remained unrealized and has largely remained an idea on paper. At the school level, elements of human rights are integrated into subjects like social studies. However, there is no dedicated subject for human rights. Moreover, the coverage of these elements is quite limited, and they are typically taught by subject teachers who lack the specialized pedagogical skills required for effective human rights education. Parvez Ahmed Pirzado's (2019) study identified several key issues, including a lack of commitment among decision-makers, unclear implementation guidelines for human rights education, a shortage of professional development opportunities for teachers in this field, and an absence of supporting materials for teaching human rights education in the classrooms. The same is the case at the higher education level.

At the teacher education level, courses on Global Citizenship Education (GCED) and human rights education are not integrated, thus a lack of opportunity for future teachers to learn and apply human rights values among the teaching community and learners (Sadruddin 2017). To address this gap,

I introduced a Human Rights Education course at Sindh Madressatul Islam University, one of Pakistan's oldest public-sector universities, aiming to prepare future teachers for global competencies.

The following sections define the different components of the course and discuss their implementation during 2022.

Research-based Course

The human rights education course is implemented using a participatory action research method. Loglocal pedagogy is piloted to manage various activities within the course. The research results are considered in further developing the course.

Background of the prospective teachers

Initially, when the course was first launched, it consisted entirely of female students. However, in subsequent iterations, it was introduced to both male and female students. Forty students participated in this study. The majority of the student-participants had previously attended private sector schools and aspired to become school-level educators in the future.

Student-participants in a group case-study activity.

Student-participants discussing human rights issues.

The Course

This course was initially developed in 2016 and subsequently revised in 2022, incorporating recommendations from the student-participants, and relaunched in 2022, marking the first implementation of the loglocal pedagogy within the course.

This course was a requirement for a Bachelor of Science and spanned one semester (four months), comprising forty-eight contact hours, divided into two sections and eight units. The first section covered topics including introduction to human rights; historical development of human rights; areas of human rights; rights and responsibilities; laws and policies about human rights in Pakistan and world; state of human rights in Pakistan and the world; state of human rights across academia. The second section focused on the historical development of human rights education; themes of human rights education; good practices in human rights education; human rights education models; challenges and opportunities of teaching human rights education; skills to become competent human rights educators; pedagogical skills; curriculum planning; human rights education resource development, lesson planning, field visits, and teaching internship. See Annex A for the course syllabus.

In the Class of 2022, students from the Bachelor of Science in Education program were chosen to participate in the course. Data was gathered through focus group interviews and a reflective diary. The course equipped future teachers with the knowledge and skills essential to become human rights educators. They acquired a range of strategies for teaching Human

Rights Education, such as case studies, theater, music, storytelling, and more. They gained skills like ethrical thinking, resilience, mental health first-aid, decision-making, and self-identity skills. Student-participants took ownership and collaborated in developing localized human rights teaching resources. Furthermore, their involvement in community development work allowed them to closely observe human rights challenges and suggest remedial measures.

Teaching methodologies

Not all available methodologies for teaching human rights education can be universally applied since sensitivities vary significantly across countries and regions. Therefore, it is crucial to be aware of the context and consider any limitations that may be present when teaching human rights education. This may require adapting or selecting teaching methodologies and learning resources that are suitable for the specific context. It may also involve focusing on widely accepted aspects of human rights or emphasizing the shared values that form the foundation of human rights.

Human rights education is sometimes seen as a Western concept by some in the East, which has impeded the adoption of global practices within academia. In reality, subjects like human rights education and GCED begin with the local context before expanding to the global context. There is resistance to accepting global values when the local values are disregarded. While local and global values may align at some point, it is essential to design a contextual course that can accommodate both.

In education, the term "global" can evoke resistance in various contexts, primarily because it is frequently misunderstood. Local problems sometimes turn out to be global problems, and vice versa. Also, certain local educational approaches may bear a resemblance to global practices.

With this approach in mind, I introduced loglocal pedagogical approach to teaching human rights education. This pedagogy uses a minimally invasive intellectual approach to avoid unnecessary complexity while achieving the desired result. It aims to promote a deeper understanding and appreciation of local practices by first building on students' existing knowledge and experiences parallel with understanding local policies and practices on the subject matter. This is done to ensure that the content being taught is relevant and meaningful. Once we have a solid grasp of the local context, the approach then involves evaluating global knowledge, perspectives, poli-

cies, and practices within the framework of multicultural and social contexts. Subsequently, global content is filtered, scrutinized, and adapted to suit local contexts. This is turned into reality by encouraging students to critically examine global perspectives and identify ways in which they can be applied to the local context. This ensures that the content being taught is not only relevant but also culturally sensitive and respectful. Loglocal pedagogy is thus participatory and takes a fluid approach to teaching human rights education.

LOGLOCAL APPROACH TO TEACHING HUMAN
RIGHTS EDUCATION

LOCAL KNOWLEDGE
AND EXPERIENCES OF
LOCAL PRACTICES

GLOBAL KNOWLEDGE
AND PERSPECTIVE

FILTRATION- ADAPTATION OF GLOBAL CONTENT
IN LOCAL CONTEXT

The learning approach taken in loglocal pedagogy is heutagogy- a self-determined learning method, and connectivism.[6] Here, the role of the teacher is that of a facilitator and the student is the co-creator of knowledge. Further, the focus of this pedagogy lies on developing the social and adversity quotient of students.

I utilized a variety of pedagogical activities to actively engage the students in reflective discussions. Throughout these activities, which included case studies and readings, a loglocal approach formed the foundation.

In all the activities, student-participants were given open access not only to share their viewpoints but also to engage in designing activities, ultimately leading them to take ownership.

Activities

Phase 1: Co-creator of knowledge

To gather input for improvements from the current student-partici-pants, a preliminary survey was conducted to comprehend their expecta-tions. It helped to refine the existing course outline. Once the course draft was finalized, it was shared with the student-participants for input. This ap-proach empowered them to take ownership of the entire learning process, granting them a significant role as co-creators of knowledge. A notable as-pect of this activity was allowing student-participants to express their views regarding what to include or omit, with justifications. For example, in the course, I added a topic on human rights challenges, but the rights of refugees and persons with disabilities were not taken into consideration. Student-participants stressed incorporating them into the course. Additionally, a few student-participants suggested including storytelling as one of the ac-tivities. It was also suggested that I arrange guest speaking sessions to hear experts' perspectives on human rights education. This activity played a sig-nificant role in fostering resilience among the student-participants. It also equipped them with self-motivation, as their voices were included in the course through mutual sharing.

Phase 2: Ground Realities

Comprehending the practical aspects of human rights is vital for edu-cators. Rather than teaching students about human rights challenges from global documents, I decided to take a shift and ask student-participants to explore the possible challenges and solutions. To facilitate this, I suggested that the student-participants conduct a field analysis through podcasting, recognized as one of the most effective methods for learning about human rights issues. Student-participants were tasked with exploring their sur-roundings and collecting narratives concerning the human rights challenges faced by university students. Beforehand, I guided the discussion regarding what to avoid and what to include, making them more cognizant of human rights education during the preparation of the script and podcast recording. These podcasts were later shared with the group. They were then asked to form a group and discuss the issues gathered through survey activity, and suggest remedial measures for the challenges. They were also encouraged to share their narratives to gain a deeper understanding of these challenges.

At some point during the discussions, certain student-participants shared personal grievances and experienced strong emotions, including frustration, concern, and a sense of uncertainty. They channeled these emotions into productive outcomes when they took the initiative to represent diverse perspectives and proposed innovative solutions. I expressed my appreciation and encouraged them to continue exploring constructive paths toward solutions. We also organized a brief activity of compiling a list of global challenges from internet sources and compared them with the issues collected from our immediate surroundings. This exercise helped us identify the commonalities among these challenges. This strategy proved to be a potent tool for amplifying human rights narratives and enhancing their presentation and communication skills. Additionally, it served as a means to raise consciousness and enhance their digital literacy, ethrical thinking, and decision-making abilities.

Other Activities

There were other activities undertaken during the course that were intended to make the student-participants understand human rights in a practical and contextualized manner as well as learn how to effectively promote human rights to society in general including to the particular sections of society.

Policy drafting

In the process of teaching human rights education, decision-making and taking ownership are crucial aspects. To achieve this, we initiated a study of both local and global human rights education policies and conventions. The process commenced by comprehending the local policies regarding human rights and their integration into educational policies before transitioning to the exploration of global policies. The student-participants crafted a document outlining the essential elements of human rights that should be taught, and they compared this with the elements integrated into the policy documents or identified any missing components. This comparative analysis was instrumental in identifying gaps and providing a rationale for the necessary improvements. Later, they were asked to prepare a revised UDHR, adding more articles that they wished to be included in the document. Many new ideas emerged like the right to technology, the right to parenting, the rights of widow, the right to *hijab*, the right to expression, the right to learn

a language, etc. Finally, all the student-participants were provided with a guideline for creating a policy document and were tasked with crafting a 15-point policy on human rights practices for the university, encouraging mutual sharing. This activity instilled a sense of ownership, confidence, and expression, enabling student-participants to document their perspectives.
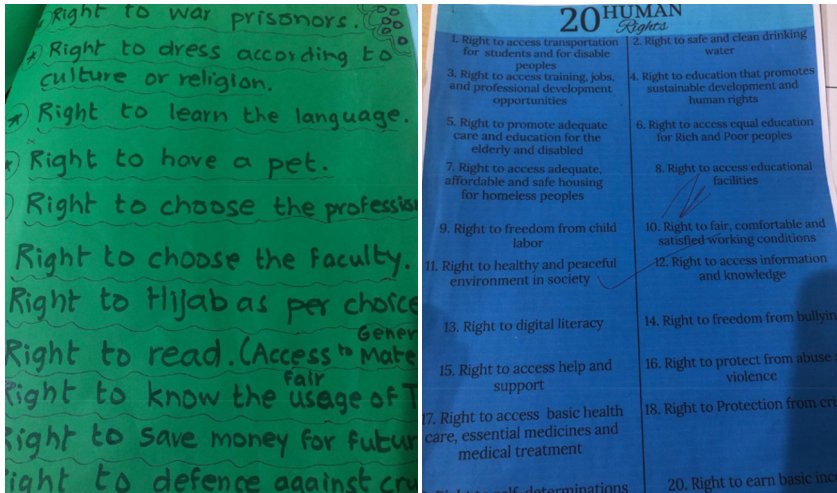
Examples of proposed rights to be added to the UDHR.

Situation-based Case Studies

I developed local case studies that could be applied in a global context. All case studies were adapted from real-life situations, making them more relatable and relevant to the student-participants. I also invited student-participants, if they wished, to contribute to the development of case studies based on social and educational challenges highlighted in the local newspapers. These case studies were distributed among the student-participants to read individually, and then discuss in groups and suggest solutions to the provided questions. Involving student-participants in creating case studies from newspaper-highlighted challenges fostered active learning and problem-solving skills, empowering them to make a real-world impact. Another valuable aspect of this activity was that it encouraged student-participants to put themselves in the shoes of others, fostering a sense of connectedness and empathy.

Examples of ideas of student-participants on how to solve issues.

Unconference

To transition student-participants from dependency to independence[7] and involve them in critical discussions and dialogues on human rights, they were tasked with organizing an unconference on human rights education. In this unconference, they were responsible for making decisions on topics for keynote speeches, panel discussions, and so on. They acted as speakers and panelists. It was fascinating to observe how this activity prompted them to

conduct research in preparation for planning and selecting discussion topics. The activity helped develop leadership skills, communication skills, and critical discussion skills among student-participants. They also took part in a mock press conference, which provided training on adopting a civil and responsive approach to challenges, with the use of concrete examples and documentary evidence.

Introducing Open Educational Resources (OER)

According to UNESCO, "OER are learning, teaching and research materials in any format and medium that reside in the public domain or are under the copyright that has been released under an open license, that permits no-cost access, re-use, re-purpose, adaptation and redistribution by others."[8] In the realm of human rights education, OER is an underutilized but promising resource. OER has the potential to facilitate the development of contextual educational materials in local contexts and their sharing with a broader audience. It can also be used to remix or adapt resources, be it textual or visual. A notable gap exists in the availability of books, stories, folklore, and narratives from local perspectives on human rights. To transform student-participants into active learners, I guided them on how to create OER and introduced them to platforms where they could share their work. As a result, a few student-participants decided to write stories on the issue of corporal punishment[9] and later published them as Creative Commons licensed resources. See Annex A for the course syllabus. This initiative not only enhanced their creative thinking skills but also provided them with the means to express their ideas through storytelling. It helped develop digital literacy, digital consciousness, and ownership skills. This activity further helped them learn how sensitive issues (that could not be expressed generally to others) could be shared through storytelling among the masses.

Launch of book on stories about corporal punishment

Inclusive Language

Human rights education makes a significant contribution not only to promoting awareness of the rights of self and others but also to recognizing and valuing languages that are often overlooked or marginalized. With this goal in mind, I asked student-participants if they wished to learn any inclusive language. Based on their suggestion, a hands-on workshop on Braille was arranged for the student-participants. This activity served a dual purpose: it equipped them to become inclusive educators and underscored the importance of not only learning global languages but also languages that cater to the diverse needs of learners in the classroom.

Glimpse of hands-on workshop on Braille.

Global Exposure through Workshop

The student-participants were given the choice to select a topic for an online workshop, and after discussion, they decided to focus on drug education. From a local perspective, I conducted a six-hour workshop on this topic. Later, Mr. Rogers Kasirye, Ph.D., in collaboration with the World Federation Against Drugs (WFAD) in Sweden conducted a workshop via video link to educate the student-participants about drug literacy. The workshop covered topics such as drugs commonly used by teenage students, diagnostic symptoms of drug users, consequences of drug usage, treatment options, and preventive measures to avoid drug use and address drug addiction through strategies like socialization and counseling skills, which plays

a vital role in reducing children's exposure to drugs. Mr. Rogers also introduced teaching strategies for drug education. In the end, case studies from teaching perspectives were discussed in groups.

Student-participants in the webinar on Drug Education.

Interaction with Global Participants

The gap among human rights educators worldwide has widened because they tend to work in isolation within their contexts, without making connections with human rights educators from different continents. I guided the student-participants in building online networks with teachers worldwide, sharing human rights practices, and learning through collaboration. Initially, some student-participants were hesitant and skeptical, but a few successfully connected with students and teachers in different countries, learning not only about their courses on human rights education but also about diversity and pluralism. Many student-participants expressed that

they had misconceptions about other people and stressed the importance of communication for understanding. They also suggested arranging global exchange programs for real exposure to different cultures. This activity has also facilitated a shift from dependency to independence, enabling them to realize the potential of establishing online connections to share resources and learn from each other's teaching practices.

Participation in International Courses

I introduced them to a course titled "Socioecoethical Model of Human Rights Education" (Sadruddin, 2019). The purpose of this activity was to acquaint them with the intellectual resources available on digital platforms at no cost. They gained knowledge about the history of human rights education and the human rights education model. They wrote reflections on what they appreciated about the course and provided feedback on areas that could be improved, allowing their voices to be documented. As a result, all the student-participants received a certificate and an invitation to become a member of the Global Forum for Teacher Educators.[10] This activity served as a stepping stone for their future studies in education, enabling them to pursue their professional development as human rights practitioners through online avenues.

Certificate distribution to student-participants.

Mental Health Education

This aspect is among the most crucial when teaching human rights education, yet it remains one of the most overlooked areas. Sharing mental health conditions is often viewed as shameful and taboo in many cultural settings. I

chose to educate student-participants about strategies for coping with mental health challenges including art and music therapy, and also guided counseling and meditation skills that are crucial for teachers involved in human rights education. In practical terms, we engaged with school-going children to gain insight into their fears and concerns. Student-participants were allowed to apply their knowledge by counseling these students and assisting them in enhancing their overall well-being. This practical approach allowed student-participants to put their learning into action and make a positive impact on the students they interacted with.

Video as an Instructional Tool

Using video as an instructional tool is a potent strategy for teaching human rights education. However, it can be challenging to find videos that are directly relevant to the context of Pakistan, which may lead to frustration and anger among student-participants. To address this issue, I curated a selection of videos from SIMA Academy and YouTube and asked student-participants to watch three videos, engage in discussions, and share their feedback on the following questions: (1) What did you like in the video? (2) What message did you learn? (3) How will you apply this to teaching practice? Most of the student-participants viewed the following videos: "Heal Paradise," "Marie's Dictionary," "Wolf Dog Workshop," "Tuning the Students' Minds," "Mother of All Rivers" and "Out of Plastic." These videos were chosen to align with the context and themes relevant to human rights education, fostering discussion and awareness among the student-participants. This activity developed a sense of realization and connectivity among student-participants. The impact of this activity extended beyond watching the selected videos; it ignited curiosity among the student-participants to create videos addressing various human rights topics in the local context. They expressed their desire to produce content that could shed light on local issues and share them with the world, fostering broader discussions and awareness about these specific concerns.

Community Development

The student-participants decided to visit special children in an institution and spend time with them to learn about the challenges they face and to

develop any plans that can improve their well-being. The community visit was instrumental in helping the student-participants gain insight into the needs of the special children. This adversity experience instilled a sense of responsibility and social consciousness in future teachers, preparing them to be compassionate educators who are committed to promoting human rights education.

Student-participants with special children

Edupreneurship

Edupreneurship is an idea to introduce educational product by the educator through a business mindset. Student-participants were encouraged to design, develop, and pitch products that could be used by school-going students for teaching human rights education using innovative approaches. A variety of ideas emerged, such as creating a human rights-themed version of board games or a human rights scrabble game. Student-participants developed prototypes and engaged in discussions with one another during this activity. One of the remarkable games was an ethical version of the classic "Snake and Ladder" game. In this game, a variety of ethical practices, such as respecting parents and taking care of the environment, were incorporated, with positive points awarded for these actions and negative points for behaviors like littering or throwing garbage on the street. We also created a

fish-catching game that utilized a magnetic rod to collect examples of good ethical practices.

The activity enabled student-participants to think inventively about how to convey human rights concepts to school-going students through innovative products. Through the development of products, student-participants explored engaging and interactive methods of teaching human rights. The activity encouraged teamwork and collaboration as student-participants shared their ideas, discussed prototypes, and provided constructive feedback to one another. It emphasized the importance of adaptability and responsiveness to the evolving needs of students and the changing educational landscape. Further, it promoted entrepreneurial skills that are valuable for future teachers, allowing them to create educational tools and resources tailored to their specific teaching environments. By pitching their product ideas, student-participants developed presentation and communication skills, which are essential in conveying complex human rights topics to young learners effectively. The activity also fostered creativity and innovation, and encouraged student-participants to consider accessibility, diversity, and inclusivity when designing their educational products, aligning with the principles of human rights education.

Advocacy through Writing

One of the most civil and effective ways to address human rights issues is by writing. I organized a workshop to guide student-participants on how to craft such letters. Subsequently, a significant number of student-participants reached out to local newspapers and had their letters to the editor published. After the publication, they received guidance on how to write even more impactful letters with improvements and refinements. This activity served a dual purpose: it not only taught them how to articulate and address human rights concerns through intellectual discourse rather than street demonstrations but also enabled them to convey their messages to a broader community, allowing them to take ownership of their teaching and advocacy efforts through a more civilized and constructive medium.

Lack of discipline

THE lack of discipline among young-sters is worrying. Students in educational institutions do not listen to their teachers, and, more critically, feel proud of such a negative tendency. They show disrespect, hostility and even violence towards their class-fellows just because they think it makes them appear cool in everyone's eyes.

They go out of their way to pick a fight with their peers in schools and social circles. They act like bullies and feel proud. They become a disruptive force in classrooms, making it tough for the teachers, and, again, they find something to take pride in.

School administrations and parents should act in tandem to somehow find a way to manage this rising and rather frustrating problem. Parental counselling and constant motivation may help young-sters adopt better habits and practise discipline in academic and social life.

Examples of published letters to the editor sent by student-participants.

Teaching Internship

Student-participants were tasked with applying their knowledge to marginalized communities and educating them about human rights. They discussed themes and activities with fellows and later spent a week in the field conducting a teaching internship. Most of the student-participants chose to serve public schools, whereas a few decided to visit orphanages and elderly homes. The primary focus was on imparting fundamental knowledge, values, and practical skills through the use of videos, storytelling, coloring activities, and case studies. Before fieldwork, I discussed ethical guidelines and provided guidance on maintaining a reflective diary and conducting action research. The community members valued the commitment and dedication displayed by the student-participants.

Interacting with these communities helped future teachers develop empathy and cultural sensitivity. Teaching in the field required adaptability and the ability to tailor educational approaches to specific community needs, honing their teaching skills. The teaching internship encouraged student-participants to reflect on their methods and refine their approaches for better engagement and understanding. Engaging with marginalized communities allowed them to build relationships and trust, fostering community involvement and collaboration. This experience instilled a sense of advocacy

in future teachers. Teaching in the field also prompted student-participants to consider the broader societal impact of human rights education. Overall, this activity equipped future teachers with the practical skills, capable of advocating the educational rights of individuals, especially those in marginalized communities.

Human Rights Education Course: A New Approach

This course has adopted an innovative and integrative approach by prioritizing the needs of the student-participants. Their active involvement throughout the course has helped them understand how human rights education can be taught using a variety of approaches, taking a shift from the traditional approach of teaching and learning. All the activities were designed to encourage student-participants to take ownership, resulting in more engaging outcomes. Numerous new ideas and activities emerged during the course discussions, which will be considered for implementation in the next iteration of the course.

Conclusion

In conclusion, the loglocal approach has demonstrated its immense potential as a pedagogy that can be effectively applied in various contexts when teaching human rights education to future teachers. Through its emphasis on localized content, community engagement, and practical application, this approach equips educators to not only impart theoretical knowledge but also cultivate empathy, cultural sensitivity, and advocacy skills, which are essential for promoting human rights and social justice. By fostering a deep understanding of human rights issues within specific communities and enabling future teachers to adapt their teaching methods, the loglocal approach empowers them to become compassionate, adaptable, and effective educators, ready to inspire and advocate for the rights and well-being of all individuals.

Endnotes

1 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, www.unesco.org/en/legal-affairs/recommendation-concerning-education-international-understanding-co-operation-and-peace-and-education.

2 Unesco, What you need to know about unesco's 1974 Recommendation, www.unesco.org/en/articles/what-you-need-know-about-unescos-1974-recommendation

3 The revised document entitled "Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development" was adopted on 9 November 2023 during the Education Commission Meetings on the occasion of unesco General Conference - 42nd session which was held in Paris, France. This document is available at https://unesdoc.unesco.org/ark:/48223/pf0000386924?posInSet=1&queryId=88262d97-74b6-4100-bd33-8cc96a779989.

4 Global Coalition for Human Rights Education. http://www.hre2020.org/.

5 Sequential hierarchy refers to understanding the local context in terms of perceptions, attitudes, values and practices.

6 Connectivism means learning effectively through digital networking.

7 Instead of being passive students, they become actively engaged in creating resources and participating in decision-making.

8 Open Educational Resources, unesco, www.unesco.org/en/open-educational-resources.

9 Aftermaths of Punishment, Merlot, https://www.merlot.org/merlot/viewMaterial.htm?id=773417533

10 Visit gfte account on Facebook, www.facebook.com/GlobalTeacherForum.

Annex A. COURSE OUTLINE

HUMAN RIGHTS EDUCATION

COURSE DESCRIPTION

This interdisciplinary course is designed based on a human-centric approach, aiming to nurture knowledge and skills among participants while fostering a dedication to human values applicable in teaching, research, and the design of teacher training programs and curricula. The course focuses on a series of case studies and activities intricately linked to human rights issues within an educational context, encompassing human rights education policies, practices, and pedagogies.

COURSE GOALS

- Acquire knowledge of the historical, conceptual, and philosophical foundations of human rights.
- Develop awareness of local and global issues related to human rights.
- Comprehend documents relevant to human rights, both within local and global contexts.
- Deepen understanding of key concepts and frameworks in human rights education.
- Explore the application of models in human rights education.
- Engage in discussions about experiences, challenges, and opportunities in the field of Human Rights Education (HRE).
- Empower participants with essential competencies, skills, and pedagogies crucial for promoting HRE.
- Learn to develop activities and course materials aligned with HRE policies, curriculum, and manuals.

COURSE LEARNING OUTCOMES

After studying the course, the participants will be able to:

- Demonstrate a comprehensive understanding of the historical, conceptual, and philosophical foundations of human rights.
- Exhibit increased awareness of diverse local and global issues about human rights, demonstrating the ability to identify connections and interdependencies.
- Interpret and apply documents related to human rights, showcasing the ability to analyze and evaluate their significance.
- Demonstrate a deepened understanding of key concepts and frameworks in human rights education, and the ability to integrate them into educational practices.
- Apply various models in human rights education to real-world scenarios, showcasing proficiency in selecting and adapting appropriate models for different contexts.
- Participate actively in discussions on experiences, challenges, and opportunities in the field of human rights education.
- Exhibit essential competencies, skills, and pedagogies necessary for promoting human rights education.
- Demonstrate the ability to create and adapt activities and course materials aligned with human rights education policies, curriculum guidelines, and manuals.

COURSE CONTENTS AND TOPICS

	Course Plan		
Wk	Unit	Session Topic	Suggested Readings & Learning Activities
1	Unit 1: Introduction to Human Rights	1.1 Fundamental Concepts of Rights and Human Rights 1.2 Historical Development of Human Rights	https://www.humanrights.com/what-are-human-rights/brief-history/the-united-nations.html https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2018/06/Marks-and-Henson-Human-Rights-and-Development_July-5-2018.pdf http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm Activity: Situation-based Case Study

2	Unit 1: Introduction to Human Rights	1.3 Generations of Human Rights 1.4 Principles of Human Rights 1.5 Need and Significance of Human Rights	https://carrcenter.hks.harvard.edu/files/cchr/files/risse_fourth-generation.pdf https://www.hurights.or.jp/archives/other_publications/section1/pdf/Principles%2C%20Rights%2C%20Duty%20and%20Pedagogy.pdf Activity: Situation-based Case Study
3	Unit 2: Human Rights Policies	2.1 Cairo Declaration of Human Rights 2.2 Constitution of Pakistan 2.3 National Policy Framework on Human Rights 2.4 Universal Declaration of Human Rights	http://hrlibrary.umn.edu/instree/cairodeclaration.html https://mohr.gov.pk/SiteImage/Misc/files/NPFW%20on%20HR%2022-27.pdf https://www.un.org/en/about-us/universal-declaration-of-human-rights Activity: Local policies on human rights and their integration into educational policies
4	Unit 2: Human Rights Policies	2.5 National Commission for Child Welfare and Development 2.6 Convention on the Rights of the Child 2.7 The Domestic Violence (Prevention and Protection) Bill, 2021 2.8 The Domestic Violence (Prevention and Protection) Bill, 2021 2.9 Sustainable Development Goals	https://www.unwomen.org/en/digital-library/publications/2016/12/cedaw-for-youth#:~:text=The%20Convention%20on%20the%20Elimination,women's%20and%20girls'%20equal%20rights https://www.unicef.org/child-rights-convention https://senate.gov.pk/uploads/documents/1623998886_516.pdf https://mohr.gov.pk/Detail/MzFjMTM5ODctODkwYS00NTUyLTk2NjQtMmNjZjEwNzJlN2Fk https://www.sdgpakistan.pk/uploads/pub/Lead_Pakistan_Briefing_Note_SDGs.pdf https://sdgs.un.org/goals https://www.hec.gov.pk/english/services/universities/Documents/HEC%20-%20POLICY%20FOR%20STUDENTS%20WITH%20DISABILITIES%20AT%20HEIs%20IN%20PAKISTAN.pdf Activities: Revision of the Universal Declaration of Human Rights Comparative Analysis

5	Unit 3: Human Rights Practices	3.1 Human Rights Issues 3.1.1 Refugee Rights 3.1.2 Climate Crises 3.1.3 Mental Health Issues 3.1.4 Gender-based Violence 3.1.5 Rights of Persons with Disabilities 3.1.6 Armed Conflicts and Humanitarian Issues 3.1.7 Elderly Rights	Activities: Case Studies Role Play Field Analysis through Podcasting
6	Unit 3: Human Rights Practices	3.2 State of Human Rights in Pakistan 3.3 State of Human Rights in the World	https://hrcp-web.org/hrcpweb/wp-content/uploads/2020/09/2023-State-of-human-rights-in-2022.pdf https://www.hrw.org/world-report/2021 Activity: Crafting policy on HR practices for the university
7	Unit 4: Human Rights Skills	4.1 Personal Identity Skills 4.2 Mental Health First Aid 4.3 Cross-Cultural Competence 4.4 Negotiation Skills 4.5 Empathy and Compassion 4.6 Networking Skills 4.7 Digital Literacy and Advocacy 4.8 Community Practice	https://www.mind.org.uk/media/7593/mind-mental-and-physical-activity-toolkit-guide-1.pdf https://www.diva-portal.org/smash/get/diva2:1112062/FULLTEXT01.pdf https://pce.sandiego.edu/digital-literacy/ Activity: Visit to Elderly home/ Inclusive learners

8	Unit 4: Human Rights Skills	4.9 Inclusive Language 4.10 Humanitarian Aid Skills 4.11 Climate Justice 4.12 Social Counseling Skills 4.13 Artistic Skills 4.14 Research Skills 4.15 Advocacy through Writing 4.16 Ethrical Thinking Story Telling	Activities: Workshop on Braille Online Course Visit to Art Gallery Story Telling Session
9	Unit 5: Introduction to Human Rights Education	5.1 Human Rights Education 5.2 Evolution of Human Rights Education 5.3 Goals and Principles of Human Rights Education	http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf https://www.ohchr.org/Documents/Publications/HRTreaties2en.pdf https://bemis.org.uk/PDF/hre_theory_and_practices.pdf
10	Unit 5: Introduction to Human Rights Education	5.4 Challenges and Opportunities in Teaching Human Rights Education	https://link.springer.com/article/10.1007/s11125-018-9425-1 Activity: Guest Speaking Session
11	Unit 5: Introduction to Human Rights Education	5.5 Models of Human Rights Education	https://repository.usfca.edu/cgi/viewcontent.cgi?article=1002&context=ijhre https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3755005 Activity: Completion of online course

12	Unit 6: Pedagogical Techniques for Human Rights Education	6.1 Pedagogical Strategies 6.1.1. Loglocal Approach to Teaching Human Rights Education 6.1.2. Gamification 6.1.3 Case Studies 6.1.4 Artistic Approach	https://repository.usfca.edu/cgi/viewcontent.cgi?article=1009&context=soe_fac http://hrlibrary.umn.edu/edumat/hreduseries/hrhandbook/part4B.htm
13	Unit 6: Pedagogical Techniques for Human Rights Education	6.1.5 Story Telling 6.1.6 Advocacy through Writing 6.1.7 Podcast 6.1.8 Edupreneurship	Activity: Videos from SIMA Academy
14	Unit 7: Resource Development in Human Rights Education	7.1 Process of Course Development in HRE 7.2 Human Rights Education Lesson Planning	https://teaching.uncc.edu/teaching-guides/course-design/basic-steps
15	Unit 7: Resource Development in Human Rights Education	7.3 Introduction to Open Educational Resources	Activities: Workshop Development of an Open Educational Book https://www.oecd.org/education/ceri/38654317.pdf
16	Unit 7: Resource Development in Human Rights Education	7.4 Developing resources for teaching Human Rights Education	Activity: Recycling resources Microteaching and Field teaching practice

GENERAL SUGGESTED READINGS

Monisha Bajaj. (2017). Human Rights Education Theory, Research, Praxis. University of Pennsylvania Press

Susan Roberta Katz and Andrea McEvoy Spero. (2015). Bringing Human Rights Education to US Classrooms: Exemplary Models from Elementary Grades to University. Palgrave.

Rolf Gollob. (2010). Educating for democracy: background materials on democratic citizenship and human rights education for teachers. Council of Europe.

United Nations Publication. (2004). ABC- Teaching Human Rights- Practical Activities for Primary and Secondary Schools. OHCHR.

National Human Rights Commission. (2007). Recommendations of National Human Rights Commission Module on Human Rights Education for Teaching Professionals Imparting Education in Primary, Secondary, Higher Secondary Level. National Human Rights Commission.

Dean, B. L., Joldolshieva, R., Faria, C., Amin, U., & Tanveer, T. (2007). Youth and civic participation: Government accountability to citizens. Karachi: The Asia Foundation.

Amnesty International. (2002). First Steps: A Manual for Starting Human Rights Education. Amnesty International.

Monisha Bajaj, Beniamino Cislaghi and Gerry Mackie. (2016). Advancing Transformative Human Rights Education. Open Book Publishers. Available at https://www.openbookpublishers.com/shopimages/The-UDHR-21st-C-AppendixD.pdf

The Human Rights Education Handbook- Effective Practices for Learning, Action, and Change by Nancy Flower. Available at: http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf

Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice. Available at https://www.ohchr.org/Documents/Publications/CompendiumHRE.pdf

References

Government of Pakistan and UNESCO. 2001. National Plan of Action for Human Rights Education, https://unesdoc.unesco.org/ark:/48223/pf0000139606

Pirzado, P. A. 2019. "Teaching human rights in Pakistani schools: What are the potential barriers?," *International Journal of Social Sciences,* 4(3), 1741-1760. https://dx.doi.org/10.20319/pijss.2019.43.17411760

Sadruddin, M.M. 2017. "Teaching human rights through global education to teachers in Pakistan," *Prospects*, 47 (1-2), 73–86. https://doi.org/10.1007/s11125-018-9425-1

Sadruddin M.M. 2019. "Socioecoethical model of human rights education, https://dx.doi.org/10.2139/ssrn.3755005