

**WORLD ASSOCIATION FOR THE SCHOOL AS AN INSTRUMENT OF PEACE (EIP)
INDIA**

(Association mondiale pour l'Ecole Instrument de Paix (EIP))

**C/o INDIAN INSTITUTE FOR PEACE, DISARMAMENT & ENVIRONMENTAL
PROTECTION**

537, Sakkardara Road, Nagpur – 440009 India

Tel: 91-712-2745806 Fax: 91-712-2743664

Email: iipdep_ngp@sancharnet.in

Reports of the 2nd National Training Session

21st-23rd January 2005(Nagpur) India

Conducted in English & Hindi

Organized by EIP India &

EIP, Geneva International

EIP India with help from EIP international organized 2nd National Training session on Human Rights & Peace Education from 21st to 23rd January 2005 at Nagpur. 80 participants mostly teachers and some NGOs from all parts of India attended the seminar.

On 21st after the registration of outstation delegates, they were taken for City Tour and “No More Hiroshima. No More Nagasaki. Peace Museum.” At Peace museum Basic facts about Atom Bomb and its effects on Environment and Human Beings on the screen were shown. Then Posters of Hiroshima and Nagasaki Bombing were explained to the delegates. At evening get-together, ideas about this Training session were discussed, which was followed by dinner.

Next day, on 22nd January 2005, after breakfast the training session started with ice breaking exercises of introduction of participants to each other.

Inaugural session was started at 10.00 AM. Mr. Amitabh Chandra, Secretary Maharashtra Human Rights Commission was the Guest for this Function, who was specially deputed by Maharashtra Human Rights Commission from Mumbai.

Mr. T. G. L. Iyer, Director General of Central Reserve Police Force (Retd) and Director of Bhartiya Vidya Bhavan was the chief guest for this function.

Speeches of guests and deliberations by experts are given in short.

Mr. Amitabh Chandra speaking at inauguration. Sitting Nalini Kurvey, Mr. T. g. Iyer, Balkrishna Kurvey

Mr. T. G. L. Iyer, - Director Bhartiya Vidya Bhavan, Retd Director of Central Reserve Police Force was Chief Guest of the inaugural session. He talked on Value education.

We are today living in the world of criminal, violent society. Mr. Iyer said that among the world countries India is on number 19 in the list of corruption. This happened due to loss of values, morals. We have to establish values and teachers have to play an important role. Education promotes growth, peace amongst all. He said that we have hopes on children, because most of the habits are formed at the age of five.

He strongly propagated that Human Rights Commission should have the final decision power.

In world war two Gas chambers were built by trained people, children were killed by trained nurses; women and men were killed by trained doctors. Therefore it is the duty of teachers to educate the students and inculcate wisdom, self discipline, culture, knowledge and values. Teacher can achieve this in classroom and it gets imprinted in child's mind. Human Rights are to be taught in simple ways and by that national character can be build. Because strength of nation comes from character of people. Teachers should ignite the minds of students and Students should try for betterment.

Mr. Amitabh Chandra, Secretary Maharashtra Human Rights Commission was Guest for the inaugural session. He talked on; what are Human Rights and what are its implications? He talked on Human Rights, which are broadly dealing with- Rights for life, Rights for Dignity, Rights for equality and Rights for Liberty.

He narrated the History of formation of Human Rights in brief. Human Rights Declarations were chartered in 1948 on 10th December.

In India in 1994 Human rights act was passed it came into implementation in 1996.

Under this act, National Human Rights Commission was formed in Delhi.

State Human Rights Commissions are formed in state wise but not every state has the HR Commission established. Then he described the hierarchy and working of Human Rights Commission. National Human Rights Commission deals with All states. State Human Rights Commission acts only for particular state. The matter in question goes to one commission only. From State it can go to National commission but not vice versa. There are no branches of state or National Human Rights Commission. The chairperson for National Human Rights Commission should be Supreme Court Justice. State Chairperson should be Chief Justice of High court.

Complaints can be made against any public servant, elected member like Member of legislative

Assembly (MLA) and Member of parliament (M.P.) , local serpanch (village Head). After receiving the complaint the enquiry is started against the individual. Generally complaints are accepted but the final decision rests with the court. The final authority should be Human Right Commission or designate court is the still matter of discussion. In our country many anti social people are elected as Member of legislative Assembly (MLA) and Member of Parliament (M.P.) now it is the duty of the citizens to be more cautious regarding their human rights.

Then he told about the role of teachers in HR teaching. He asked the teachers to set an example before students. Propagate the idea of HR, disseminate the information, promote it and make the students think about HRs. One must take into mind that while asking for human rights one should not forget the duties and violet the human rights.

Participants at 2nd National training session, India

Dr Nalini Kurvey explained the objectives of running this training session. She explained meaning of EIP. Formation and brief report on EIP India's activities till date. She asked the delegates to read about Universal Principal of Civic education of which first one is important, which means the school prepares the child to be good human being. All the values, habits are to be inculcated in children's minds through school education.

Nalini Kurvey explained the working of EIP Geneva, International and various activities it is carrying our in propagation of Human Rights.

The idea behind organizing this training session is to make participants aware of necessary interactive learning, to know about Human Rights and Convention of Rights of Child, the different methodological skills for having participatory teaching. She asked the teachers to form groups or conduct activities together or with their peers in their respective areas. They can write to each other and discuss the themes for teaching Human Rights.

Dr. Balkrishna Kurvey talked on Human Rights on global perspective. He told the participants that Human Rights are essential for Development, Democracy and Human security. India is biggest democracy in the world. The root cause of conflict in under developed and developing countries is violation of Human Rights. Three Noble laureates in UN meeting in Nairobi in December 2004 stated about Human Rights necessity for Peace and development and environmental protection. Jody Williams, Wangari Mathai, talked on protection of environment which comes under the perview of Human Rights.

Dr. Rajkhowa, Professor of Law, Guwahati University and expert on Human Rights was the Speaker for second session which started after inaugural function. He talked on How Human Rights were thought to be necessary, because of horror of war but also for peaceful living. World War First & Second caused devastation. Concentration camps, extermination camps and gas chamber deaths led to formation of certain universal rules for the benefit of human being. Number of declarations and charters were made. Thousands of amendments were made and lastly time frame was set and Declaration of Human Rights were formed in 1948 on 10th December.

Awareness regarding Human Rights can be brought through Instruments as School. It can be brought by Formal and Informal ways. Charts depicting Human Rights can be displayed at prominent places in Schools.

He explained the role of United Nations in Human Rights. With the examples he described the HRs articles in detail. He also stated that Human Rights are the Rights which are natural Rights needed for dignified living. While observing one's Human Rights, one should be cautious, not to violet Rights of other person. He told about the way Human rights are incorporated in Indian constitution. Then he told which Human Rights are accepted by India. i.e. civil and political Rights but not of death penalty. Rights to equality, right of equality of justice to women, Right to life, Right to education, Right to vote, liberty etc are incorporated in Indian constitution.

After his talk the Participants were divided in groups and given the questionnaire on Human Rights in general and on Indian Human Rights Commission. participants were asked to discuss among themselves and write on the board. After finishing, group leader was asked to read and explain the answers, while all group members standing beside and helping the leader, showing the participation of each member.

Workshop in process

Next session was conducted by **Dr. K. M. Bhandarkar**, Principal of P.P. College of Education. He talked on human Rights Methododology and explained to the participants various methods and projects that can be adopted by teachers with their students.

As a human being we have some Rights which are inherent and duty bound. And then he talked about the objectives of Human Rights Education. Knowledge of Human Rights is important but understanding of Human Rights is more important. Application of Knowledge needs certain skills, which will create interest in student's minds, which in turn will inculcate positive attitudes. This will develop values for universal brotherhood and respects for traditions and different cultures.

He then described the methods of imparting HRs. Traditional methods like lectures are not suitable for Human Rights teaching. It can be given in Formal as well as informal ways like, debate, panel discussions, symposiums and informal like-projects, seminars, Workshops, demonstrations, Team teaching and use of mass media etc.

Teachers can organize programs like- HR clubs, seminars, essay competition, picture, poster competitions, writing articles, and slide shows, games etc. Teacher can think and incorporate various topics for competitions to inculcate Human Rights in children.

All participants were divided in groups and asked to perform different methods for Human rights teaching. Each group was assigned the methods as i) Writing on board after discussion, ii) Painting, iii) role play iv) dramas and iv) action songs and poems. Participants took great interest in such activities and thought that they can teach HR in such interesting ways, which they

never thought before. Most participants felt that if they can enjoy these activities, students will love to work in such playful atmosphere. When at the end each group exhibited their talents, all shared the different ways and methods.

Participants at Workshop

Cultural evening was arranged for & by the participants and participants had glimpses of divers' cultures from all parts of India.

23rd January 2005

After Breakfast, first session started at 9.00 a. m.

Session started with first days recap with groups discussing amongst themselves and Dr. Rajkhowa moderated, gave explanations to the participants queries and explaining articles on Human rights and giving examples of the incidences and cases handled by Human rights commission.

At 10 .00 AM **Dr. Kishor Mahabal**, Professor of Political Science, Nagpur University, started his session on Human Rights Literacy. He first told short stories to the participants. These stories were based on Human Rights, on violations of Human Rights and some were on Human Rights protections. Participants were asked to make groups and discuss these stories one by one and draw some inference. This was brainstorming session. After the discussion was over the participants were assembled in the Hall and were encouraged in explaining the situations and solutions, and identifying Human Rights articles and how HR were violated. Later on Dr. Mahabal completed the task by deliberating on all HRs stories.

Next session was on Child Rights. **Dr. Rajkhowa** explained the need for Convention on Child Rights and how those can be protected and provided for all round development of children.

Though Convention on Child Rights was passed in 1989, India ratified it in 1992.

The definition of UN for child has given the age limitation 18-20; it differs in country to country.

He categorized the Child Rights into four

1-Right to Survival- starts before birth, therefore Antenatal care is provided through various programmes to the mother and unborn child. Sex determination act also denotes protection to girl child before birth. Right to life is provided by health care, nutrition, immunizations etc.

As soon as the child is born he should get his own name. He should have nationality.

2-Right to protection- In India due to paucity of budget it is not seriously observed,, still child should be protected from mental as well as physical torture. He gave the example of camel races.

Till the age child should be protected from any harmful act.

3-Rights to Development-Child should have the Rights to education, Education should be compulsory till primary or basic level. Technical & Higher education should be available according to merit basis. Child should be admitted to school in the age group of 6-14 years.

There are amendments made, because girl drop out rate is very high in some parts of India.

Social security is not provided in India. Children should have some leisure time and time to rest. There should be playground and extra curricular activities for physical as well as mental development of children.

4-Right to Participation- At least the matters which are concerned to children, those should have the participation of child. That applies to classrooms also. Countries have to send reports every two years to UNs' CRC. NGOs, UNICEF can play role in it.

After deliberating on Child Rights including school, the participants were explained on the workshop. They had discussed and write down on big sheets about child friendly schools and child unfriendly schools. The participants were provided with Bingo sheets, one for each. They were asked to write down which Child Rights are protected in their respective schools and which are violated. They were asked not to write their names or their schools name. In this way we could gather the real facts, which Child rights are protected in our region and how many schools are not following Rights of Child without naming any particular person or school.

After lunch, reports of the Child Rights workshop were read out and Dr. Rajkhowa moderated the proceedings.

After tea break concluding session started and certificates of participation were handed over to the participants. Dr. Nalini Kurvey expressed the hope that participants will follow up the training received and try to convey the message of Human Rights to their students in more effective way. She urged them to send the feedback of activities carried out.

Mr. Pradip Lande thanked the participants for active participation and full cooperation in running this session.