THE USE OF NEW PEDAGOGICAL PRACTICES IN CONTEMPORARY DEVELOPMENT ISSUES

AALBORG UNIVERSITY: DEVELOPMENT & INTERNATIONAL RELATIONS

MASTERS THESIS: SPRING 2018

GRACE BENATI

STUDENT NUMBER: 20167568

SUPERVISOR: MALAYNA RAFTOPOULOS

Abstract

Introduction

Theory: Human Rights and Human Rights Education

Methodology

Analysis: Data Analysis and Discussion

Conclusion: Conclusion and Further Research

Bibliography

Appendix

Abstract

This thesis focuses on using Human Rights Education as a mechanism for positive social change and as a way to tackle contemporary development issues starting in the classroom. By creating effective and engaging pedagogical activities, difficult contemporary development topics can be tackled in a more creative and powerful way for the younger generation to take forward. This form of resistance against negative aspects of society does not just inform about Human Rights, but moves towards a culture of Human Rights in societies. By using theory on Human Rights Education and testing UN approved methodologies on groups of secondary school students, I have gained an understanding of what Human Rights Education has to offer. In addition, the findings from this research have provided important insights into how this can be developed in the future. Human Rights Education is important and relevant in today's world and innovative change concerning contemporary development issues with a basis in the acknowledgement of Human Rights can be promoted and explored by younger generations across the world

Chapter 1. Introduction

Human Rights Education in relation to my study

Promoting an understanding of Human Rights (hereafter HR) develops societies allowing them to have a strong HR culture and therefore promotes positive social change. In order to achieve this goal there are many forms, routes and strategies. In this thesis, I explore engaging ways of delivering Human Rights Education (hereafter HRE) in the classroom. I believe it is crucial to recognise the importance of creating a space where learning around difficult themes can flourish and be taken beyond the classroom and into real life scenarios in communities. In today's landscape, there is ample opportunity for HRE to have larger impact thanks to the countless and extensive networks and resources available. In this study, I analysed HRE in action based on qualitative data I collected from five sessions with students (aged 14-15) at a secondary school in Buenos Aires.

Global Issues

The term global issue is a key concept to take into consideration in this study. It can be used to describe social, economic, political or environmental issues that affect a large number of people in world and they are often interconnected (Bhargava, 2006). The UN (2018) outlines global issues ranging from climate change to human rights to woman to refugees; to name but a few. In order to work towards solving these global issues in society, education has been used in a variety of scenarios as a tool to tackle these global issues targeting the younger generation. In this thesis I look into the use of pedagogical practices that aim to deal with global issues, specifically a contemporary development issue. The concept of education as means to tackle contemporary development issues related to human rights is at the core of this thesis. Progressively education around contemporary development issues is increasingly part of the global school curriculums. In the past twenty years, education regarding HRE in particular has come to the fore. Bajaj claims that HRE has become integrated into policy discussions at national and international levels dealing with education advancing its place thoroughly (Bajaj, 2011). The diversity of contexts in which HRE dealing with these issues can be implemented in, for example schools and other educational settings, is promising and therefore it has great potential to encourage active not static citizenship (Bajaj, 2011). Contemporary development issues can be difficult to communicate, due to their sensitive

nature, however it is imperative that they be incorporated and adapted into curriculums worldwide in order to promote understanding around these issues in the younger generation. It is in this liberating space that education can communicate certain issues in a more creative and engaging way in order to reach students and create understanding (Freire, 1990). This can truly lead to active and social change outside the classroom and in this case create a culture of HR. Therefore, with the correct materials, guidelines and techniques at their disposal, teachers across the globe can truly make a difference to education around contemporary global development issues allowing the student to develop an informed understanding as they move through their education system and beyond.

The Power of Vision

It is important to keep in mind that a large number of students today are extremely technologically literate and can navigate an extensive range of information quickly from a variety of visual outputs. Visuals are therefore an extremely powerful resource to incorporate into any type of work with students as they are a strong form of communication and one with which they are familiar. The pervasiveness of the visual image and its impact as rhetoric in our contemporary culture is fundamental (Foss, 2004). Visuals have the ability to go beyond language as they portray a range of human experiences not always available solely through discourse (Foss, 2004). Visuals have a strong capacity to tell a story in a way that can build understanding quickly and therefore keep up with the speed of technology. Foss also specifies that when dealing with more complex human issues that are non linear, multidimensional and dynamic they can often only be communicated though visuals and images (Foss, 2004). This is a key point for this thesis to take into consideration when attempting to evaluate how best to communicate complex human experiences to students.

Furthermore, in terms of visuals, when accounting for the choice of animation in my sessions, *Mayer's Cognitive Theory of Multimedia Learning* provides an explanation for why the use of animation specifically is the most effective as a cognitive educational tool. Mayer & Moreno define meaningful learning as a deep understanding of the material presented to students and propose that animation is an incredibly powerful tool to achieve this (Mayer & Moreno, 2003). This is due to the fact that in the visual and auditory channels of the brain, animations (multimedia presentations) trigger more effective cognitive strategies to help people learn efficiently (Mayer, 2005). Mayer specifies that due to sensory and working

memory being stimulated by the animation, it not only grabs attention but remains in long term memory and interacts with student's prior knowledge (Mayer, 2005). Therefore, any attempt at developing HR starting in the classroom must be aware of this an incorporate this aspect to create effective responses.
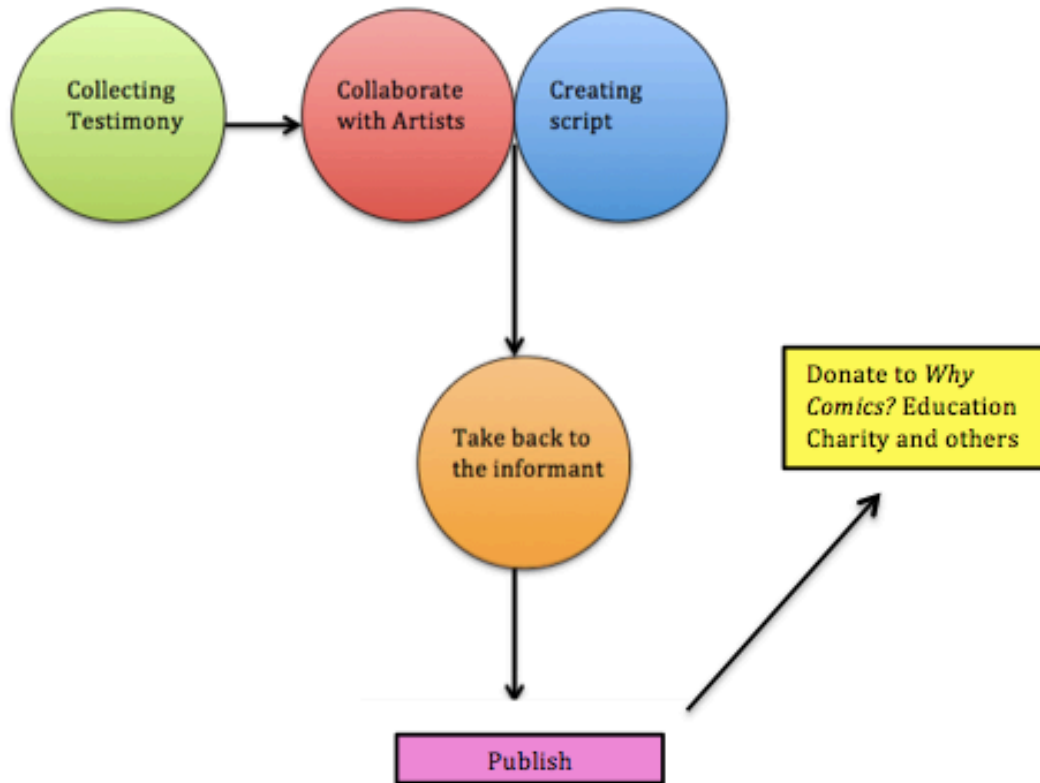
PositiveNegatives – An Empty Promise

"PositiveNegatives has been producing literary comics and animations about contemporary social and human rights issues, including conflict, racism, migration and asylum. We combine ethnographic research with illustration and photography, adapting personal testimonies into art, advocacy and education materials. PositiveNegatives has worked extensively with a range of organisations such as: The Guardian, Open Society Foundations (OSF), BBC, The Nobel Peace Centre, Overseas Development Institute (ODI) and the United Nations (UN). Narratives are adapted directly from first-hand interviews. Illustrations are based on photographs taken by PositiveNegatives' staff during field research. Names and identifying characteristics are altered, and testimony is rendered anonymous, freeing contributors to be candid even when discussing topics that are sensitive or have security implications. We adapt and dramatise the stories we are told but endeavour to convey our respondent's experiences accurately. Where possible, draft scripts and illustrations are delivered to respondents for consultation before the work is committed to ensure that it is their story, not our adaptation of it. Our visual tools are used to increase impact, and build empathy and understanding around various important global topics with diverse international audiences" (PositiveNegatives, 2018).

When accounting for my use of animation, I have used an animation based on the current migration crisis produced by *PositiveNegatives*. *PositiveNegatives* is an innovative organisation founded in 2012 that produces animations and comics about contemporary development and social issues and HR. *PositiveNegatives* currently cover a wide range of topics through projects commissioned in different countries across the world. The contemporary global development and social issues portrayed by *PositiveNegatives* aim to tell the story of those whose voices are unheard and more specifically give a voice to the most vulnerable and marginalised in society and who consequently have less communication power. All of *PositiveNegatives'* work is available for free and online.

Literature on storytelling reminds us of how effective *PositiveNegatives'* approach to these issues are by stating "…each story carries a message: they are part of the glue that holds people together and helps them provide their unique identity when people lose their stories they themselves become lost" (Dureya & Potts, p. 388). Its success can be attributed to its use of powerful visuals in the form of comics and graphic animations as the main tool in addressing contemporary development issues. A variety of these issues are communicated and explained via diverse animations and comics and given the fact that the organisation enjoys sustained partnership and endorsement demonstrates that the format and mediums used are successful.

Typically a *PositiveNegatives* production begins when *PositiveNegatives* are contracted to produce a comic or animation often in collaboration or commissioned by a variety of well-known organisations: *The Danish Refugee Council, The Guardian, Open Society Foundations (OSF), BBC, The Nobel Peace Centre, Overseas Development Institute (ODI) and the United Nations (UN)*. These organisations wish to communicate issues as effectively as possible and choose *PositiveNegatives* as a producer and communicator of their material. See below a simplified diagram of how the process works:

Simplified Process of Comics/illustration making:

In this thesis I chose to use *PositiveNegatives'- An Empty Promise* as a trigger to begin my session. This particular animation was produced by *PositiveNegatives* and commissioned by *The Danish Refugee Council*. The animation is based on collected testimony of a woman's journey from Nigeria to Sicily highlighting the dangers faced at each stage of the perilous journey made by millions in the current migrant crisis. *An Empty Promise* was produced for the purpose of communicating issues related to the migration to wider audiences, especially the younger generation. This animation consists of: coloured animated images, music and a voice over of the women retelling her story in first person. The use of both animated visuals with a voice-over has been proven to be a process that is more likely to lead to meaningful learning (Mayer, 2012). In approximately three minutes this animation recounts the journey in a powerful way to make audiences of all types aware of this contemporary social issue.

Research Question:

The main purpose of the present study is to investigate:

To what extent can human rights education create an engaging and effective education around contemporary development issues and what role can it play in promoting a human rights culture in the younger generation?

Chapter 2. Theory: Human Rights and Human Rights Education

2.1. Introduction

In this chapter, definitions and explanations of Human Rights (HR) and Human Rights Education (HRE) are provided. HRE is aimed at creating more informed, equal and socially active societies that have an understanding of HR. This is a relatively new area of research that is likely to witness a continued and exponential growth in the 21st century as we witness continued challenges to social justice and a more global and connected society. What it particularly refreshing is how HRE has dispelled the belief that HR is too complex for students to explore (Ruane, 2017). Given that the literature in this area is so current and therefore limited, we must begin by consolidating a basic and accepted understanding of its key terms. This can then be built on in order to create a clearer understanding of HRE theory. Any attempt to find the most effective ways to promote a culture of HR starting with the younger generation, especially at the classroom level, must have at its basis and understanding of HRE.

In addition to this, this chapter also reflects on another theory, Development Education (hereafter DE). HRE has been proposed to have links with DE, another theory in this area of research. Helpful work on linking the areas can be found in *Issue 25* of *Policy and Practice, A Development Education Review* in Oberman & Waldron's piece entitled: *'They should be grateful to God': Challenging children's pre-conceptions of the global south through Human Rights Education.* This article attempts to brings the theory of HRE and DE together and recognises the transformative power of HRE on students and how they in turn can help lay the foundations of a more civil society responding to global change. Oberman & Waldron's qualitative research focused on the capacity of children to engage with issues of global justice, challenge preconceptions and argue that HRE and HR are solutions to problems in society (Oberman & Waldron, 2017). Oberman & Waldron conclusively suggest that education taught in this way leads to positive social change and this piece provided a basis

for my understanding on this theory chapter.

As a starting point it is essential to reflect on the following key terms.

2.2. Human Rights

After the devastation of the Second World War, the UN was formed in 1945 to ensure lasting peace between foreign states (The Danish Institute for Human Rights, 2018). In 1948, a key document was created by representatives with different legal and cultural backgrounds from all regions of the world setting out fundamental HR to be universally protected (UN, 2018). This document, *The Universal Declaration of Human Rights (*UDHR*),* is the basis of HR and aims to protect individuals against many forms of abuse (The Danish Institute for Human Rights, 2018).

The UN claims that the UDHR recognises the dignity and equal rights of all members of the human family (UN, 1948). The contents of the UDHR been described as being: "grounded in the principles of universalism, solidarity and equality" (Osler, 2015). At its core, HR aims to produce a system of response in the face of struggle and oppression all over the globe. Unfortunately, since its conception, millions of people still continue to be affected by countless HR violations; the task to instil HR in communities is an on-going and evolving process.

In this thesis, the role education plays in developing a culture of HR is examined. It is now widely recognised that education plays a significant and active role in: "expanding social inclusion, fighting discrimination and acting upon injustice" (BEMIS, p.3). It is important to remember that education that includes learning around HR "…should not be underestimated as it represents a milestone toward a common vision of human dignity" (BEMIS, p.3). If executed correctly, this is an opportunity to create communities that that move in the right direction towards a culture of HR.

2.3. Human Rights Education

HRE, coined by the UN, can be embedded in a variety of educational settings worldwide. HRE was pushed further through the UN Declaration on Human Rights Education and

Training (UN, 2011). It defines HRE as: education *about*, *through* and *for* human rights (UN, 2011) and represents society's movement towards social justice (BEMIS, p. 3). HRE provides a basis and framework from which to address problematic assumptions and perspectives (Oberman & Waldron, 2017). HRE theory can be understood in a variety of different ways and encompasses a number of aspects that make up the theory as a whole term. The key to defining HRE is to focus on its purpose this is due to the fact that no matter what the methodology or context, the aim of HRE will always be the development of a culture of HR (Compasito, 2007).

The United Nations Declaration on Human Rights Education and Training (2011) is internationally accepted as a basis from which to build on. It declares that HRE consists of all types of education, training, information and learning activities that contribute to the prevention of HR violations and abuses (UN, 2012). It goes into more detail by asserting that it has the ability to change culture in a positive way by instilling a HR culture: "By providing persons with knowledge, skills and understanding, and developing their attitudes and behaviours, human rights education empowers individuals to contribute to the building and promotion of a universal culture of human rights" (United Nations Declaration on Human Rights Education and Training 2012, Article 2.). For successful HRE to take place, it is crucial that the dimensions outlined in the above quotation are included: *knowledge, skills* and *attitude*. These three dimensions also are central to many other types of education practices as they regard this as more effective than learning through solely memorising facts (Bloom, 1956). The underlying point here is that it is not sufficient to only teach students about the existence and contents of HR, but students must be able to act on this knowledge and have the confidence to promote the rights of others and think about HR actively independently (Danish Institute for Human Rights, 2017). This can result in a change of attitudes on a large scale. This central point is highlighted when we look more closely at the three didactic types of HRE stated in The United Nations Declaration on Human Rights Education and Training 2012 Article 2.2 that clearly states that it expects HRE to be*: about, through* and *for* human rights:

*A. Education **ABOUT** human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms*	*B. Education **THROUGH** human rights, which includes learning and teaching in a way that respects the rights of both educators and learners.*	*C. Education **FOR** human rights, which includes empowering persons to enjoy for their protection and exercise their rights and to respect and uphold the rights of others*

All aspects are important, however a report by the Danish Institute for Human Rights argues that Education *for* human rights is the most crucial and also the most complicated part to achieve (Danish Institute for Human Rights, 2017). It states that learning the history of HR and understanding the functions of the HR system is completely different than to "…successfully design a didactic setting that enables learners to build skills and attitudes that empower them to enjoy and exercise their rights, and to respect and uphold the rights of others" (Danish Institute for Human Rights, 2017). Therefore, again it is underlined that HRE is not simply teaching HR concepts and terms, but creating ways in which to promote them in real life settings and empowering people to work for a more equal society. HRE therefore does not just focus only on learning objectives but on the learning process, environment and context (Danish Institute for Human Rights, 2017).
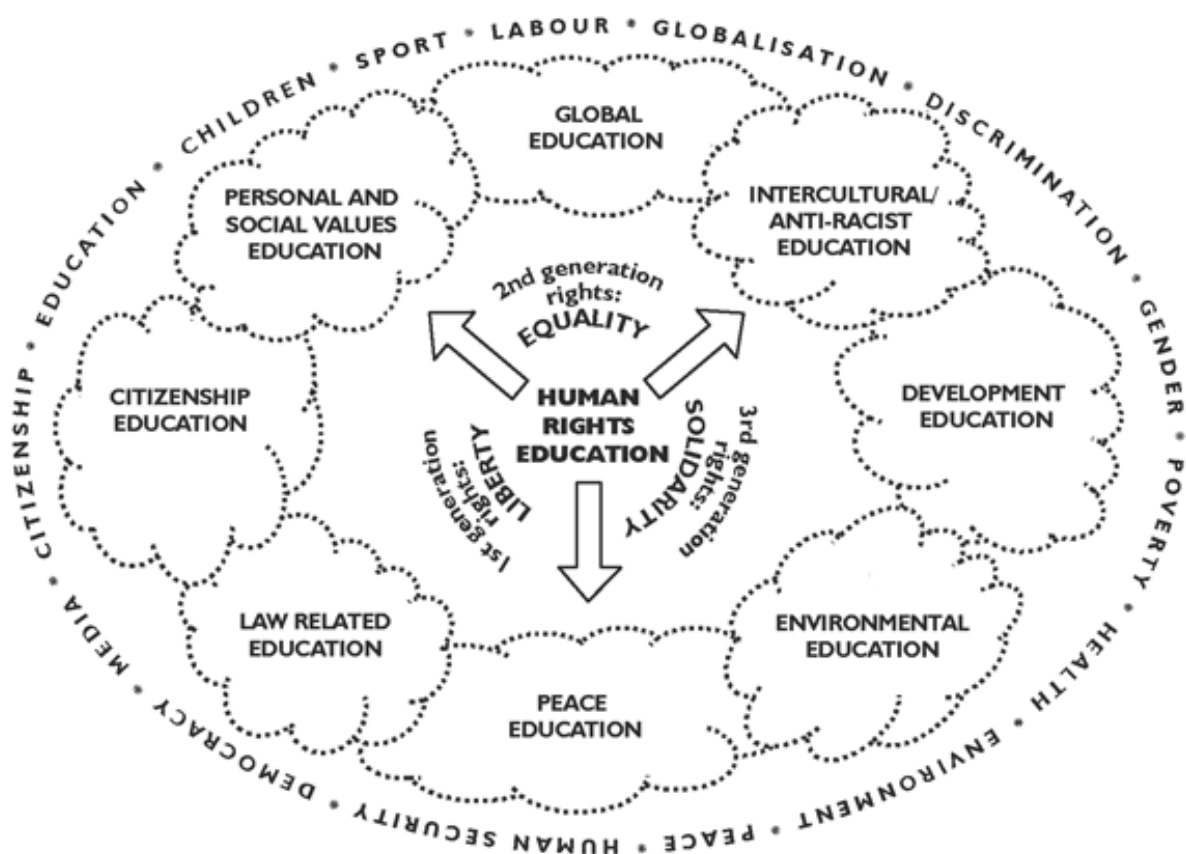
UNESCO takes this practical sense of HRE a step further by stating that HRE's function allows: "…people to participate in their communities in a constructive and respectful way…It aims to deliver outcomes such as personal and social growth, the respectful conduct of citizens toward each other and the provision of opportunities for learners to develop critical thinking and life skills" (UNESCO, 2006). Oberman & Waldron add to this by stating HRE supports HR values by 'humanising' learners to concepts such as voice, agency and diversity (Oberman & Waldron). The social responsibility HRE promotes attempts to" …build a culture of respect for diversity and equality and is vital in the transmission of core values of

social justice and human dignity" (BEMIS, p 9). The process of HRE attempts to empower learners to claim and promote rights and to take local and global action (Struthers, 2017). An important example, as Zembylas argues, is that HRE can act to expand our communities and challenge arguments based on binary constructs such as: them/us and national/foreigner (Zembylas, 2016).

Although there are many different forms and types of HRE working towards this goal, there is still broad agreement about certain core components of HRE (Bajaj, p.483). The majority of scholars and practitioners agree that HRE must include both content and process related to HR and that nearly all formal literature mentions the importance of using participatory methods for effective teaching regarding HR (Tibbits, 2005). Bajaj states, "The diversity of contexts in which HRE can and has been implemented is indeed a testament to its relevance, adaptability, and promise as a lasting educational tool" (Bajaj, p.508). These are the key threads to defining HRE and it is evident that HRE can be used as a tool to tackle a range of contemporary development issues that occur in the world today.

There have been criticisms to HR and HRE, one being that they are mechanisms that impose and make Western values the norm (Baxi, 2007; Sprivak, 2004). In defence of this claim, there is the opposing argument that HR are fluid and may be interpreted and applied with different outcomes (Oberman & Waldron, 2017). If we see HRE as a fluid, open and evolving discipline (Bowring, 2012) we can assume that HRE does not standardise culture but rather allows for implementation in diverse and specific cultural contexts (Osler, 2012) and of course constantly subject change (Appiah, 2007).

Therefore, HRE is understood as being able to adapt to different situations and forms depending on the context and topics approached that have a basis in HR. Many institutions, handbooks and educational environments have created their own version and approach to HRE. Below is one example of what HRE looks like in terms of a diagram created by *Compasito* (2007) a manual designed for schools wanted to incorporate or implement HRE as part of their curriculum:

GLOBAL EDUCATION

PERSONAL AND SOCIAL VALUES EDUCATION

INTERCULTURAL/ ANTI-RACIST EDUCATION

2nd generation rights: EQUALITY

HUMAN RIGHTS EDUCATION

1st generation rights: LIBERTY

3rd generation rights: SOLIDARITY

CITIZENSHIP EDUCATION

DEVELOPMENT EDUCATION

LAW RELATED EDUCATION

ENVIRONMENTAL EDUCATION

PEACE EDUCATION

CHILDREN · SPORT · LABOUR · GLOBALISATION · DISCRIMINATION · GENDER · POVERTY · HEALTH · ENVIRONMENT · PEACE · HUMAN SECURITY · DEMOCRACY · MEDIA · CITIZENSHIP · EDUCATION

In the above figure we can see a practical interpretation and example of how broad and fluid HRE is and the extensive range of topics related to HR. HRE's potential is large scale as it provides multiple disciplines and entry points when covering HR. It provides many options and opportunities and therefore can lead to a range of linked projects and actions. It can serve as an effective starting point to promote global and local justice, equality and non-discrimination (Oberman & Waldron) and in the case of this thesis a contemporary development issue such as migration.

Based on the theory outlined above, it is clear that there are a number of definitions of HRE. However I think HRE needs a more encompassing definition and propose that HRE can be defined as a variety of pedagogical practices that deal with contemporary development issues around HR in educational contexts.

2.4. Development Education – relating theories

In order to create a clearer understating of the entry point of my study, it is interesting to touch on the related Development Education theory, hereafter (DE). Similar to HRE, DE has

multiple perspectives, interpretations and practices from a range of players (Bourn, 2014). Leading DE theorist, Bourn has tried to connect and tie together theory on DE that appeals to those interested in the progress of international development relevant for global social justice (Bourn, 2014). DE, as is the case with HRE, is an 'approach' to change (Bourn, 2014) and the idea of development through education.

Social justice plays an important part in this theory as it is considered a core element to enable people to live competently in a global society (Simpson, 2016). The UN defines social justice as, "an underlying principle for peaceful and prosperous coexistence within and among nations" (UN, 2018). The principles of social justice promote: gender equality, the rights of indigenous peoples and migrants and aims to remove barriers that people face because of gender, age, race, ethnicity, religion, culture or disability (UN, 2018). This gives ample themes and entry points for DE to tackles, as is the case with HRE.

Freirean liberation education theory is interesting influence on DE (Bourn, 2014) as it states that education can transform and liberate leading to positive change (Freire, 1987). Freire's *Pedagogy of the Oppressed* states that truly liberating education is in fact based on cognition and not simply transfers of information (Freire, p.60). Cognition is brought about with dialogue and conversations where the whole group takes part and all are jointly responsible for the transformative process (1994:61). As a result, students achieve what Freire calls *conscientizaçao* - a more complete idea of social, political, and economic issues enabling them to take action against the oppressive elements of reality (1994:17). If successful, this type of learning leads to reflection, action and social change (1994:107). This is also similar to HRE's objective and parallels can be drawn when approaching DE and HRE.

The practical approach of DE works towards actively "…promoting a global outlook, understanding the power and inequality in the world, belief in social justice and reflection, dialogue and transformation (Bourn, 2014). In order to visualise this process, Bourn claims that DE can be seen as on one end having awareness and information and action and change at the other (Bourn, 2014). There are many pedagogical frameworks proposed to put this statement into practice. One example is Bourn's 'new pedagogical framework' based on four principles: "Global Outlook: Recognition of Power and inequality in the world; Belief in social justice and equity; Commitment to reflection, dialogue and transformation" (Bourn, p.102). This can be seen as similar to HRE in terms of combining knowledge and reflection

with active change and transformation leading to positive development in society. One example of this in practice is that many NGOs wish to see DE incorporate links between learning and moral outrage leading in people making them want to take action to secure change in their day to day lives (Oxfam, 2006).

If we look at a current example and interpretation of DE in action we can see that Irish Aid define DE as: *"... an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live"* (Irish Aid, 2003). Similarly for Trocaire, the official overseas development agency of the Catholic Church in Ireland, has interpreted DE by portraying its practical use in this diagram. Again, as in HRE, this diagram encompasses many interlinked, connected ideas and entry points and stages.

Development Education for Trōcaire
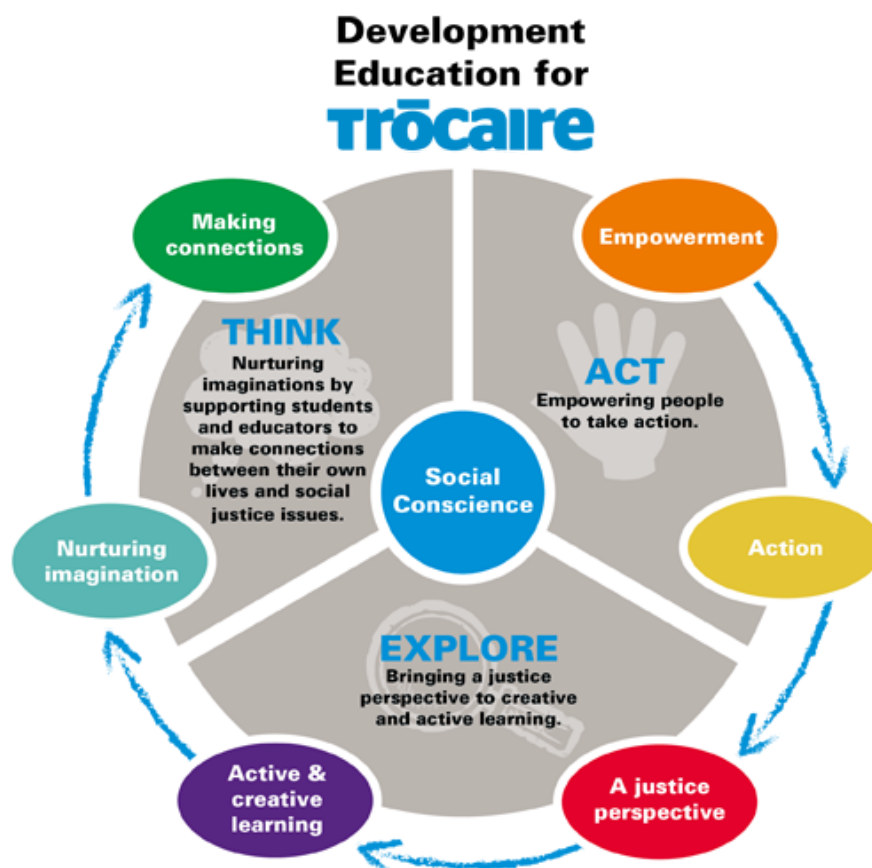
DE theory will continue to evolve and adapt to changing needs and approaches. As Bourn confirms: "What seems to be important is that rather than coming up with a definition of development education we must understand and relate the themes and principles behind development education to the appropriate educational environment" (Bourn, 2014). What is

clear therefore, is that both DE and HRE are not static theories but approaches based on different learning scenarios that unify principles important for global development (Bourn, 2014). DE theory can be seen as one of many approaches for change through new and transformative education allowing student's to take what they learn in the classroom into their communities.

2.5. Human Rights Education and Development Education

In order to tie these two theories together, it can be said that communality in HRE and DE can be seen as interwoven in terms of context and definitions. This is confirmed in *Issue 25 of Policy & Practice*, where Oberman & Waldron claim that both HRE theory and DE theory "…have much in common including methodologies, global and justice perspectives and theoretical frameworks" (Oberman & Waldron, p.123). There is also the understanding that both HRE and DE have many areas of "overlap, similarity and complementarity" (Oberman & Waldron, p.123). Oberman & Waldron present the following solid comparisons of HRE and DE claiming that both can be seen to:

- *Act to secure global justice*
- *Develop skills which include critical thinking/ literacy, empathy and cooperation and are premised on active, participatory pedagogies*
- *Empower learners to take action for a better world and both are underpinned by values of solidarity, justice and respect for diversity*
- *Draw on Freirean theory of transformative education (Oberman & Waldron, p.14).*

Both approaches contain elements of the other. Bourn goes as far as stating that the presence of HR in DE is the basis of values and knowledge content of development education (Bourn, 2014). Oberman & Waldron also claim that the fact that HRE includes and can cover themes such as respect for diversity, the environment and peace, makes it another solid example of DE content knitted into HRE framework (Oberman & Waldron, p.14). I therefore find it interesting to include DR theory in a thesis based on HRE as it provides further insight to this area of research regarding dealing with contemporary development issues with students.

Although both theories have evident similarities and move society to positive change, nevertheless distinctions can be made between HRE and DE. Oberman & Waldron state "HRE content pedagogy and values remain rooted in the conventions of HR, an orientation

which is not shared by development education" (Oberman & Waldron, p.14). DE instead has the possibility to cover aspects outside the realm of HR and is not limited to HR. Andreotti goes further separating the two by drawing attention to the fact that HRE provides "global ethical and legal framework and, in so doing, go some way towards establishing an idea of how society should be" (Andreotti, 2006). This is different to Development Education's critical stance that focuses on: "…recognising complex, uncertain and subjective truths and values that contend with the ethical clarity of HRE" (Andreotti, 2006). Following these insights, the line between the two theories becomes clear.

Both theories provide a framework for understanding the key concepts and the possibility to investigate my problem statement. However I believe HRE is instrumental in understanding what developing a HR culture in society entails and is apt at approaching a contemporary development issues with its roots in HR. An understanding of both theories and their overlap ensures a more complete idea of how topics similar to my problem statement are being approached in research today. However, HRE is more adapt for a variety of practical situations in the classroom. As Oberman &Waldron note, "HRE is an incredibly useful starting point and navigational tool for classroom activities looking at development, global or justice issues" (Oberman & Waldron, p.15). This pointed me in the direction of using HRE as a main theory and approach for this thesis and has informed my of study group work in a classroom environment. I believe HRE theory can strengthen the effectiveness when attempting to build and reinforce people's knowledge, skills and attitudes around contemporary development issues.

Chapter 3. Methodology

3.1. Introduction

In this chapter I have drawn upon UN approved and other related practical methodology and techniques to explore how best to put HRE theory into practice in a classroom setting in order to investigate the main questions of the present study. In addition to this, I have chosen a social constructivist approach to my research, as I will be using HRE in five groups of 15 students. In terms of recording my findings, I chose qualitative research methods. Firstly, I selected participant observation to recognise, collect and write up results in a classroom situation. Secondly, I constructed questionnaires for students to be given out as soon as the

session was complete to collect feedback. I believe that the combination of these methods can lead to an understanding of how HRE can effectively work in the classroom dealing with contemporary development issues.

3.2. Practical Methodologies: UN - ABC: Teaching Human Rights

In order to construct content for my research to take place and to test HRE in the classroom it is important to look at the practical methodologies outlining methods and techniques for HRE. In 2003, the UN provided practical strategies and approaches to be used in order to promote HR through HRE. UN publication, *ABC: Teaching Human Rights* is defined as a "…tool for human rights education and a multi-coloured umbrella covering a number of basic human rights areas" (ABC, p, 2). *ABC: Teaching Human Rights* covers a large amount of information into practical HRE for educators who want to foster human rights awareness and infuse human rights issues in an enjoyable way (ABC, 2003). The teaching of HR in the classroom can take many different forms therefore this 'umbrella' guide covers a variety of scenarios and aspects that HRE can deal with. According to the UN, HR themes can be interdisciplinary and cover many different topics already taught in classrooms and, in addition it this, students can use a variety of skills that allows for a more profound awareness and understanding of human rights issues (ABC, 2003).

The UN *ABC: Teaching Human Rights*, provides detailed techniques that set out to: "engage students' empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity and equality into their everyday experience of people, power and responsibility and encourage critical thinking, both cognitive and affective learning, respect for differences of experience and opinion, and active engagement of all participants in on-going learning" (ABC p. 12). It is clear that each educational setting and scenario they can be conducted in is different, therefore the techniques are adaptable and can be tailored to and used in combination with other methods; improving HRE in practice.

Not only does *ABC* contain guidelines to further HRE all over the globe, it intends to be a "starting point for further research and study on developing culturally appropriate materials at all teaching levels, and can be used in conjunction with or supplemented by other materials developed by local actors (governmental agencies, national human rights institutions, non-governmental organizations and other civil society entities), to which teachers and users in general may also turn for assistance and support" (ABC, p.2). This is relevant when thinking

about how education in general can be seen to include HRE on a larger scale and how teachers are encouraged communicate with similar educators and form networks to share ideas and experiences (ABC, 2003). Again this is in line with HRE'S aim to create positive action in terms of HR in society and not just knowledge based learning.

3.3. The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change

The effective techniques outlined in *ABC* on how best to carry HRE have been created in collaboration with Flowers and as a contribution to the United Nations Decade for Human Rights Education, 1995 -2006. Flowers' *Handbook for Human Rights Education* is a manual that goes into even more depth for educators using HRE in educational settings. These HRE methodologies are based on research into participatory methods proven to be especially effective in educational settings the students are empowered to think and interpret independently (Flowers, 2000). Therefore, along with *ABC: Teaching Human Rights,* I have matched the following ideas with further information from Flowers' handbook published at the Human Rights Resource Centre. I believe it offers more complete examples when using this methodology to build my session that tests HRE in a particular setting.

3.4. UN - ABC: Teaching Human Rights

1. Brainstorming – this technique can be used to quickly create solutions that cover both theoretical and practical problems that can be analysed. The ideas students' come up with should be displayed via the board to visually keep in mind solutions and ideas can be combined, adapted or rejected (ABC, 2003). High levels of participation should be encouraged for maximum creativity. Flowers' confirms that brainstorming encourages creativity and generates ideas quickly and can be a good idea for introducing a new subject (Flowers, 2000). Flowers goes into detail as to how this can take place:

- *Introduce question, problem or topics orally and display*
- *Invite participants to respond with as many ideas or suggestions as they can – single word or short phrases*
- *Include everyone but in no set order*
- *Record all responses*
- *Use this list to spark discussion or problem solving together as a group*

(Flowers, 2000)

2. Case Studies – this technique leads students to think about Human Rights in specific cases. Case Studies should be based on "…credible and realistic scenarios that focus on two or three main issues" (ABC, p.14) and can be used to spark debates and discussion (ABC, 2003). This means, students have a trigger to be able to respond to and it "… encourages analysis, problem-solving and planning skills, as well as cooperation and team building" (ABC, p.14). Flowers states that they can be based on the following examples:

- ***Real cases*** *drawn from historical or current events*
- ***Fictional or hypothetical cases*** *can address locally sensitive issues without evoking responses to particular individuals, organizations, social groups, or geographic regions*
- ***Fieldwork cases*** *developed participant interviews in the community (Flowers, p.60)*

3. Creative Expression – this technique focuses on the arts as they "…make concepts more concrete, personalize abstractions and affect attitudes by involving emotional as well as intellectual responses to human rights" (ABC, p.14). This can include: stories, poetry, graphic arts, sculpture, drama, song and dance. It is important to note that the teacher conducting the class does not need to be from an artistic discipline or an artist (ABC, 2003). An open and non-judgemental space is necessary for artistic expression relating to Human Rights (Flowers, 2000). Flowers explores this in more detail:

- **Writing:** Participants can produce original poetry, songs, dramas, stories, essays or compile collections of relevant material for example letters on issues (Flowers, 2000).

- **Graphic Arts**: There are limitless possibilities for the use of visual media to "…raise awareness and display the results in a public place" (Flowers, p.61). Some examples given are: drawing and painting; making mobiles, collages, or sculptures; taking photographs; creating installations; designing posters, banners, or tee shirts and any other visual arts form (Flowers, 2000).

- **Music:** Here too there are limitless possibilities when using music for learning.

Groups can respond to songs that inspire and link them to struggles for justice or make music themselves (Flowers, 2000).

4. Discussion - this technique has a numerous amount of different styles to stimulate discussion in pairs, large or small groups to create an open space to share and develop ideas (ABC, 2003). There are a variety of ways outlined to do this as each situation is different and therefore must be adaptable. Flowers goes into further detail and sets out the following options and points to take into account:

- **Small groups –** size will depend on time, amount of students, sensitivity and complexity. Groups can choose one person to communicate their discussion to the class summarizing the points they discussed (Flowers, 2000).

- **Buzz Groups –** participants discuss in pairs for a limited period. Flowers states this is "…especially effective for preparing for a general discussion or to give to personal response to a film, presentation or experience" (Flowers, p.63).

- **Open Questioning –** this can take the form of the teacher asking student's questions while keeping the goal in mind and constantly encouraging participation and group discussion (Flowers, 2000). Flowers presents different types of questions:

  - *Hypothetical – what would you do if?*
  - *Speculating – how might we solve this problem?*
  - *Defining – can you say more about how that idea would work?*
  - *Probing – why do you think that?*
  - *Clarifying/Summarizing – am I right to say that you think...?*
    (Flowers, p..63)

  Rules for Discussions – raise the fact that students should follow principles such as: listening to one person at a time while they are speaking, raise your had if you want to say something, do not interrupt, laugh or criticize someone's ideas and encourage everyone to participate (Flowers, 2000). This can be mentioned to the group prior to starting the exercise.

5. Visual Aids – this technique sees projecting visual aids in the class as tools that greatly enhance lessons. However, they are not to be over-used nor substituted for direct student participation or discussion (ABC, 2003). Flowers specifies two ways visual aids can be used:

- **Films and Videos** – using the many available videos and films effectively requires to keep in mind the following points:

  - *Introduce the piece thoughtfully to focus viewing*
  - *Allow time to follow up with discussions and activities*
  - *An especially emotional film might be followed immediately by Buzz Words to give students opportunity to express their feelings*
  - *Suggest some ways to take action on the issue portrayed (Flowers, p.66)*

ABC provides a total of 12 techniques and methods, I used a combination of the above five techniques in my attempt at testing HRE in the classroom. This is because I believe the above five techniques would work best and could be tailored to a class of 14-15 year olds today. I made sure each activity followed on from the other so in practice the session would flow and build momentum. This was also important to ensure the group felt motivated, interested in the activities and the session could flow well. See the appendix for my session plan that uses the above techniques.

3.4. HRE – Migration Session

In my sessions based on the above, I chose to explore the migration crisis and the HR issues surrounding it with all five groups. The reason I chose the theme of migration as an example is because it is a very current issue today and it affects many different areas around the world and provides plenty of discussion around contemporary development issues. I also believe that the students taking part in the session would relate with the idea of having to leave their country and settle into a new environment as it was international school, I will introduce the school later on in this chapter.

The 'trigger material' I began the session with to grab student's attention, was a *visual aid* in the form of a *video* animation. I introduced the *video* animation, *An Empty Promise*, informing students it was a *case study* based on a *real case* produced by NGO:

PositiveNegatives. This was immediately followed by the next activity, *brainstorming*. Here the whole class was asked to come up with different *buzzwords* in response to what they had just seen in the animation, the question posed was: *Can you come up with some buzzwords after having watch that to describe the emotions the main character was feeling throughout her journey?* All ideas were recorded and displayed on the board.

Following this warm up, the next part introduced HR knowledge content: the term migrant, the UN's stance on migrant issues, HR migrants are entitled to and HR violations around the topic. Again, these were presented and explained on the board via a *PowerPoint*, Then, students were split into *small buzz groups* in order to come up with solutions in order to create a culture that respects HR around these issues. The *speculative open question* posed was: How can we come up with active solutions to the issues discussed thinking about different levels of society (personal, community, national etc.). Through their *discussions* in groups, based on the animation and what they had just been informed, students were prompted to come up with concrete examples after 10 minutes. This required students to think outside the box on a variety of levels, then feedback together in a respectful, open and larger class *discussion*. During this time, I waked around the class listening to ideas, posing further questions and providing prompts for example " …what would you do if you were prime minister? When the 10 minutes was up, the class discussion brought together all the ideas and I asked students to expand on their answers by posing *probing open questions* contributing to a larger class discussion.

The arts were brought in as a final activity; *creative expression*. This required students to use all the information and ideas from the lesson to be creative. The students were asked to create powerful work that communicated ideas, actions or simply explain the stories of migrants in ways that could bring about change and inform others. A mixture of *writing* and the *graphic arts* in the form of a comic strip was offered and explained as it provided the opportunity to use both text and artwork and in a straightforward way. Other options for example poems and posters were offered too. Students were told they could work in groups or alone. In order to create a more comfortable space, student's who struggled were advised to imagine presenting their work to someone who wasn't in the class or alternatively given a specific title to work from e.g. Welcoming Migrants, Inclusive Societies etc.

Finally, after the majority of time spent on this task, students presented their work to the class and after each presentation there was a class *discussion* together. I facilitated this *discussion*, again posing further *probing open questions* to understand their ideas. I also thought it would be good to take photos of their work for my research as they were concrete records of progress; the photos of student's work are analysed in the upcoming chapter.

3.5. Social Constructionism

I followed a social constructivist approach to my work as it states that knowledge and understanding of the world is constructed socially and jointly through interaction with others (Amineh & Asl, 2015). Burr confirms that an understanding of our reality is constructed by and between people: *"It is through the daily interactions between people in the course of social life that our versions of knowledge become fabricated"* (Burr, p. 4). One of the arguments that support social constructionism as an ontological position is the cultural and historical differences of how and what is regarded as truth. Subsequently, we must realise that our conception of the truth is solely the current and accepted way in which we understand the world (Burr, p. 5). Social constructionism asserts that we need to take a critical standing point towards the assumed realities that form how the world and how human beings are understood. We must challenge the view/perception that conventional knowledge is the only way to observe the world (Burr, p. 2). This is relevant to the HRE session of this thesis in that it makes students challenge issues in the world today. This approach also allows the opportunity to deconstruct certain ideas that have lead to violations to HR and instead promote positive change and new constructs in a group environment.

More specifically, an important element of the social constructivist view regarding teaching requires approaches that involve learning with others, in groups such as with peer collaboration to create change (Shunk, 2000). The relevance of the social constructivist angle on teaching is of great significance because HRE is more often than not is aimed at groups and in the case of my experiment was carried out in classes with ideas being reached together. Therefore, tackling HRE collectively works dealing with issues of or related to HR (The Danish Institute of Human Rights, 2017). Bourn confirms that the majority of HRE education globally is aimed at formal educational settings, in schools with groups of students (Bourn, 2016). In the case of this thesis therefore, the social constructivist approach fits with my task and is an opportunity to see how understanding, significance and meaning developed

in coordination with other human beings, in this case in classroom situations with groups of students within a HRE context.

3.6. Mixed method study

I evaluated HRE in action by conducting five teaching sessions based on the above at the *Asociación Escuelas Lincoln* in Buenos Aires with students from the ages of 14-15 around the theme of migration. This study was created with practical pedagogical methodologies set out by the UN and collaborators.

Asociación Escuelas Lincoln is an international school with a student and teacher population that represent 40 different nationalities (*Asociación Escuelas Lincoln,* 2018). What is particularly interesting about this school, is their approach to using technology in the classroom, for example they encourage a 'bring your own' technology- rich environment. Their website states that the school, "…challenges students to fulfil their academic potential in a technology – rich environment that encourages relatively, independent learning and collaboration with peers" (*Asociación Escuelas Lincoln,* 2018). The schools' *BYOD* (Bring your Own Device Program) is a prime example of this. In addition to this, the topic of migration could be seen to be a good topic to approach because, although the international students take part in a different type of migration than encountered in the session, students are able to relate with the idea of having to leave their country and settle into a new environment.

In order to evaluate my methods, I used two qualitative research method techniques: participant observation and a follow-up questionnaire for students. Participant observation occurred throughout the various activities practiced as I felt this would allow me to concentrate and assess how students engage with all the tasks and how one followed on from the other. Secondly, I used questionnaires to gather feedback directly from participants at the end of the session. The combination of these research methods provided me with insight and information for my analysis. I will now outline the data collection methodologies.

3.7 Participant Observation

For years, participant observation has been used in a variety research spaces and disciplines in social studies and more recently there has been an increase in the use of this method in the field of education (Kalewich, 2005). Participant observation is a qualitative research method that allows researchers to learn about the activities of people under study through observing and also participating in the activities set by the researcher (DeWalt & DeWalt, 2002). Participant observation research aims to "…understand as fully as possible the situation being studied without disturbing that situation. Any data collecting that is compatible with that goal can be pursued" (Bogden, p.304). This gives a certain amount of flexibility and puts the researcher in a more powerful position in the classroom where different situations arise.

In the book *Participant Observation - A guide for fieldworkers*, DeWalt & DeWalt describe how abstract the process of participant observation is: "…participant observation, is difficult to put into words. In part, it is because this is a method in which control of the research situation is less in the hands of the investigator than in other methods, even other qualitative methods. The investigator is relating to and interacting with others in the events and situations that unfold before him or her. Therefore, any discussion of "how to do it" must be abstract" (DeWalt & DeWalt, p. 21). Upon beginning the task, the researcher usually has an idea of what he is interested in based on a basic research plan (Bogden, 1973). This can of course change during the process and is adaptable. Also, an important consideration in any research study is to conduct research ethically informing those present that the activities will be documented and that the anonymity of participants will be preserved (Kalwich, 2005). DeWalt & DeWalt also state that research using participant observation leads to a more complete understanding of the phenomena under study making it more valid (DeWalt & DeWalt, 2002) and also maintain that validity is stronger if additional strategies are conducted with observation: interviewing, document analysis, or surveys, questionnaires, or other more quantitative methods (DeWalt & DeWalt, 2002). I have taken on board this advice as it can lead to a more complete understanding I can take away and draw conclusions from.

The degree to which the researcher participates, makes a difference in the quality and amount of data he/she will be able to collect (Kalwich, 2015). DeMunck & Sobo (1998) highlight that an advantage of participant observation over other methods of data collection is due to its *backstage culture* as it provides opportunities for viewing or participating in unscheduled events detailed description (DeMunck & Sobo, p.43). This fitted in well with the classroom

setting I conducted the session in, where I could see everything; planned or unplanned. In such a setting DeWalt & DeWalt (2002) give the following tips for participant observation: observe actively attending to details later, listen carefully to conversations and spend time asking questions and clarifying answers so analysis of the material after can be easily grouped and discovered.

There are different approaches to participant observation in terms of the position of the researcher. Gold (1958) describes four different observation stances; I was interested in the *observer as participant* stance. This dictates that the researcher participates in the group activities but their main role is to collect data, and the group being studied is aware of the researcher's observation activities (Kalewich, 2015). Kalewich continues, "In this stance, the researcher is an observer who is not a member of the group and who is interested in participating as a means for conducting better observation and, hence, generating more complete understanding of the group's activities" (Kalewich, p.8). The researcher has access to everyone in this situation and can obtain information, however it is the group itself who control the level of information during the time together (Merriam, 1998). Given that I had a role similar to that of a teacher in the classroom environment, I was able to facilitate learning but at the same time I was an external figure. Therefore I was free to participate in the session myself and therefore used the *observer as participant* method. Although my main objective was to observe the group, I also had the flexibility to participate in order to break down boundaries and ask more questions students as participants completed the set activities. I was able to walk around speaking to students on an informal level during the activities and took part in the creative activity itself. I believe this allowed me to have more access and therefore insight into what was I could observe.

When conducting the session and writing up my field notes, I followed the outlined guidelines above to conduct *participant observation*. I was particularly aware of the *backstage culture*, as although I was in role of the teacher I was external so I felt that students were more open and there was no formal 'wall' between us so they could voice their opinion and be more interactive. Both students and teachers were aware that my observations would be part of my thesis as it was mentioned at the beginning of all five sessions. All my observations helped record how engaging the session was for the groups and it allowed more complete field notes that provided me with a basis to draw conclusions from in the upcoming analysis.

3.8. Questionnaires

I backed my observation with questionnaires given at the end of the session, due to the fact that questionnaires are very common methods of data collection and usually combined with other forms of research methods (Sarantakos, 1998). The main characteristic of questionnaires as a qualitative form of data collection is that unlike participant observation, respondents have limited interference from whoever is carrying out the research (Sarantakos, 1998). Sarantakos states that the key advantages of using questionnaires as a data collection method are that they are less expensive, provide quick results and anonymity meaning less bias for errors caused due to the presence of the researcher (Sarantakos, 1998). Sarantakos concludes that they are stable and consistent ways to measure findings (Sarantakos, 1998).

When constructing a questionnaire, the following must be kept in mind: format, content, quantity and response format. Sarantakos underlines that when tailoring questionnaires for particular studies, the researcher must bear in mind what the aspects of the study that must be covered are (Sarantakos, 1998). Adams & Cox state that questionnaire design "…must be usable so that the reader can easily understand, interpret and complete it. This in turn will increase the accuracy of responses" (Adams & Cox, p.18). In order to make sure this is achieved, Adams & Cox give general guidelines to be followed. Firstly, questionnaires should not be too long due to short attention spans resulting in them being completed less accurately as people rush or skim read them (Adams & Cox, 2008). Secondly, coherent questionnaires are made keeping in mind the sequence of questions and avoiding repetition (Adams & Cox, 2008). Further to this, Adams & Cox state that the general rule is to keep them as short and simple as possible in order to increase the chance that they will be understood and completed accurately" (Adams & Cox, p.20). Adams & Cox state four types of questions that can be chosen when constructing in a questionnaire that require different levels of interpretation:

- *simple factual questions – requiring a yes/no responses, e.g. 'Do you have a computer at home?'*
- *complex factual questions – requiring some interpretation or analysis, e.g. 'How many times have you used this application today'?*
- *opinion and attitudinal questions – requiring more alternatives and deeper concentration*

- *open ended questions – requiring participants' full concentration (Adams & Cox, p.20)*

It is possible in practice to provide a combination of the above, within which participants can choose a response to clarify their comments and ideas. A commonly feature used is the Likert Scale to track attitudes and opinions (Adams & Cox, 2008). Of course, it is possible to use a more basic and loosely based version of this scale that questions to what degree the participants want to answer the set question (Aldridge and Levine, 2001). A final point is that there can also be a *middle category* researchers feel that sometimes it can give the respondent a true representation of the scale (Adams & Cox, 2008). This must all be taken into consideration when tailoring the questionnaire to the set research.

In all five sessions, due to time restraints, I allocated five minutes at the end of the session for feedback for students. I informed all parties that the questionnaire was to be anonymous and that I would be using them to write my thesis. The questionnaire was short and simple, as I did not want participants to loose concentration or rush in order to have more accurate results. I believe that giving the questionnaire immediately after the lesson leads to 'fresher' and more spontaneous feedback that can help understand my problem statement and if students were enthusiastic about the methods used to teach a topic related to HRE.

The student questionnaire is one-page and consists of seven questions. Overall I wanted to understand if students enjoyed the activities, if they were interested in the topic and went away wishing to learn more. The first five questions are about gaging student's interest, engagement and curiosity based on the activities and also to see whether they would like to do it again and if they learnt something new. Students could respond to these *simple factual questions* with three options with the following answers: *"No", "Yes, a little bit", "Yes, a lot"* or *"I don't want to learn more", "I want to learn a little bit more", "I want to learn a lot more"*. Although this is not exactly a *Likert scale,* it can be considered a more basic version to see if the activities were received positively or negatively. Also, there is the option of a *middle category* that signals the need for improvement. The final two questions are *open-ended questions* that allow students to expand on why they enjoyed the activities and if there was anything they would change. These questions were left open in order to get students to concentrate and reflect on their initial ideas without being steered in any way. See Appendix for student questionnaire.

3.9. Limits to Research

Firstly, I would have preferred to conduct focus groups and interviews with students and teachers after the sessions to discuss and record more in depth information to gain further insight or ideas students had for example how to take HRE further. However, this wasn't possible as staff informed me that after the allocated 1 hour, students had to move onto other lessons as part of their timetable, this gave me limited time to conduct research.

Not only did time restraints affected my data collection methods, furthermore, given that the questionnaires were hard copies, I therefore had large amount of data that was long process to record. In the future, I would have used an *App* or a website such as *Survey Monkey* to get students to answer the questions in a quicker and more user friendly way and manipulate the data in many different ways.

Most importantly, I would have liked to pilot the HRE session in different types of schools than just one international school in order to have more substantial data. Of interest would have been to trial HRE in a state school in Buenos Aires to compare and see more reactions to the session. However, before leaving for Buenos Aires I contacted 46 schools and only *Asociación Colegio Lincoln* replied confirming I could conduct my research.

In addition to this point, I would have liked to have conducted more sessions based on different case studies for example not just on migration but for example on the topic of racism or other contemporary development issues related to HR or HR itself. Also although I believe that the session was performed in a way that could be adapted to match students' knowledge, inquiry into student's prior knowledge around the topic could have allowed me to assess what students already knew at the outset and would have helped plan how best to insert a more appropriate level of information. My research was restricted therefore to gauge the potential and effectiveness of certain techniques in a one off setting.

In my view, a significant limitation to the classroom study was the fact that I am not qualified teacher and therefore do not have pedagogical training that could make the session more effective. This could be seen as a limit but also as a steppingstone of further research for those more qualified in the area of HRE.

Chapter 4. Data Analysis and Discussion

4.1. Introduction

This study set out to investigate how to create engaging and effective HRE education around a contemporary global development issue related to HR for the younger generation. Two data collection instruments were used (participant observation and questionnaires) to shed some light on this issue. In this chapter an analysis of the results obtained for the observation and the questionnaire phase of this experiment will be presented.

The five sessions took place on the: 7th, 8th and 9th of March 2018. The sessions were with groups of 14-15 year olds and with teacher supervision at the *Asociación Colegio Lincoln*, Buenos Aires.

4.2. Results and analysis from the observation phase

During the participant observation phase, the behaviours and the interactions of participants were observed. The main activities/phases of the observation were: (a) trigger animation activity; (b) discussion about HR issues; (c) creative expression. For each of these phases a brief summary and analysis is provided.

Trigger Animation Activity

During this part of the observation, participants were asked to watch an animation called *'An Empty Promise'*. The qualitative analysis of the data from the notes taken during this phase showed the following:

- Most of the participants were not aware of the issues related to migration before the video was played;
- Despite the lack of knowledge about the subject, the majority of students were captivated and were silent during the video. Throughout the animation students showed a genuine interest and no students were distracted by other students;

- The follow-up activity after the video that involved a brief discussion about some of the contents of the video demonstrated that students were fully engaged. I noticed that students were actively participating and were becoming increasingly involved and engaged with the class. Even though this was a short activity, it acted as a bridge to prepare for the more knowledge rich section to follow.

My observations lead me to think that despite the lack of awareness about the issue of migration, the use of the video was a powerful tool to engage students and increase their participation and curiosity. It clearly made difficult information easier to handle for students of this age. This is reflective of a view outlined in a paper on media literacy and HR highlighting that education for sustainable societies must incorporate media to enhance learning around HR (Frau – Meigis, 2007). The approach of making HR compatible with a form of media does indeed appeal to students as they have grown up in the age of mass media and communication. It also pointed to the potential of visual art to be incorporated in tackling developmental issues as a key element to take into consideration. This can be seen to be in line with Nanackchand & Berman's research with secondary school students in South Africa that concludes that the role of visual graphics can be effective in building awareness about HR and social justice (Nanackchand & Berman, 2012).

Discussion around Human Rights Issues

This activity consisted of two phases: (i) a simple explanation of the HR laws in place for migrants and the issues affecting migrants in terms of various HR violations and abuses; (ii) a group discussion for solutions in participants' societies. The qualitative analysis of the data from the notes taken during this phase showed the following:

- Students listened carefully to the information giving them the basis of HR knowledge. This is because the information provided was clear, accessible and related with the previous section;
- Students were eager to know more about HR and group work was very successful. They actively discussed different solutions;
- The class discussion focused on different ways to provide and raise awareness through the use of technology, social media and social media campaigns. The use of

Instagram or *Twitter* were seen as a possible solution on many occasions in order to voice problems and make society aware of the struggles related to migration;

- Other solutions mentioned were: events in schools, workshops, crowd-funding and peer mentoring within schools for migrants but again these ideas were linked to social media campaigns and the idea of using material shared online.

The discussions in smaller groups that lead to a larger group discussion allowed for productive HRE learning. The main finding from this part of my observation was that it was a window into how the younger generation would communicate and approach their ideas via online platforms. This is similar to a previous study by Hunt, based on a youth project that developed a range of resources as strategies to support young people's participation in social action. Hunt found that social media and an online space (in their case an *Interactive Youth Wall)* were effective resources to fulfill the aim of encouraging discussion and debate both within countries and between countries (Hunt, 2017).

Creative Task

This activity was the most interesting part to observe and offered students many creative opportunities to express their ideas in relation to the topic. The qualitative analysis of the data from the notes taken during this phase showed the following:

- After explaining to students the creative options they could use to take forward their ideas students became very enthusiastic;
- Most students opted to work in groups. Few worked alone. There was much discussion and some questions clarifying the themes of the work before they began due to the fact students were curious;
- Most students did not directly use the HR law knowledge acquired in the previous task but chose to create a story from the point of view of the migrant to explain to larger audiences in order to invoke an understanding of a respect for HR;
- As a result the students themselves came up with spontaneous outputs that communicated messages of inclusion or welcoming – in all cases;
- Many students used images from the animation in their work, this can highlight the effectiveness of visuals as a learning tool to tackle these issues

- The majority selected comics as creative outputs to develop and express their ideas. Students who did not like to draw sill attempted to produce something. One student asked if they could perform a sketch or act;
- When the time came to present, each student and group presented in a very confident way. The work produced was a mixture of creative outputs based on: their own experiences; made up scenarios and stories and solutions;
- The class commented very openly during the final presentation and interacted by asking further questions. All three classes spontaneous clapped as each piece was presented - even the shyer students spoke freely according to teachers present

The Danish Centre for Culture and Development has touched on the social benefits of creative work in a 2013 development strategy where findings point to the belief that art, culture and creativity are central parameters for sustainable human and social development and respect for HR (Centre for Culture and Development, 2015). These findings are in line with what I observed in the creative artistic part of the session. Participants expressed their thoughts by actively participating in artistic activities and as a result the process empowered them to respectfully take part in group discussions around the issue. This connection between the arts and HR is also reflected in findings in a study by the European Union Agency for Fundamental Rights. The report recognises that art has great overlap with HR. It recognises that a significant part of HR agenda is directed at bridging attitudinal disparities for example prejudice based on race, religion, gender, age, nationality, culture and identity (European Union Agency for Fundamental Rights, 2017) and claims art is a powerful tool to overcome barriers attached to these issues. This is due to the fact that it manages to evoke a counter-discourse that contests narratives and perspectives and opens new thinking around these types of issues (European Union Agency for Fundamental Rights, 2017). This finding I believe is reiterated in the students work that will be presented later on in the chapter.

Summary

Overall, the participant observation conducted during the session highlighted that participants were at all stages interested in the topic and in discussing and exploring HR in relation to the topic. The activities themselves and the sequence in which they were practiced worked extremely well and built momentum. This supports the view that genuine interest was generated through the classroom activities proposed by the UN *ABC* practical methodology

for HRE. These effective pedagogical techniques used for HRE engaged students and were effective in making students confident in dealing with difficult issues and proved to be HRE education *for through* and *about* HR.

The main findings were that, the use of animation that in particular at the beginning of the session was key in stimulating and generating individual thinking and creativity on issues related to HR. This finding would confirm Mayer's theory on animation as an effective educational tool and affirms that it is extremely powerful. A second main finding was that students enjoyed group work and that overall the session increased interest and created a positive group learning space. In the broader study this draws on Freire's view on liberating education for change, where students reach understanding and develop through expressing themselves in a group (Freire, 1990). A third main finding was that students' were prepared and very enthusiastic about tackling the theme creatively. Links between creative works and development is not new. In a paper for the UNDP by Kabanda, the idea that creative experiences have the ability to bring communities together by generating discussion has been explored. Kabanda underlines the need to cultivate and expand the creative output aspect of human development (Kabanda, 2015) in order to create meaningful understanding.

Finally, throughout the session, students indicated recognition that the key in terms of findings solutions to the issue was the potential and power of technology and social media. Not only is this an interesting insight, but it makes one think that the progress of the session itself too has the potential to be greatly magnified with the use of technology. In summary, to bring HRE into the lives of the younger generation and make it even more impactful, a communicative vehicle is needed in addition to the sessions itself. This is due to the fact that in recent years networks and platforms of communication online have the potential to reaching a multiplicity and endless amount of receivers globally (Castells, 2013). The multidimensional networks of mass communications are decisive sources of power making and are fundamental to any social change.

Therefore, in order for HRE to be even more effective students' transformative work should go well beyond classroom activity and be presented and communicated via a technological form. This would lead to longer term HRE discussion and awareness instead of a quick one off session constricted to the classroom. It is also important to note that the visual outputs used and created would be perfect for this kind of online communication and could therefore reach more people and have be more powerful in sending the message related to HRE issues.

Examples of participant's creative work

I believe that providing some examples of participants' work can show HRE in action and indeed how able and prepared students are at confronting contemporary development issues creatively. I provide comments based on my interpretation and what students said when they presented their work to the class. The following examples fit in with HRE theory that maintains that it HRE effective when it empower persons to, in this case, uphold the rights of others and can act to expand our communities and challenge arguments based on binary constructs such as: them/us and national/foreigner (Zembylas, 2017).
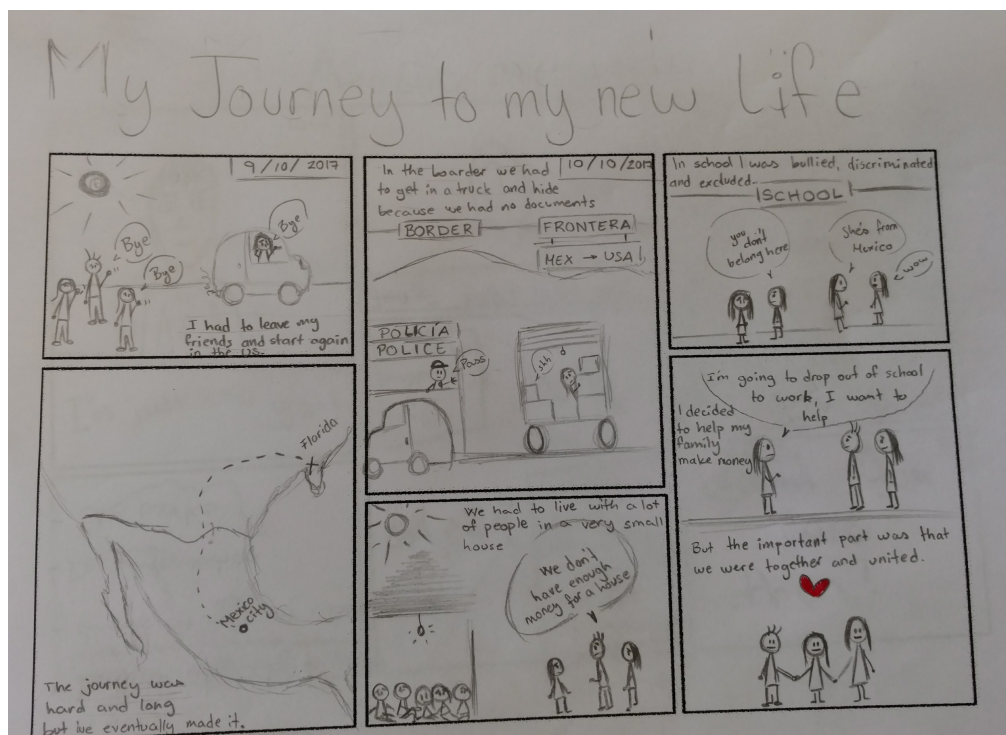

Figure 1.

These students took the location and themes of the animation and session and adapted it by linking it with their own Latin American migrant crisis in Mexico. The students were also thinking of presenting Venezuelans arriving in Buenos Aires, as they had seen many refugees arriving to the community recently due to the political situation in Venezuela. The students have therefore drawn on key themes and the idea of being involved in a new society and created a positive story to communicate the idea of societal inclusion. This leads me to

believe that the topic of migration was successful as an umbrella term students could apply to different situations in real life; HRE's aim.
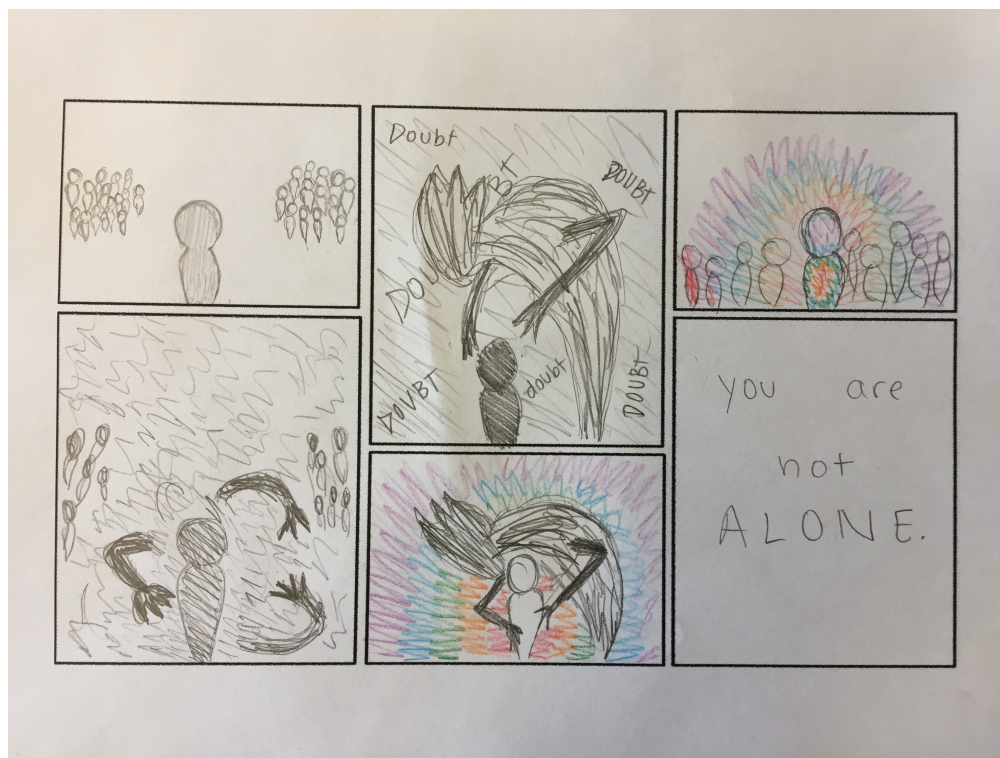

Figure 2.

This is a representation of few words but extremely powerful visuals. This particular student communicated the struggles of migrants trying to be included into any society. As you can see the first three panels (moving vertically) are all in black and white, while the migrant feels surrounded by unknown people and situations. The migrant's fear is represented as a 'monster' of doubt. Colour however symbolises hope, and, it grows along with the number of people surrounding the migrant. This piece is communicated in a powerful an extremely creative and abstract way. In the final panel the phrase, *'you are not alone'* speaks for itself and is a representation of the core of HR and HRE's aims. This again, leads me to believe that the work could be applied universally to any migration setting and is limited to the example used today showing the fluidity of HRE themes to be interpreted by students.
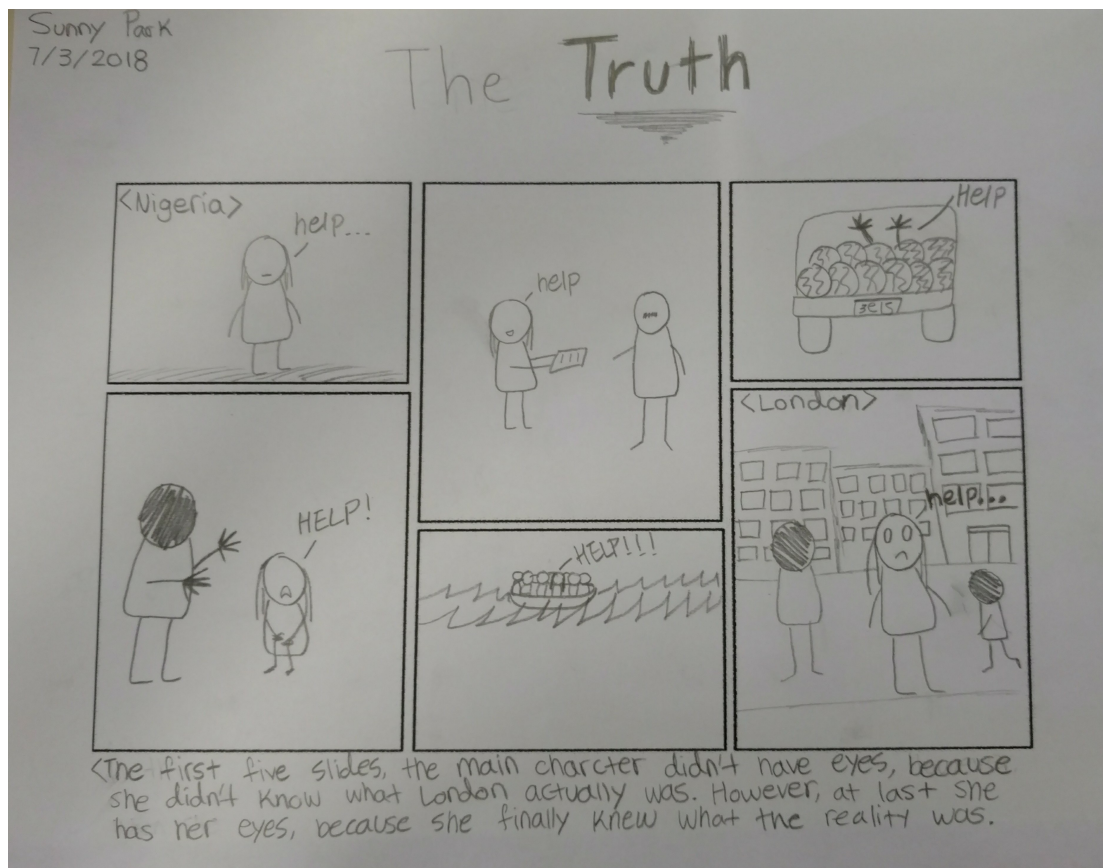
Figure 3.

This piece entitled *'the truth'* has a matching explanation in writing underneath. I found this piece very interesting because it draws on an idea at the end of the animation; that the land where some migrants want to arrive is not what they expected it to be. This student has chosen to represent concept with the main character not having eyes until arriving and upon seeing that in reality nothing has changed to improve her situation. This harsh truth of migration again is a universal concept and while presenting the piece the student stated that if society does not try to understand everyone's reality we cannot truly understand what is needed for positive change. This can be seen to be in line with HRE theory that aims to get everyone actively thinking into the struggles of others around the globe and work to promote change.
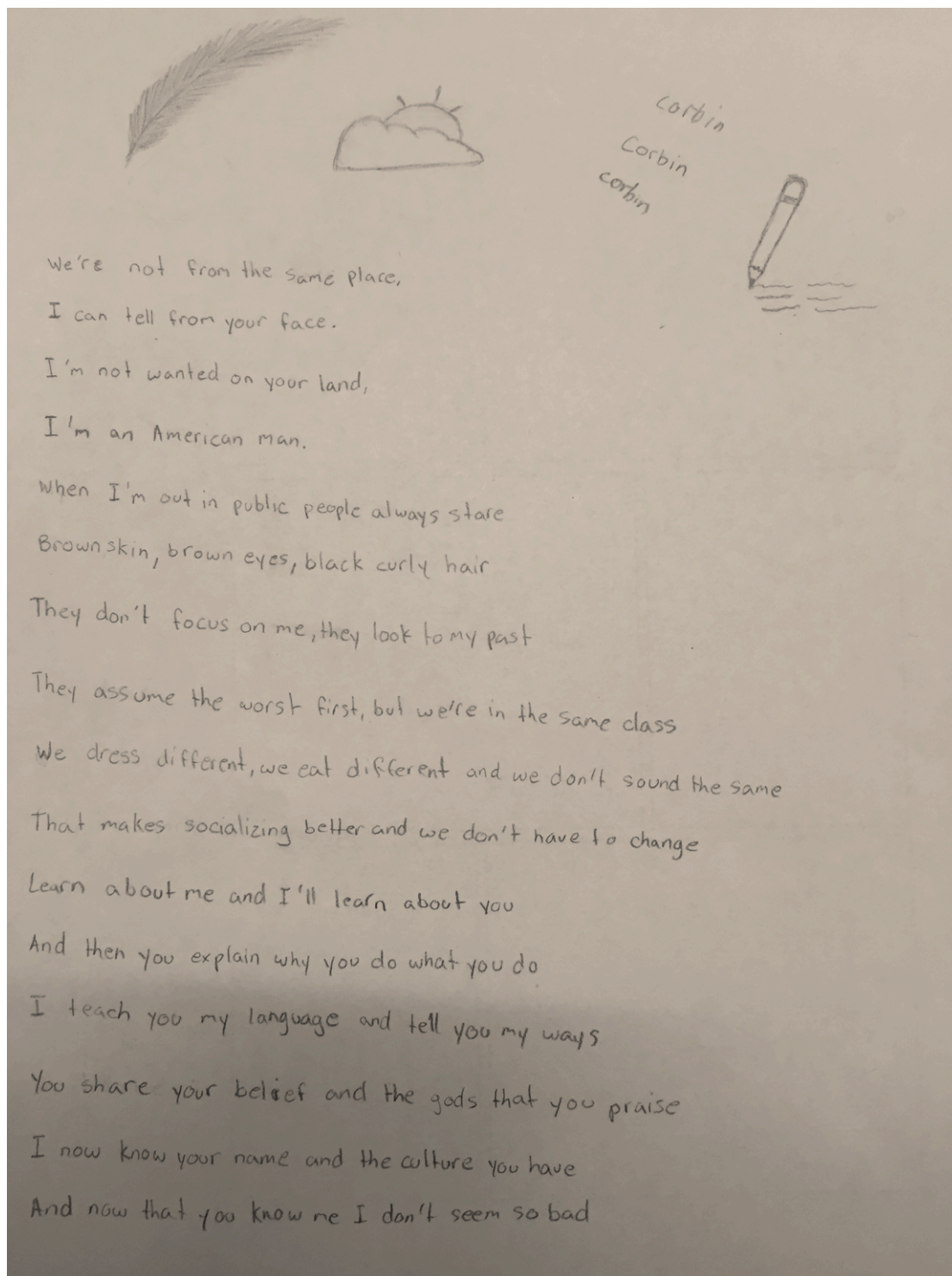
We're not from the same place,

I can tell from your face.

I'm not wanted on your land,

I'm an American man.

When I'm out in public people always stare

Brown skin, brown eyes, black curly hair

They don't focus on me, they look to my past

They assume the worst first, but we're in the same class

We dress different, we eat different and we don't sound the same

That makes socializing better and we don't have to change

Learn about me and I'll learn about you

And then you explain why you do what you do

I teach you my language and tell you my ways

You share your belief and the gods that you praise

I now know your name and the culture you have

And now that you know me I don't seem so bad

Figure 4.

This poem written is not directly linked to the type migration discussed but it is based on the student's own experience in Buenos Aires as an Afro-American. I find it wonderful how the session managed to give him the space to communicate a poem that is both moving but powerful in its message to those reading. The student tackled the issues in a positive light and

with hope. This is the essence of what HRE should achieve; expression and solutions in terms of the themes presented. This piece doesn't just show an understanding of the core message of todays' class was trying to present, but genuinely tries to change attitudes of unwelcoming.
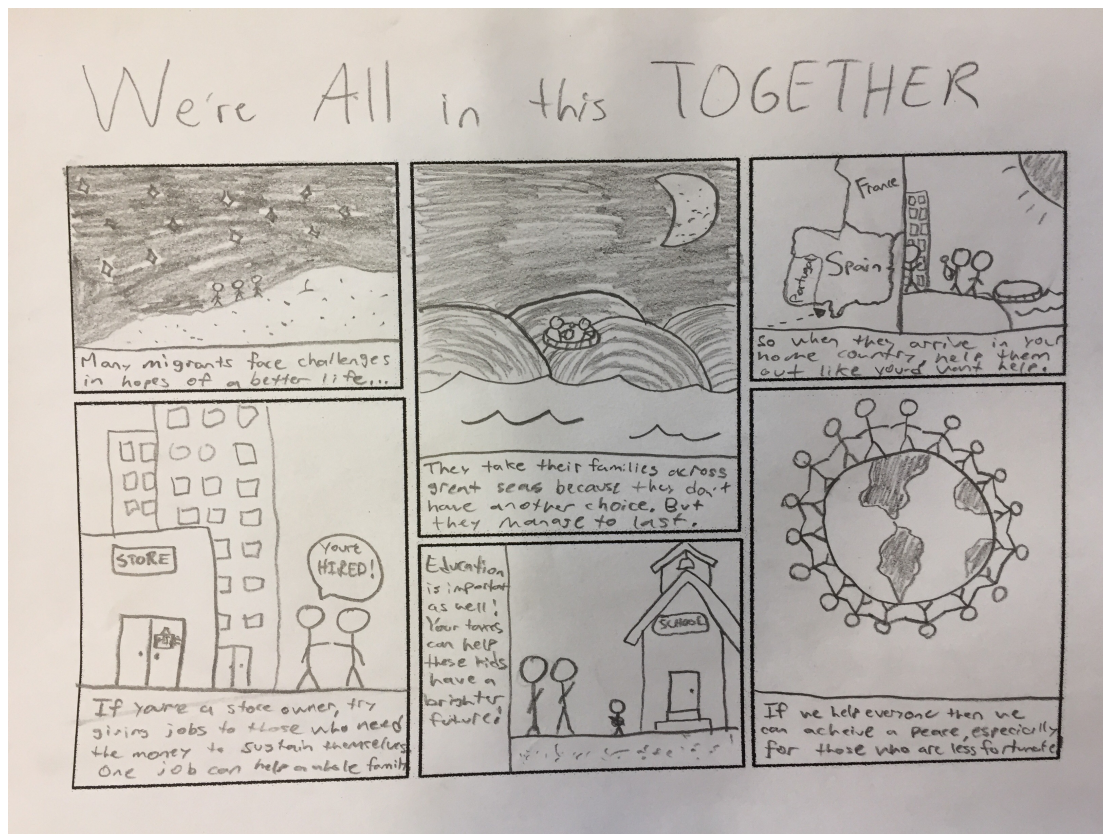

Figure 5.

This work is an example of the students' understating of universal symbol of unity, the core theme of HR. It communicates to the audience the central ideas of HR while incorporating the animation's visuals. It is a story you can follow in a typical comic form and portrays central points outlined in the session. When presenting this piece, students mentioned that they came up with the script thinking of what they would say to people of their age who were being negative about migrants and it served as guidelines to people in the form of the animation. Again here, due to the detail, it would have been nice to digitalise the story. This piece is similar to many works I saw, and provides a general insight into how quickly students latched onto themes related to HR and in a short amount of time.
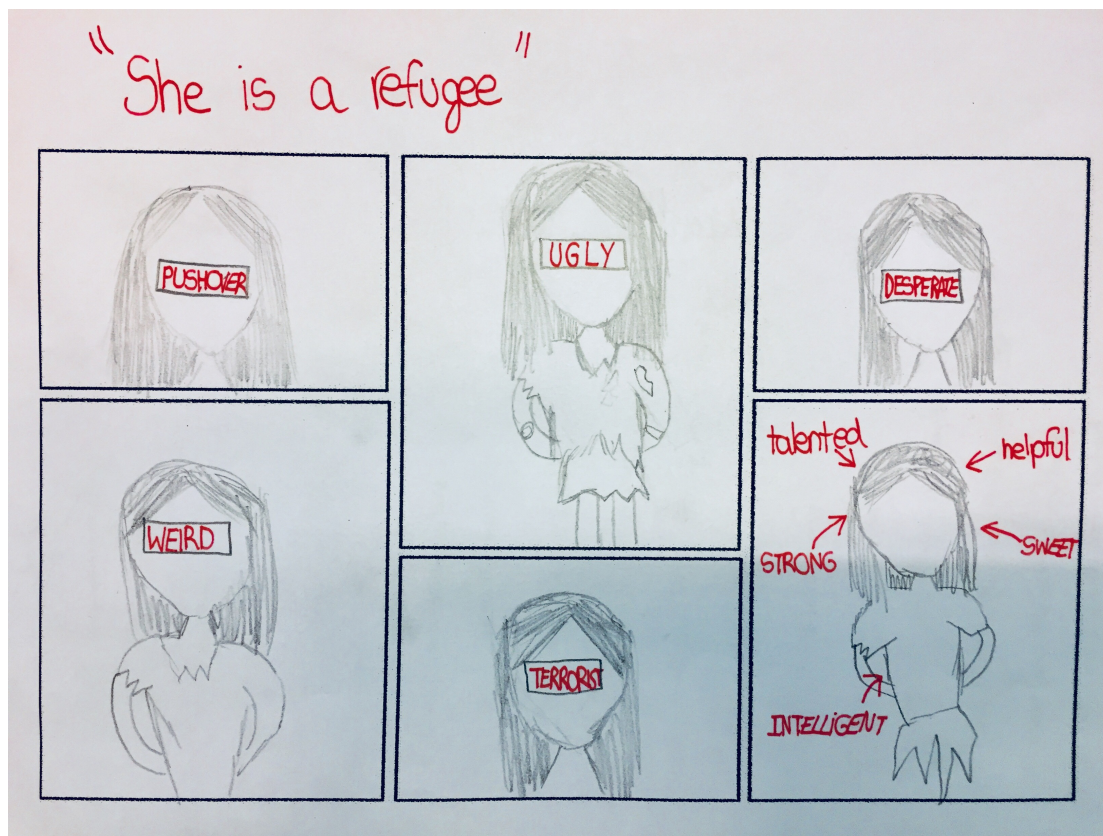
Figure 6.

This was a very conceptual way of approaching the task. The same 'refugee' is presented in all panels, however in the first 5 panels her eyes are filled with derogatory words (according to the student it is how she is made to see herself in societies that are not inclusive). However in the last panel she has no eyes because she is in fact represented by the words: 'strong, intelligent, sweet, talented and helpful'. These words represent her true self, but nobody sees this because she is classed as a 'refugee'. This piece is a warning that the truth is not what appears and implies we must seek to understand migrants and not brand them. This was refreshing because it goes against all the bad media and sensationalist press that accompanies mass migration.
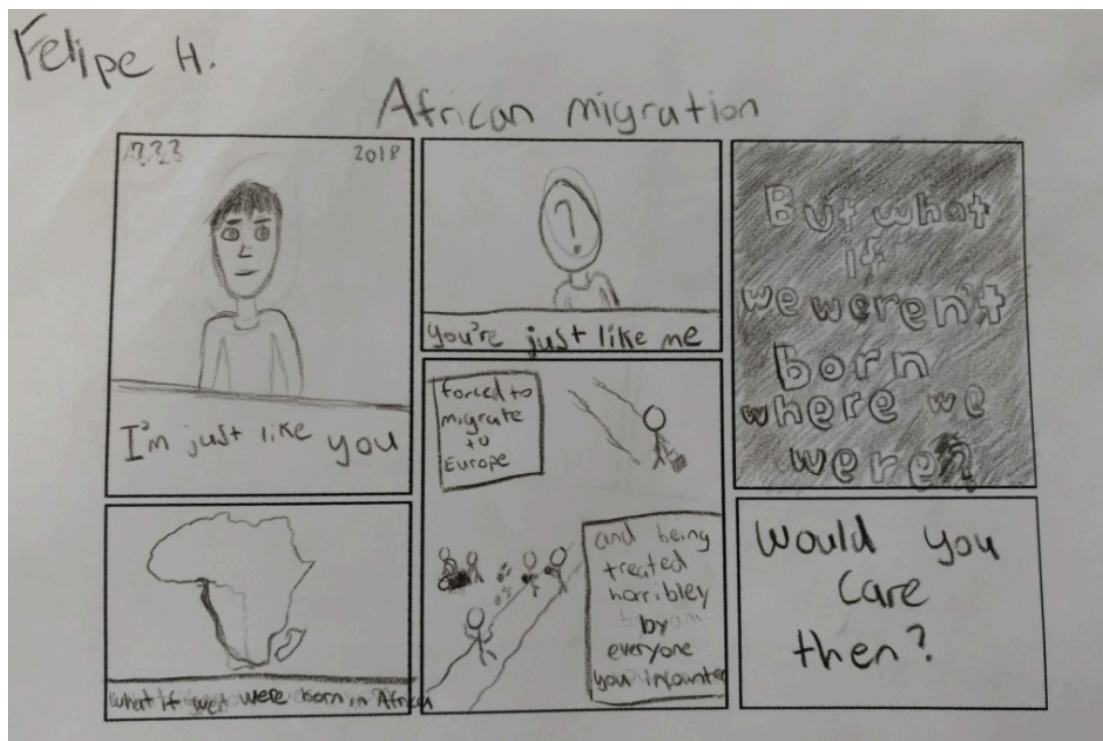
Figure 7.

This student didn't like drawing, however with some help talking through what he thought would change somebody's mind on the topic, he realised he would write a short poem and put simple matching images into the words. As you can see he asks the question: *'But what if we weren't born where we were?'* and *'Would you care then?'*. This directly speaks to the audience and shows his has understanding of what HR stands for. He says *'you're just like me'* which again is the basis of HR and he has translated this into a clear representation.

Photographs of Students in Action

4.3. Results and analysis from the questionnaire phase

A questionnaire formed of seven questions was developed for this study to be given at the end of the session to gather feedback from students' experiences. In this section I will briefly present the results of the qualitative analysis of the seventy-one questionnaires collected. The overall results of questions will be presented one at the time and an overall analysis of the results will be discussed at the end of this section. I believe that the following questions closely and strongly backs up the findings and the discussions outlined in the previous participant observation analysis.

Question 1: Did the animation make you more interested in today's topic?

Bar chart titled "Did the animation make you more intetested in today's topic?" showing: No = 0, Yes - a little = 13, Yes - a lot = 58.
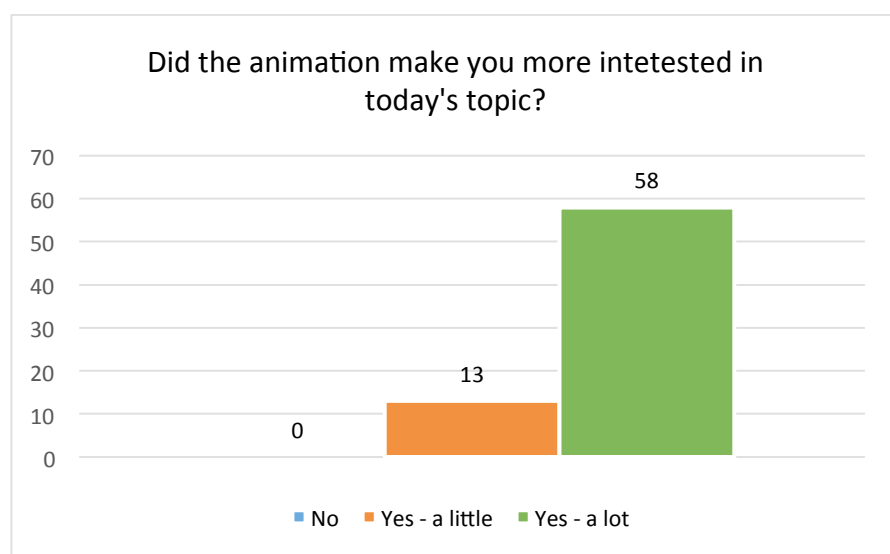
Graph 1.

The graph above clearly indicated that the majority of students (58) responded positively to this question. This verifies and confirms that animation is tool to spark interest in the focus point of the lesson. And, in this case is a trigger for the chosen topic to be explored throughout the rest of the session in order to create effective HRE.

Question 2: Did you feel that the set activities encouraged you to take part and get involved with the workshop?

Did you feel that the set activities encouraged you to take part and get involved?
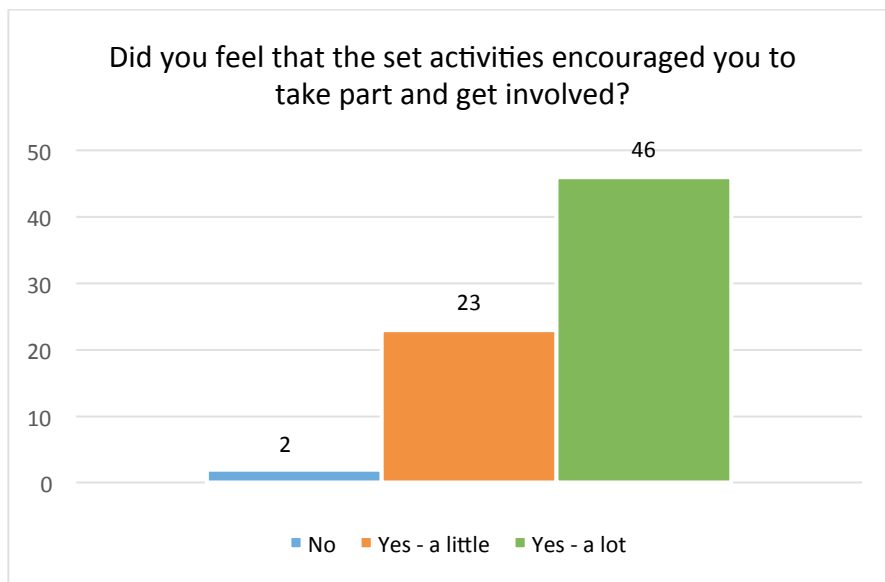
Graph 2.

This graph above verifies that the activities created a setting that encouraged the group (46) to get involved and actively take part in the session The fact that double responded 'yes – a lot' as oppose to 'yes – a little' is proof that these activities do in in fact work in getting younger students to respond to HRE.

Question 3. Do you want to learn more about the topic because of today?

Do you want to learn more about the topic because of today?
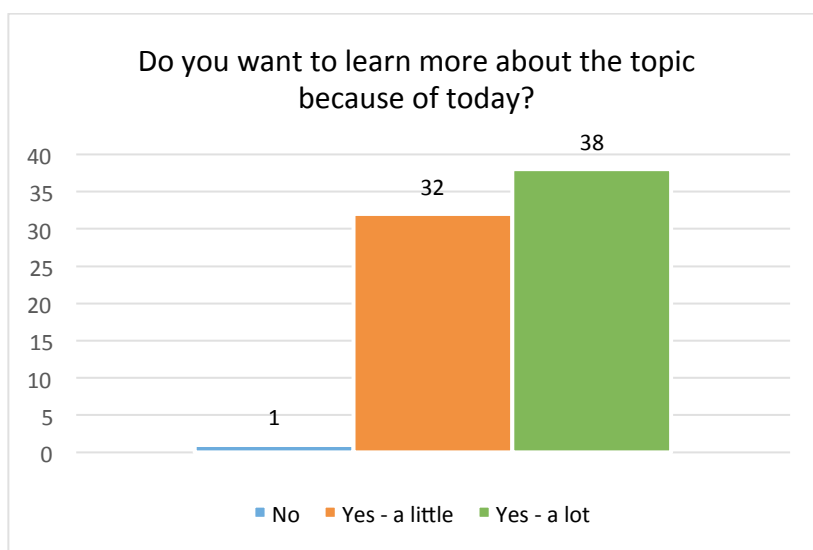
Graph 3.

This graph indicates that the majority of participants (38) felt that after the session encouraged to learn more about the topics. Only one participant demonstrated no interest in learning any more whereas the remaining opted to learn a little more (32). This graph proves that the students were now eager to find out more about HR issues outside the classroom and thus can be seen to indicate successful HRE.

Question 4. Would you like to do creative activities again in lessons dealing with similar topics?
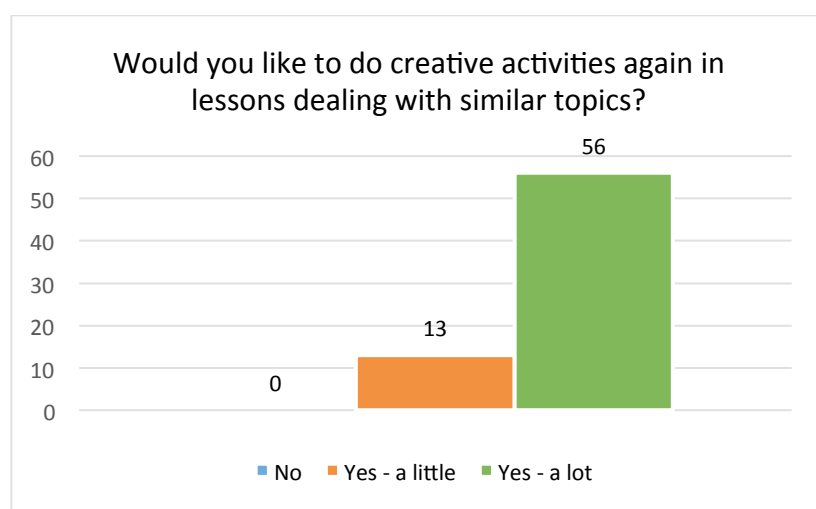
Graph 4.

The results of question 4 presented in the above graph confirm that the specific use of creative activities played a significant part in HRE as students showed interest in doing it again (56). This signifies that creativity is key component to be considered in teaching for moving from basic knowledge element and pursing HRE. It can therefore work well with the difficult topics that HRE deals with. Students do not shy away from this challenged and enjoy the creative aspect of investigating HR themes further.

Question 5. Do you feel as if you have learnt new information that has changed your attitude?

Do you feel as if you have learnt new information that has changed your attitude?

No ■ Yes - a little ■ Yes - a lot
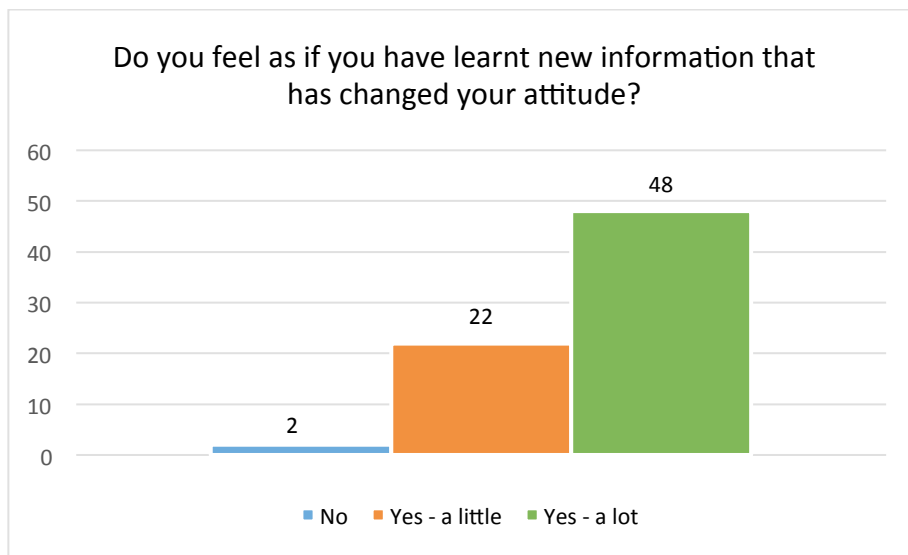
Graph 5.

Graph 5 shows that the majority of the respondents (48) expressed that the session changed their attitude in relation to the topics. This again can be interpreted as successful HRE taking place fulfilling HRE's aim.

Question 6. Did you enjoy seeing the animation and/or making a comics etc. If so, why?

In this open question students could reply with an open answer. The vast majority of results indicated that the sessions were enjoyable and successful in promoting understanding and learning in relation to the theme. There were repeated comments about how fun and enjoyable the session was. Below I have included representative samples of their responses that encapsulates the overall view of participants:

"Yes I had fun; I like to communicate ideas visually, through art, for example I also really like to talk and learn about social issues and this workshops was really interesting"

"Yes. They were all inspiring and fun ways to talk about current crisis and raise awareness"

"I enjoyed both the animation and making a comic because I like visualizing, it makes me understand better topics"

"All the activities made me think and try something new and a new way of learning"

Many participants also commented on the fact that they enjoyed the creative aspect of the session also:

"I thought it was a really creative way to get important messages out in the world especially because it is so simple to do"

"Yes I think it was original and creative way to learn important things that are happening now a days"

These responses seem to indicate that the animation and creative part of the lesson were key in increasing participation end enjoyment which lead to learning.

Question 7. Is there anything you would change about today?

Again this was an open question and the vast majority feedback was that participants would not have changed anything about the session. It was interesting for me to note that apart from the general positive words and overall feedback, a large amount of students repeated that there was a need to increase the time allocated for creative tasks, with some mentioning more time for discussion and even more options for creative tasks if they could not draw. This points to the fact that, although students gave positive feedback, not enough time was left for the activities to be completed. This is a very valid point and clearly signifies the need for a larger unit of study that would allocate more time for activities so that students could elaborate on ideas and not feel rushed. This would instil more complete and substantial HRE, expanding the basic principles with ample time for each task. I have outlined a quote from one of the students that represents this point and is insightful in relation to question:

"No, It was an interesting workshop we could show what we learned and I liked showing the class what I did and seeing what they did. I want to show my friends too. But I really wanted more time"

Summary

Based on the results of the questionnaires I believe that successful HRE in this learning

environment informed students and empowered them actively think about the topic constructively. The perceptions and views outlined in the questionnaires are consistent with the findings from my participant observation.

It is clear from the questionnaire results that the animation sparked significant interest from the beginning of the session and I would suggest it was a really effective way to start a session for this particular age group. Although it was highly expected that students would answer yes to the question asking if they liked the animation I wanted to verify this as it was pivotal and the focus of the selected topic. It is also clear from these results that students had positive comments and genuine enthusiasm, most likely from the newness of the visual and creative approach to the topic. In addition to this, as observed, the questionnaires indicated that students' felt that the set activities as a whole encouraged them to take part. Furthermore, the majority of students expressed the wish to learn more about the topic therefore one can say the session was a successful HRE because it inspired curiosity and moved students to action and overall students found the session fun and learnt' something new. This proves that the sessions were effective and engaging ways to deal with contemporary development issues and worked towards promoting a HR culture with students. The results of the questionnaires, is further evidence of the session's activities as being an example of engaging and effective HRE education *for through* and *about* HR.

However although these results are positive, based on the repeated feedback that students wanted more time, an even more effective approach would be to take these ideas and form a larger unit of study for more successful HRE. I believe this points to a huge opportunity and great potential to construct a larger unit of study to tackle contemporary development issues. This would allow the activities to be expanded upon giving HRE a larger space in the form of a more complete and lengthy unit for educators to use and students to have ample time to benefit from and lead to more impact. In this way a culture of HR can be created and further promoted in the younger generation.

Chapter 5: Conclusion and Further Research

5.1. Conclusion

I believe that the sessions were a successful in creating effective and engaging HRE *about, through* and *for* HR and involved *knowledge, skills* and *attitude*. The sessions based on HRE

allowed students to constructively explore the contemporary development issue of migration and promoted a culture of understanding around HR to a great extent. Based on the research I gathered in the field, I believe my study provided some insight into my problem statement in how HRE education in the classroom can occur. It also demonstrated just how able the younger generation are at tackling these difficult themes. It was encouraging to see how the topic was discussed in a mature and insightful way at secondary school level. Although the topic was migration I am confident that any contemporary development issues could be explored in the same way.

In my study I have realised that the realm of education has great potential and to motivate and inform the younger generation with HRE specifically having the power promote a HR culture from a young age. Education is after all *Goal 4* of the UN's Sustainable Development Goals that states that quality education ensures inclusive and equitable education promoting learning opportunities for life (UN, 2018). I believe that UN *ABC* methodology regarding pedagogical techniques around HRE is a great starting point to develop a culture of HR in the younger generation and tackles contemporary development issues in a very effective and engaging manner. The implication to this I believe is that secondary schools should use these approaches in order to explore contemporary development issues frequently. In this context, I have understood that engaging and effective education is in itself radical action towards positive development and the promotion of HR culture for students of all ages.

5.2. Further Research

Future HRE research must bear in mind that in addition to engaging and effective lessons, to promote a culture of HR on a larger scale and make this study even more effective in today's landscape, using technology and online networks must be taken into consideration. Incorporating visuals and creativity with online networks and combining it with effective and engaging pedagogical techniques will have an even greater ability to develop a more critically engaged HRE curriculum that moves from the classroom into society. Integrating these networks with learning must also be adaptable to the changes using the latest forms of online platforms the younger generations interact with. Specifically, research into the use of social media and network-facilitated interchange and strategy could highly improve and create impactful HRE leading to more socially aware societies with a strong HR culture. This would work because the target audience, the younger generation, are already skilled and

extremely confident with social media and technology and respond to visuals in a fast and well-connected way and mentioned these platforms in the session repeatedly. Conjointly, given that HRE theory is fluid, multi disciplinary and interlinked I believe that online networks would be a perfect aspect to pursue in order to lead to stronger HR cultures and active change and increased impact in terms of HRE.

This additional stage to HRE, which has the potential to expand and connect on a larger scale could mean that HRE becomes more relevant and powerful by fitting into a global network in today's world. The idea is that the positive impact of the productive session could allow participants to communicate and spread their positive work and make further connections in relation to the theme. This would ensure that HRE is organic and is not restricted to the classroom achieving productive HRE. This would not only work for students, but teachers too would be encouraged communicate with similar educators and form networks to share ideas and experiences, sparking and informing discussion and ideas in order for the session that have a further life outside the class and magnify HRE across the board.

Bibliography

Adams, A. & Cox, A.L. (2008) *Questionnaires, in-depth interviews and focus groups,* in: Cairns, P. & Cox, A. L. eds. *Research Methods for Human Computer Interaction,* Cambridge University Press, Cambridge

Aldridge, A., Levine, K. (2001) *Surveying the social world: PRINCIPLES AND PRACTICE IN SURVEY RESEARCH*, Open University Press, Buckingham Philadelphia

Appiah, K.A. (2007) *Cosmopolitanism: Ethics in a World of Strangers*, NY Norton & Company, New York

Amineh, R.J., Asl, H. D. (2015) *Review of Constructivism and Social Constructivism,* Vol.1 (1), pp. 9-16,30[th] April, JSSLL Journal, available online: http://www.blue-ap.org/j/List/4/iss/volume%201%20(2015)/issue%2001/2.pdf [20.05.2018]

Andreotti, V. (2006) *'Soft versus critical global citizenship education',* Vol. 3, Autumn pp. 40-51, Policy & Practice: A Development Education Review

Angrosino, M.V. & Mays dePerez, K.A. (2000) *Rethinking observation:* From method to context. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of Qualitative Research* (second edition, pp.673-702), Sage Thousand Oaks, CA

Bajaj, M. (2011) *Human Rights Education: Ideology, Location, and Approaches,* Human Rights Quarterly, Vol.33, No.2, pp.481 -508, The John Hopkins University Press

Baxi, U (2007) *Human Rights in a Posthuman World*, Oxford University, Press New Delhi

Bhargava,V. (2006). *Global issues for global citizens: an introduction to key development challenges*, World Bank, Washington, D.C

Bloom, B. S. (1956) *Taxonomy of educational objectives: The classification of educational goals,* Addison Wesley Publishing Company

Bowring, B (2012) *'Human Rights and Public Education',* Vol. 42, No. 1, pp. 53-65, Cambridge Journal of Education,

Bourn, D. (2014) *The Theory and Practice of Development Education: A pedagogy for global social justice,* Routledge

Bourn, D. (2014) *What Is Meant By Development Education?,* Sinergias – diálogos educativos para a transformação social, accessible online: http://www.sinergiased.org/index.php/revista/item/51-douglas-bourn-what-is-meant-by-development-education [20.05.2018]

Bogden, R. (1973) *Participant Observation,* Peabody Journal of Education, Vol. 50, No.4 (Jul., 1973), pp.302-308, Taylor & Francis Ltd

Burr, V (2003) *Social Constructivism,* Routledge, East Essex

Castells, M. (2004), *The power of identity,* The information age: economy, society and culture, Volume II, Second Edition, Blackwell Publishing Ltd

Decara, C. (2017) *Guide to a strategic approach to Human Rights Education*, The Danish Institute for Human Rights, Denmark's National Human Rights Institution

DeMunck, V.C. & Sobo, E.J. (Eds) (1998) *Using methods in the field: a practical introduction and casebook*, AltaMira, Press Walnut Creek, CA

DeWalt, K.M. & DeWalt, B.R. (2002) *Participant Observation –A Guide for Fieldworkers*, AltaMira Press, Rowman & Littlefield Publishing INC, Oxford

Dureya, M & Potts J. (1993) Story and Legend: Powerful Tools for Conflict Resolution, Meditation Quarterly 10

European Union Agency for Fundamental Rights (2017) *EXPLORING THE CONNECTIONS BETWEEN ARTS AND HUMAN RIGHTS,* Office of the European Union, Luxemborg

Flowers, N. *with* Bernbaum, M. Rudelius-Palmer, K., Tolman, J. (2000) *The Human Rights Education Handbook - Effective Practices for Learning, Action, and Changes,* The Human Rights Resource Centre and the Stanley Foundation, University of Minnesota

Flowers, N. (2007) *Compasito Manual on Human Rights Education for Children,* Council of Europe Dictorate of Youth and Sport of the Council of Europe, Hungary

Foss, S. K. (2004) *Theory of Visual Rhetoric* in K. L. Smith, S. Moriarty, G. Barbatsis, & K. Kenney (Eds.), *Handbook of Visual Communication: Theory, Methods, and Media* (1st ed., pp. 141–152), Routledge

Horton, M. & Freire, P. (1990), *We Make the Road by Walking: Conversations on Education and Social Change,* Temple University Press

Freire, P. (1994) *Pedagogy of the oppressed* (3rd ed.), Continuum Publishing

Gold, R. L. (1958) Roles in sociological field observations, 36, 217-223, Social Forces

Hunt, F. (2017) *Schools for Future Youth Evaluation Report: Developing young people as active global citizens,* Development Education Research Centre Research Paper No.17, Development Education Research Centre UCL Institute of Education

Kabanda,P. (2015) Work as Art: Links between Creative Work and Human Development, UNDP Human Development Report Office BACKGROUND PAPER

Kawulich, B. (2005) *Participant Observation as a Data Collection Method*, Volume 6, No2, Art.43, Forum: Qualitative Social Research (On–line Journal), accessible online: http://www.qualitative-research.net/fqs-texte/2-05/05-2-43-e.htm [20.05.2018].

Mayer, R.E. (2005) *The Cambridge Handbook of Multimedia Learning*, Cambridge University Press

Mayer, R.E. & Moreno (2003) *Nine ways to reduce cognitive load in multimedia learning,* Educational psychologist, 38(1), 43-52

Frau-Meigs, D. (2008) *Media Literacy and Human Rights: Education for Sustainable Societies*, Council of Europe (Publishing Division)

Merriam, S. B. (1988) *Case study research in education: a qualitative approach*, Jossey-Bass Publishers, San Francisco

Merriam, Sharan B. (1998) *Qualitative research and case study applications in education*, Jossey - Bass Publishers, San Francisco

Moreno, R., & Mayer, R. E. (1999) C*ognitive principles of multimedia learning: The role of modality and contiguity, 91*(2), 358-368, Journal of Educational Psychology

Nanackchand & Berman (2012) *Visual graphics for human rights, social justice, democracy and the public goo*d, S. Afr. j. educ. vol. 32 n.4 Pretoria Jan, South African Journal of Education

Oberman, R. & Waldron, F. (2017) *'They Should be Grateful to God': Challenging Children's Pre-Conceptions of the Global South through Human Rights Education,* Policy and Practice, A Development Education Review, Centre for Global Education

Osler, A (2015) *'Human Rights Education, Postcolonial Scholarship, and Action for Social Justice',*Vol. 43, No. 2, pp. 244-274, *Theory & Research in Social Education*

Oxfam (2006) *A Curriculum for Education for Global Citizenship*, Oxfam, Oxford

Ruane, B. (2017) *Development Education and Human Rights: Informing Research, Policy and Practice,* Policy and Practice, A Development Education Review, Centre for Global Education

Sarantakos, S. (1998) *Surveys: mail questionnaires in Social Research,* Palgrave, London

Shunk D, H. (2000) *Learning theories: An educational perspective* (3rd ed), Prentice-Hall Upper Saddle River, NJ

Simpson, J. (2016), *A study to investigate, explore and identify successful 'interventions' to support teachers in a transformative move from a charity mentality to a social justice mentality,* Global Learning Programme (GLP) – England in collaboration with the Development Education Research Centre, UCL Institute of Education, London

Spivak, G.C. (2004) *'Righting Wrongs'*, Vol. 103, No.2, pp. 523-581, The South Atlantic

Quarterly

Tibbitts, F. (2005) *Transformative Learning and Human Rights Education: Taking a Closer Look*, 16 107, Intercultural Education

UNESCO (2006) *Plan of Action: World Programme for Human Rights Education,* New York/ Geneva

OHCHR (2003) *ABC: Teaching Human Rights, Practical activities for primary and secondary schools*, United Nations Publication, United Nations Decade for Human Rights Education (1995 -2004)

Werner, O. & Schoepfle, G. M. (1987) *Systematic fieldwork: Vol. 1. Foundations of ethnography and interviewing,* Sage Publications, Newbury Park, CA

Zembylas, M. (2016) *Toward a Critical Sentimental Orientation in Human Rights Education,* Vol. 48, No.11, pp.1151 -1167, Educational Philosophy and Theory

Articles

O'Connor, J. (2015) *Benjamin Dix: 'I'm the custodian of some of the darkest stories in the world'*, accessible online: https://www.theguardian.com/global-development/2015/jul/26/benjamin-dix-custodian-darkest-stories-world-un-sri-lankatypewriter [20.05.2018]

Semprini, F., Svendsen, J. (2017) *Libyan Oath to Europe turns into dead end for desperate migrants,* accessible online: https://www.theguardian.com/world/2017/oct/30/libyan-migrants-detention-centres-europe-unhcr [20.05.2018]

Online

Asociación Escuelas Lincoln*,* available online: *http://www.lincoln.edu.ar* [20.05.2018]

BEMIS, *Human Rights Education Theory and Practices*, available online:
http://www.bemis.org.uk/PDF/hre_theory_and_practices.pdf [20.05.2018]

Centre for Culture and Development (2015), available online
http://www.cku.dk/en/international/middle_east/ [20.05.2018]

Development Education for Trocaire, available online:
https://www.trocaire.org/getinvolved/education/development-education [20.05.2018]

Irish Aid and Development Education, available online:
https://www.developmenteducation.ie/teachers-and-educators/transition-year/DevEd_Explained/Resources/Irish-aid-book.pdf[20.05.2018]

PositiveNegatives, available online: http://positivenegatives.org [20.05.2018]

UN Sustainable Development Goals Fund, available online: http://www.sdgfund.org/goal-4-quality-education [20.05.2018]

UN World Day of Social Justice 20 February, available online:
http://www.un.org/en/events/socialjusticeday/ [20.05.2018]

UN Universal Declaration of Human Rights (1948) available online:
http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf [20.05.2018]

UN Global Issues Overview, available online: http://www.un.org/en/globalissues/
[20.05.2018]

Animation

An Empty Promise (2017) Available online:
https://www.youtube.com/watch?v=YNvcYE9ohbs [20.05.2018]
Production: *PositiveNegatives*
Artwork: Gabi Froden
Scriptwriters: Rachel Shapcott & Elettra Pellanda
Commission: *The Danish Refugee Council*

Learning Objectives	Topic	Migration
1. To understand Human Rights issues related to the topic of migration 2. To spark meaningful discussion around possible solutions to issues as a group 3. To explore communicating these ideas creatively	Age	14-15
	Time	1 hour
	Styles	Visual, Auditory

Trigger Material

- Brief introduction of topic and PN video animation before projecting on screen

Warm up

- Get students to come up with **buzzwords** e.g. how did the main character feel throughout the journey, misconceptions, strengths of the main character etc.
- **Display** all the board and explain that many people in this situation feel this way

Human Rights

- **Inform students:** Human Rights and Human Rights Violations concerning this topic and what Human Rights migrants are entitled to (PowerPoint slides)
- **Split students in groups:** instruct students to come up with solutions to the issue – thinking about different levels of society (personal, community, national etc.)
- **Class discussion:** discuss and share student's ideas as a class

Creative Task

Get students to create their own short comic strip based on today's topic!

Remind them they don't have to be an artist **to communicate their message visually** – the task requires them to be **creative and portray an idea they think is powerful.**

Tell students to imagine presenting the comic to someone who wasn't in todays' class or alternatively give them a specific title e.g. Welcoming Migrants, Inclusive Societies

Back Up Creative options:

- Poem
- Poster

Students present their work to the class and discuss together

Take photos of this work and give to students and teachers

Student Questionnaire

1. Did the animation make you more interested in today's topic?

No   *Yes, a little bit*   *Yes, a lot*

2. Did you feel that the set activities encouraged you to take part and get involved?

No   *Yes, a little bit*   *Yes, a lot*

3.Do you want to learn more about the topic because of today?

I don't want to learn more   *I want to learn a little bit more* *I want to learn a lot more*

4. Would you like to do creative activities again in lessons dealing with similar topics?

No   *Yes, a little bit*   *Yes, a lot*

5. Do you feel as if you have learnt new information that has changed your attitude?

No   *Yes, a little bit*   *Yes, a lot*

6. Did you enjoy seeing the animation and/or making a comic etc. If so, why?

_____

_____

_____

_____

7. Is there anything you would change about today?

_____

_____

_____

_____