

Konrad-Adenauer-Stiftung e.V.

AUSLANDSBÜRO JORDANIEN

March 2nd-3rd & 9th-11th, 2010

LEA COLLET

NIDAA AL-SHRAIDEH

DR. MARTIN BECK

Human Rights Training Program for the Education Sector Staff

Event: Regional Workshop

Date/Place: March 2nd-3rd & 9th-11th, 2010, Grand Hyatt Hotel Amman

Concept: Ms. Mona El Alami, Dr. Martin Beck

Organization: KAS Amman, Jordanian Center for Civic Education Studies

1. Overview

Tuesday, March 2nd, 2010

Welcoming participants and introductory speeches

Jordan Center for Civic Education Studies

Mona El Alami

Resident Representative of the
Konrad-Adenauer-Stiftung
Amman Jordan

Dr. Martin Beck

Introduction

Distribution and evaluation of a questionnaire to get a feedback about the participants' views on human rights

Discussion on the evaluation's outcome of the questionnaire

Topics of the first workshop day:

Overview over the historical evolution of human rights and its concepts

Human rights: sources - advantages

Human Rights education: concept - objectives

International legitimacy of human rights: its constituents

Discussion on various articles from the Universal Declaration of Human Rights

Evaluation of the first workshop day

Wednesday March 3rd, 2010

Jordan Center for Civic Education Studies

Mona El Alami

Resident Representative of the
Konrad-Adenauer-Stiftung
Amman Jordan

Dr. Martin Beck

Regional Specialist for Human Rights Educa-
tion and Children Rights for UNRWA

Khalil Radwan

Revision of the working results of the first workshop day

Topics of the second workshop day:

The Universal Declaration of Human Rights

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The Convention on the Rights of the Child

The concept of tolerance and its role in the educational process

The role of the educator in spreading human rights education

Evaluation of the second workshop day

Tuesday, March 9th, 2010

Jordan Center for Civic Education Studies	Mona El Alami
Resident Representative of the Konrad-Adenauer-Stiftung Amman Jordan	Dr. Martin Beck

Regional Specialist for Human Rights Education and Children Rights for UNRWA	Khalil Radwan
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Topics of the third workshop day:

Education in human rights and citizenship

Where are we?

What is our purpose?

How to reach our goals?

Evaluation of the third workshop day

Wednesday, March 10th, 2010

Jordan Center for Civic Education Studies	Mona El Alami
Resident Representative of the Konrad-Adenauer-Stiftung Amman Jordan	Dr. Martin Beck

Chief Supervisor for General Secondary Education in Civic Education, Tunisia	Amara Benromdhane
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Topics of the fourth workshop day:

Integration of human rights and citizenship concepts in the curriculum:

Means of integration

Presentation of actual achievements in the integration of human rights and citizenship concepts in curricula

Working groups: elementary education and intermediate/secondary education

Thursday, March 11th, 2010

Jordan Center for Civic Education Studies	Mona El Alami
Resident Representative of the Konrad-Adenauer-Stiftung Amman Jordan	Dr. Martin Beck

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AUSLANDSBÜRO JORDANIEN

March 2nd-3rd & 9th -11th, 2010

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Chief Supervisor for General Secondary Education in Civic Education, Tunisia Amara Benromdhane

Director of the Curricula Department at the Ministry of Education Dr. Saleh Al Kalayleh

Revision of materials prepared by the participants in the previous days

Presentation and discussion of projects prepared by the participants

Drawing up of a brief document by the participants to be adopted as a preliminary reference on how to integrate human rights and citizenship concepts into school curricula

Evaluation of the workshop and delivery of certificates of participation

2. Objective

Today the modern conception of human and citizen rights conceives not only the knowledge of these rights. Everyone endowed with these rights has to actively exercise, defend, respect, implement and promote them. Human and citizen rights have to be deeply embedded into the consciousness of the citizens and are therefore important not only in a societal but also in an academic context.

Human rights education means in this perspective that it is an interdisciplinary education and formation effort of the school to teach students in human and citizen rights as basic principles and value systems of society.

During the five workshop days participants and experts discussed on how to integrate human rights concepts in school curricula by training curricula writers, school administrators and teachers to acquire the necessary skills to teach and promote democratic participation among the school generation. The workshop session focused also on enhancing the human rights culture among the ministry of education, the private schools, the employees of the Ministry of Education and private schools educators through imparting knowledge of human rights concepts and providing them with skills of the techniques of integrating human rights concepts in school curricula.

3. Details

JCCES, as an implementing partner of civic education materials for the elementary and the secondary levels since 2003, proposed together with KAS Amman a capacity building program that focused on human rights education for youth. The goal of the program was to support the ministry of education and private schools educators in their efforts to develop, and implement, a human rights education program that gives students the tools to be active, responsible citizens with knowledge of and respect for universal human rights. This capacity building workshop aimed at enhancing a proper awareness of civic and political education in Jordan and represented a step forward towards realizing tangible progress in the development of human rights education in the kingdom.

Mr. **Khalil Radwan** and Mr. **Amara Benromdhane** were the trainers for the workshop which trained 30 curricula writers, school administrators and teachers on the concepts of human rights and their integration in school curricula.

First workshop day

The workshop started with a short welcoming speech by **Dr. Martin Beck**, Resident Representative of the Konrad-Adenauer-Stiftung, who emphasized the importance of

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AUSLANDSBÜRO JORDANIEN

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human rights and its teachings saying that the idea of human rights has basically changed the fate of mankind. He added that the main idea of human rights was invented in Europe in the era of Enlightenment in the 18th century. However, the fact that the idea of human rights was invented in Europe does not mean that human rights are a European idea in essence. On the contrary, human rights are universal rather than European or Western. Human rights apply to the Arab world and other parts of the world the same way as to Western countries.

Mona Al Alami, executive director of JCCES, gave a brief introduction about the Center. She added that the issue of human rights education has gained a lot of interest on the international level due to its central role in enhancing human rights culture. She underlined that the capacity building of the workshop was expected to represent a step forward towards realizing tangible progress in the development of human rights education in the kingdom.

During the workshop **Khalil Radwan** emphasized that the human rights are basic to humanity. They apply to all people everywhere. Because of this universal aspect, an understanding of human rights is an important part of our individual status as human beings and of our collective status as members of the global community of humankind.

Mr. **Radwan** talked about the definition of human rights. From his point of view those rights are inherent in all human beings. They allow us to develop fully and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs.

Regarding to Mr. **Radwan**, human rights are the rights a person has simply because he or she is a human being. Human rights are held by everyone equally, universally,

and forever and include civil, political, economic, social, and cultural rights.

The rights are related to the values of society and have their origins in the world's great religions and philosophies.

Value systems can vary in detail between one society and another but the fundamental ideas are very similar, concepts of justice and human dignity are at the heart of these values.

Mr. **Radwan** considered that the human rights are derived from the inherent dignity of the human person and are defined internationally, nationally and locally by various law making bodies.

Second workshop day

During the second workshop day on March 3rd, 2010, Mr. **Radwan** gave the participants a short introduction about human rights education. He defined the human rights education as a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.

The Universal Declaration of Human Rights was founded in 1948. The UDHR was adopted by the 56 member nations of the UN General Assembly on December 10th, 1948. December 10th is now celebrated around the world as International Human Rights Day. There are now 188 member states in the United Nations that, upon membership, agreed to educate their citizens about the principles of the UDHR. Most of these countries have incorporated the principles of the UDHR into their constitutions. The Declaration consists of a preamble and 30 articles, setting forth the human rights and fundamental freedoms to which all men and women, everywhere in the world, are entitled, without any discrimination. Mr. **Radwan** explained the five categories of human rights: citizen rights such as the right to live and the prohibition of slavery, political rights as the freedom of

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AUSLANDSBÜRO JORDANIEN

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opinion and expression, economic rights as the right to work, the protection against unemployment, social rights as the right to an adequate standard of living and lastly cultural rights such as the right to education.

In his last session Mr. **Radwan** gave the participants all the information about the International Bill of Human Rights. It consists of the Universal Declaration of Human Rights declared in 1948, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, both adopted by UN General Assembly in 1966.

Third workshop day

The workshop started with a review of Jordan's experience in human rights education and citizenship in order to build on existing guidelines. This was followed by a presentation by one of the employees of the Curriculum Department in the Ministry of Education who gave a presentation to the participants about the present role of the Ministry of Education in human rights education. The first day proceeded with a discussion and sharing experiences between the participants and the trainer Mr. **Amara Benromdhane**. The trainer then created four groups in order to work on a project that examined the role of the Ministry of Education, students, teachers and the community in human rights and citizenship education.

Mr. **Benromdhane** emphasized the importance of human rights education since it strengthens the respect for human rights and fundamental freedoms, it supports the full development of the human personality and the sense of dignity, and it promotes the understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups. Furthermore, the human rights education helps all people to participate effectively in a free society and also the furtherance of the ac-

tivities of the United Nations for the maintenance of peace.

He then started a lively discussion with the participants on the concepts of integration of human rights in school curricula, the obstacles that faces this integration and the possible solutions. This was done as a group work. The first group chose the obstacles that the teachers face, the second group chose the curriculum designer and the third group chose the curriculum writer. The participants continued to work in groups on the different means, methods and lesson plans that could be used to integrate human rights in their daily lessons choosing different categories stated in the Convention on the Rights of the Child. The groups chose the right to an appropriate environment for children, the right to equality and the right to identity. A fourth group worked on drawing up a brief document to be adopted as a preliminary reference on how to integrate human rights and citizenship concepts into school curricula.

Fourth workshop day

In this session Mr. **Benromdhane** talked about the various roles of education. First and foremost education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Human rights education provides people with information about human rights, it helps people feeling the importance of human rights and internalizing human rights values. It also teaches them how to integrate human rights values into daily life.

Fifth workshop day

During the last workshop day the participants worked on finishing their projects. This was followed by a presentation and a discussion about the different projects and about the preliminary document which should be a base for future work in this

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AUSLANDSBÜRO JORDANIEN

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field. At the end of the workshop all participants were supplied with printed documents containing the workshop content as well as other relevant material such as the field study performed in Jordan in 2003 on human rights education, different magazine articles and a copy of the full text of the Convention on the Rights of the Child issued by UNICEF .

Dr. Saleh Al Kalayleh, director of the Curricula Department at the Ministry of Education, together with **Dr. Martin Beck** attended the closing ceremony and delivered certificates signed by KAS Amman and JCCES to the participants.

4. Conclusion

The workshop familiarized the participants with human rights concepts and the main international conventions for human rights.

It enabled them to gain the necessary skills and techniques of integrating human rights concepts in school curricula and helped them to integrate the human rights in primary and secondary school curricula.

The workshop was a success in terms of providing the participants with knowledge and skills of human rights and democratic participation among school students by training them.

All participants commented positively on the quality of training, the efficiency of the trainers and the efforts put in organizing this workshop. The participants valued the open discussions that led to sharing experiences between qualified educators from different education sectors. This exposed them to different views and methods and enriched their experiences. They thanked JCCES and KAS and strongly requested a third part of the workshop to include the integration of human rights in the different subjects of the curriculum as they felt that this area needs a lot of work with the ministry of education's curricula writers.