

IMPACT OF HUMAN RIGHTS EDUCATION COURSE ON THE KNOWLEDGE OF PROSPECTIVE TEACHERS OF ADE PROGRAM

Zainab Noorani¹

Abstract

This individual action research type explores the impact of knowledge of prospective teachers regarding the Human Rights Education course. The purpose of this study is to know the perception of prospective teachers towards the human rights education course before and after the intervention. This study follows a qualitative research design, within the qualitative research paradigm; a case study bonded action research approach was employed because the study was specific to the context. The study was conducted in one private institution in which the prospective teachers of ADE first and third semesters participated as respondents. The pre-focus group discussion was taken and based on the theme's course outline was designed. The course outline was designed based on participants' views and suggested topics. The designed course was taught for two months as a pilot study. Further, a post-group discussion and quiz were conducted to know the impact of knowledge and change in perception of prospective teachers before and after the intervention of the course. The outcomes uncovered those participants gained knowledge after studying human rights education courses. Before studying the participants did not have much knowledge regarding human rights and they wanted to know regarding human rights and human rights education. Then after the pilot study, the change and impact of knowledge were observed by taking post focus group discussion and MCQs quiz. The examination mirrors the need for joining of Human Rights Education in educators preparing educational programs and suggests that Human Rights Education ought to be an obligatory piece of educator instruction educational programs.

Keywords: *Human rights, ADE Program, Prospective Teacher*

Introduction

Human Rights (HR) refers to basic human needs. They are crucial for human beings' survival. It expresses a portion of the requirements of each person. These requirements emerge as requests to perceive and protect human worth. As it was, they emerge as requests to secure the individuals since they are people (Ozbek, 2017). Whatever Pakistan signs and demonstrates, for example, the Convention on the Rights of the Child (CRC), the Committee on the Elimination of Discrimination Against Women (CEDAW), the Convention on Civil and Political Rights (CCPR), the human rights situation in Pakistan is viewed as poor. Because of philosophical class and socio-political insecurity, Pakistan has been in trouble. "The psychic oppression facing Pakistan today is not what it usually sees as the war being conducted against the state-by-state protestors," as (Khaki & Haider, 2012, p.139). Pakistan has all inclusively vowed to the UNHRR and has approved the settlement of fundamental freedoms centres. At the same time, because of them inconsistency with Islamic Shariah laws, the legislature retains an incredible disposition towards some of the fundamental freedom components, for instance, an opportunity of conviction and religion, and the right to marriage and family. While such administrative approaches are not inconsistent with HR, they provide opportunities and freedom in certain areas (Sadruddin, 2017).

Ali, (2000) noteworthy overall reports, for instance, Human Rights Watch (HRW), (2017), Amnesty International (2017) and the Human Rights Commission of Pakistan (HRCPC), (2017), delineate the exacerbating condition of human rights in Pakistan. Pakistan moreover faces various social issues, for instance, desperation, a helpless law-based system, security concerns, and sexual direction irregularities at all levels (Pirzado, 2019).

¹ Fatimiyah Education Networks

Human Rights Education (HRE) helps in developing skills required for communication. It also leads to the formation of critical thinking which is, in turn, imperative for democracy. Along with this, it provides a sense of struggle for justice and dignity (Anees, 2014).

It is essential to teach regard for human rights among students at the beginning phase, with the goal that their aptitudes can be improved for advancing human rights from youth. Without knowing about HR and HRE the children cannot live and survive their life with peace and prosperity. Children must know about human rights from the school level so that they can take their rights if not getting and fulfil responsibilities when they become mature. This will happen when human rights education is given to students from the initial (school and college) level and aware of their basic rights so if anywhere violation of rights occurs, they will be able to raise their voice against injustice. In Pakistan there is no well managed and formal education of human rights concepts in schools (Iqbal, 2005).

Statement of the Problem

Human rights are a completely extensive, all-encompassing worthy framework able to beneficially coordinate our lives and serve our human rights mishandles. Human rights training is imperative to the genuine procedure of worldwide social change, and ought to be incorporated into instructive and social exercises in each public around the globe (Anees, 2014).

Human rights as the "basic language of humankind" are held onto as educational points in various worldwide human rights arrangements since 1948. As far as the Child Rights Convention of united nations (UN, 1989), the points of training, notwithstanding self-awareness, include reinforcing regard for human rights and opportunities, empowering people to take an interest viably in a free society, and advancing getting, fellowship, and resistance (Becker, Wet & Vollenhoven, 2015).

Educators are the driving force and interpreter of human rights. Human rights awareness is very important (Panda, 2005). The worldwide view towards teacher education demands to include global issues, like human rights in the curricula (Engelbrecht, 2012). The demand for practical implications for the understanding of techniques applies during teaching. The Higher Education Commission must review the curriculum and draw attention to the practical implication of human rights in the teacher education curriculum (Sadruddin & Wahab, 2013).

As the overall HR condition is inadequate in Pakistan there is a need to introduce HR and HRE in schools, colleges, and universities but one of the sources to transfer the knowledge and skills to the students are the teachers. Teachers must have enough and sufficient knowledge and skills so they can train, guide, and transfer knowledge to their students (Pirzado, 2019).

Research Objectives

- To find out the perception of prospective teachers towards Human Rights Education before the intervention.
- To find out the perception of prospective teachers towards Human Rights Education after the intervention.
- To find out the impact of Human Rights Education on the knowledge of prospective teachers of the ADE program.

Research Questions

- What is the perception of prospective teachers towards Human Rights Education before intervention?
- What is the perception of prospective teachers towards Human Rights Education after intervention?
- What is the impact of Human Rights Education on the knowledge of prospective teachers of the ADE program?

Human Rights (HR)

Human rights are the primary all-around saw game plan of contemporary characteristics which, during the last 50 years, has been bitten by and portrayed by all States in a total overall legitimate framework. The

overall human rights framework is solidly related to all-inclusive agreement and security, improvement, and an overall example towards pluralist dominant party rule government, incredible organization, and the standard of law (Nowak, 2003).

The Comprehensive Attestation of Human Rights (1948) is an overall depiction of the industrious undertakings across history to shield human government help. It was chosen to observe distinctive social, genuine, and social establishments from practically all locales of the world after World War II for keeping amicability. It was unprecedented for history that vital human rights were to be made sure about all around, by methods for worldwide obligation and law (Alston & Goodman, 2013). It relied upon the conviction framework that "each individual is brought into the world free and identical in regard and rights (Naeem, Gul, Asghar & Zafar, 2019).

Human rights have not started from any one society, culture, or district. They have created under various effects from various severe, philosophical, and socio-political advancements after a few times (Donnelly, 2013). Regardless, the instrument for Human rights was given by the Universal Declaration of Human Rights (UDHR), which was gotten by the General Assembly of the United Nations in Paris on 10th December 1948. Human rights include a lot of standards and good standards that speak to explicit practices or mentalities that are ensured by national and worldwide law (Merrigan, 2014). These are rights intrinsic to all without separation paying little mind to country, race, religion, or geographic source (Nickel, 2010). These rights are all-inclusive and unavoidable; relevant to all. They are interrelated, unified, and associated, because of the standards of correspondence, regard, cooperation, and respect (Naeem, Gul, Asghar, & Zafar, 2019).

Human Rights Education (HRE)

As per Sadruddin (2020), HRE is a intended continuing socio-mental learning process that enables people towards the privileges of self and others. It is a readiness toward taking judicious choices and acting through the cognizant channel of HR philosophies keeping in light the sociocultural setting and political will. It fosters a feeling of receptiveness to embracing multiculturalism, pluralism, and variety. Human rights instruction also became a key aspect of the UNESCO Associate Schools Program in 1953 with well-known education courses (UNESCO, 2003). While the UN sanctions and the UN Declaration of Human Rights indicate the importance of human rights training and knowledge, the Associated Schools Program addresses an underlying effort to demonstrate human rights in formal education environments. These early efforts were conflicting and unprecedented, with the requirement of human rights instruction as a component of the training plan only legitimately referred to in a universal training archive in 1974 (Suárez, 2007).

Human rights training might be comprehended as instructing human rights from certain sources however it isn't restricted to encouraging human rights it additionally incorporates moving-related qualities and making explicit practices. During human rights instruction, it is likewise imperative to give data about universal guidelines and move endeavours for the insurance of human rights at national, local, and global levels and counteraction of human rights infringement. That is the reason human rights training isn't simply showing the standards of human rights. Simultaneously it attempts to exhibit methods for dispensing with the components that block comprehension of human rights (Ozbek, 2017).

The present status of worldwide human rights is beat with relentless difficulties, which have inclined humankind towards a capricious future. The development of the manufactured belief systems, preferences, social builds, and unfeeling practices has additionally subbed harmony with rebellion and dangers (Sadruddin & Douglass, 2018).

The most fully understood significance of the Instruction on Human Rights (HRE) is that of the United States whose General Assembly will be held in December 2011 to confirm the affirmation of the Human Rights Instruction and prepare the language. Training and preparation for human rights combine all educational, intellectual, informational, health, education, and learning practices made in a way that moves broad respect and insistence on all basic human rights and prospects to the slaughter and abuse of human rights by giving people information, skills and awareness and working together (Tibbitts, 2017).

Human rights instruction ought to be a piece of everybody's training. It cultivates the advancement of human qualities, rights, and obligations through another plan of educational plans, course books, preparing and

direction of educators, chefs, and so on. The school has a significant task to carry out in helping youngsters who will become residents of things to come to create consciousness of world issues specifically and harmony and human rights when all is said in done (Panda, 2005).

Overall guidelines for human rights are being promoted (Torney-Purta, 1982; Claude, 1996; Branson & Buergethal & Torney, 1976; Suarez & Ramirez, 2005). It is supported by world affiliations, capable affiliations, and support groups worldwide (HREA, 2004; IIHR, 2002; Joined Countries, 1994). To an amazing extent, it seems that the related guidelines have entered different national social demands curriculums, courses of action, information materials, and practice (IIHR 2002, Gathering of Europe 2004 a, b). Courses of history, citizenship and social examination are changed to emphasize the preparation of human rights and human rights programs. The extent and movement of these changes are gradually required, but many changes are underway (Ramirez, Suárez & Meyer, 2007).

Over the most recent five years, national and territorial HRE systems have been built up in numerous pieces of the world (HREA, 2005 (a)). In 2005, with the finish of the UN Decade for HRE, the Workplace of the UN High Official for Human Rights propelled an on-going and increasingly engaged World Program with a Strategy for Human Rights Training Ferrero-Waldner, (2005), which vows to evoke improved collaboration from governments, just as cross-cutting help from UN bodies. The primary period of the World Program is centred around advancing human rights instruction in schools. A few nations have ventured to structure or actualize a national arrangement for human rights training (e.g., Brazil, Colombia, Ecuador, El Salvador, Mexico, Dominican Republic).

The constitution of Pakistan, 1973 guarantees full recognition of the central rights. Pakistan has likewise passed a bunch of human rights laws/charges/acts. Further, it is a signatory to the Universal Declaration of Human Rights (UDHR). Be that as it may, a couple of arrangements are incongruent with the estimations of various ways of thinking (Dawn, 2014; Pakistan's Today, 2014; Siddiqi, 2014). Sadruddin communicated, "The advancement of an HR legitimate system is seen by the moderates as a political and strict move as opposed to as speaking to an authentic responsibility to human rights" (Sadruddin & Douglass, 2018).

Pakistan acquired an injured training framework from its provincial past. Be that as it may, not long after autonomy, it concentrated on national incorporation and an Islamic worthy framework. Training on a protected right is currently being considered, and diverse national education strategies are relevant. However, it remains restricted to Pakistan's commitment to improving awareness of human rights. The customary authority of Pakistan has moved globalization to adopt its own choice of training strategy (Ali 2009; Saeed et al. 2015). According to Ali (2016), Pakistan "faces the weight of the world, but has these powers to quickly reach the results of a strategy" (p. 234). In terms of use, there is a hole between "neighbourhood" and "worldwide" perspectives because the traditionalists obstruct them (Sadruddin, 2017).

Anwer (2010) also lamented that the encroachment of basic freedoms is the standard fate of every Pakistani. Even though living in the 21st century, being a nuclear prepared state announced to walk around the method of the affirmation of the vision of an Islamic government help state; innumerable people are yet denied of their critical honours of food, cover, and belongingness. Gul (2018) further included the troubling situation of human rights in Pakistan whereas inspecting the 2018 report by Human Rights Watch. She related that consistently, ladies, strict minorities, youngsters, and transgender confronted rough assaults and separation in Pakistan. Numerous universal associations more than once call attention to limitations on an opportunity of articulation and opportunity of development, kid and ladies misuse, and badgering. Individuals effectively become the object of abhorring discourse and character death (Naeem, Gul, Asghar & Zafar, 2019).

HRE has received critical attention from the creators of global strategy as a way of interpreting the all-inclusive nobility standard in a practical plan of action. HRE aims at changing the lives of people by rehearsing human rights (Tibbitts & Totten 2012). One of its most significant components is support for an opportunity for articulation, particularly important in countries where people continue to fight mistreatment (Osler & Leung 2011). In any event, HRE has still not received support from policymakers in Pakistan due to the strong impact of a rigorous dictatorship (Sadruddin, 2017).

While Pakistan is based on Islamic standards, several stories exist together, challenging its ability to understand multicultural practices (Khan, 2007). Pakistan has since its inception been in a state of choppiness due to ideological confrontations and socio-political disorder. As Khaki and Haider (2012) put it, "what Pakistan is currently faced with is not psychological warfare, as the anti-state radical war is likely to continue" (p.c139). The Universal Declaration of Human Rights has been confirmed by Pakistan all-inclusive and the central human rights measures have been confirmed. Simultaneously, the public authority keeps up with a distrustful mind-set towards certain essential human rights elements. This is due to their logical inconsistencies with Islamic Shariah law, such as the opportunity for conviction and religion, and the right to marriage and family. Although they do not contradict HR, some of the key points are opportunities and freedom (Sadruddin, 2017).

Research Methodology

The research employed a qualitative research design. Within the qualitative research paradigm, the researcher employed a case study action research approach because the study is specific to the context. The individual action research type was used. The researcher used an action research methodology.

The research examined and determined the perception of future teachers regarding HRE using the Kemi's model (1989) of the spiral of action research. In action, research teachers identify the problem and take steps to improve teaching and learning by implementing various techniques and strategies. The researcher developed the content and applied effective teaching methodologies to get a better outcome. The study applied the Kemi's model for action research spiral:

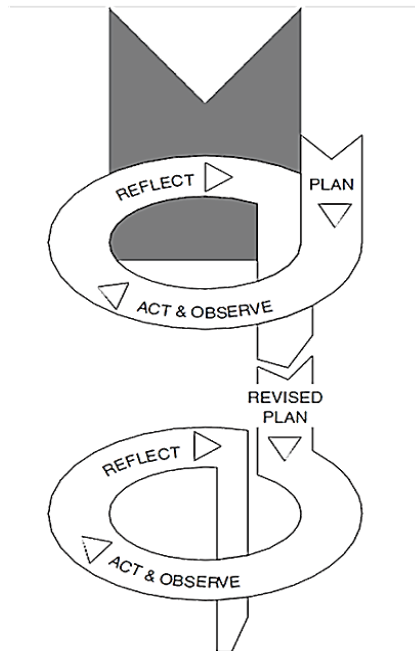
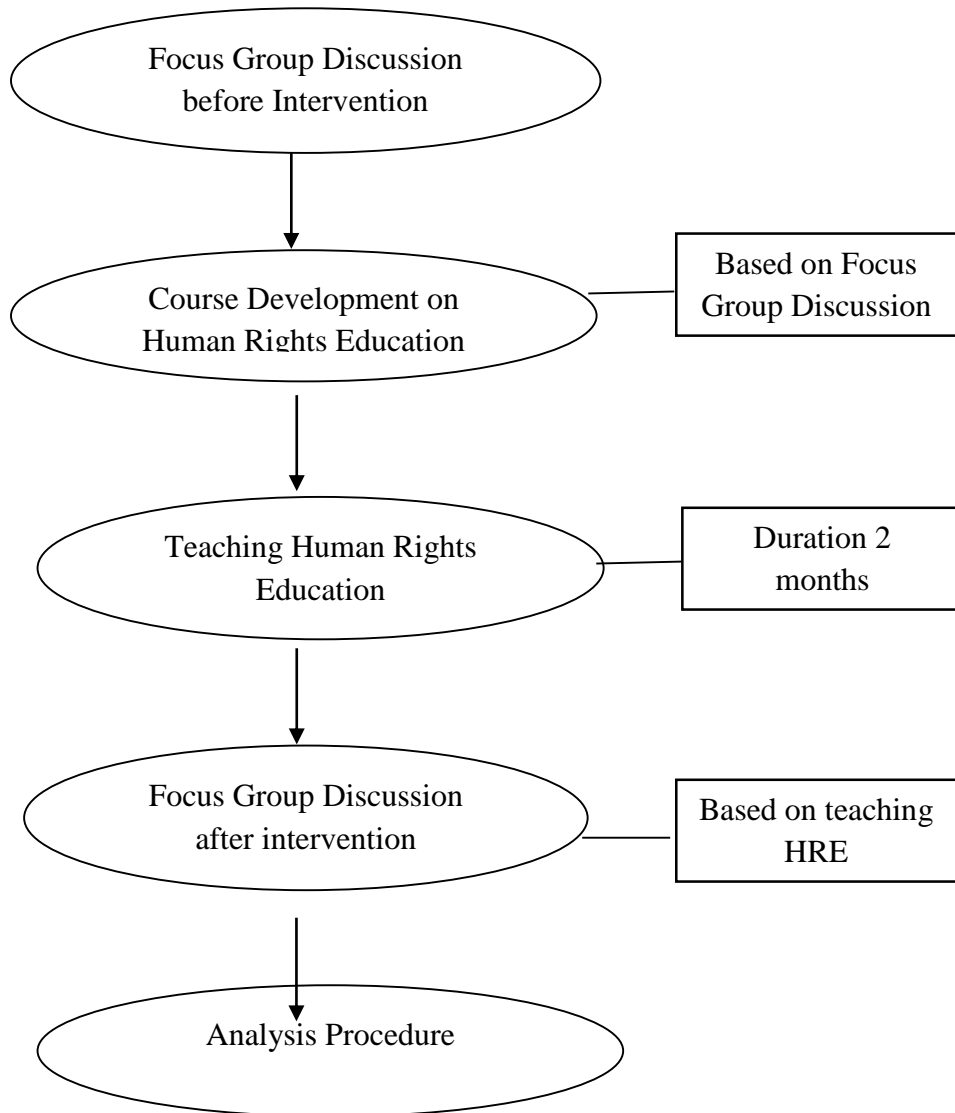


Fig. 1. The Action Research Cyclical Model (Kemi's & Mc Taggart (1988))

The study adopted a spiral model of Kemi's & Mc Taggart to understand the overall phenomenon with greater understanding while conducting case study bonded action research. By applying the spiral model steps, the comprehensive and authentic findings of the study were retrieved. The designed content was taught through this model for a smooth and appropriate transition of teaching in the classroom and reported the findings and recommendations based on the spiral model i-e planning, acting, and observing and reflecting. Following hierarchy followed while conducting the study



Population and Sampling

The population of this study is the future educators of the teacher education program. The sampling consists of ADE prospective teachers of one private institution of the first and third semesters. The prospective teachers were from different areas/regions within Jamshed and Saddar town.

Research Instruments

Focus group discussions (FGD) and observations of teaching classes were the instruments of this study. The FGD was conducted by prospective teachers before and after the intervention of the course to find the impact and perception of prospective teachers about the Human Rights Education course. The researcher taught the designed course of HRE to the prospective teachers and analysed the knowledge and perception of prospective teachers about the Human Rights course.

Data Analysis and Results

The researcher conducted FGD to know the knowledge of prospective teachers towards HRE. Open-ended questions were asked to gauge the knowledge regarding HRE.

Table 3.1

Focus Group Discussion before the intervention

S No	Key Areas	Yes	No	Unsure
1	Do You know About Human Rights?	10	0	0
2	Do You Know About Human Rights Education?	5	2	3
3	Have you ever learned about HRE?	7	3	0
4	Do you think HRE is Effective for teachers?	10	0	0

The participants responded very well about what they wanted to learn from this course, what activities they liked most, and what they wanted to teach. The following questions were asked from prospective teachers:

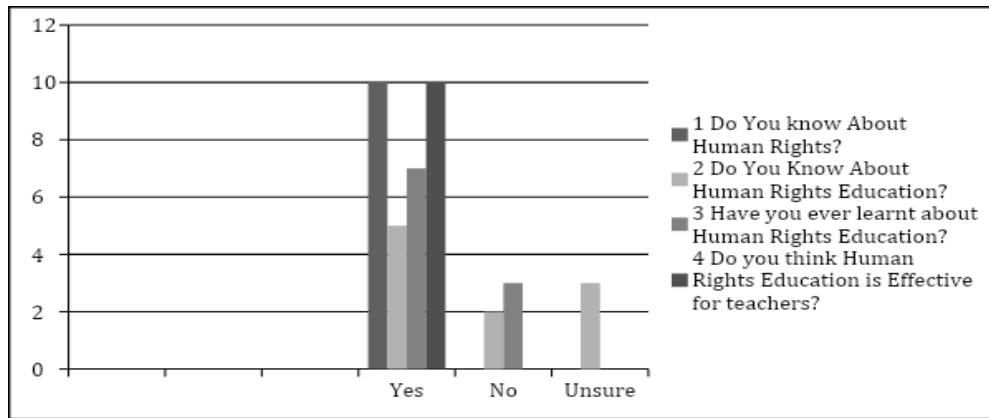


Fig. 3.1 Focus Group Discussion before the intervention

Table 3.2
Focus Group Discussion before the intervention

S No	Key Areas	Increase Knowledge about our rights	Increase our Skills	Shape Positive Attitude	Prepare teachers
1	What is the most effective outcome of Human Rights?	9	1	6	2

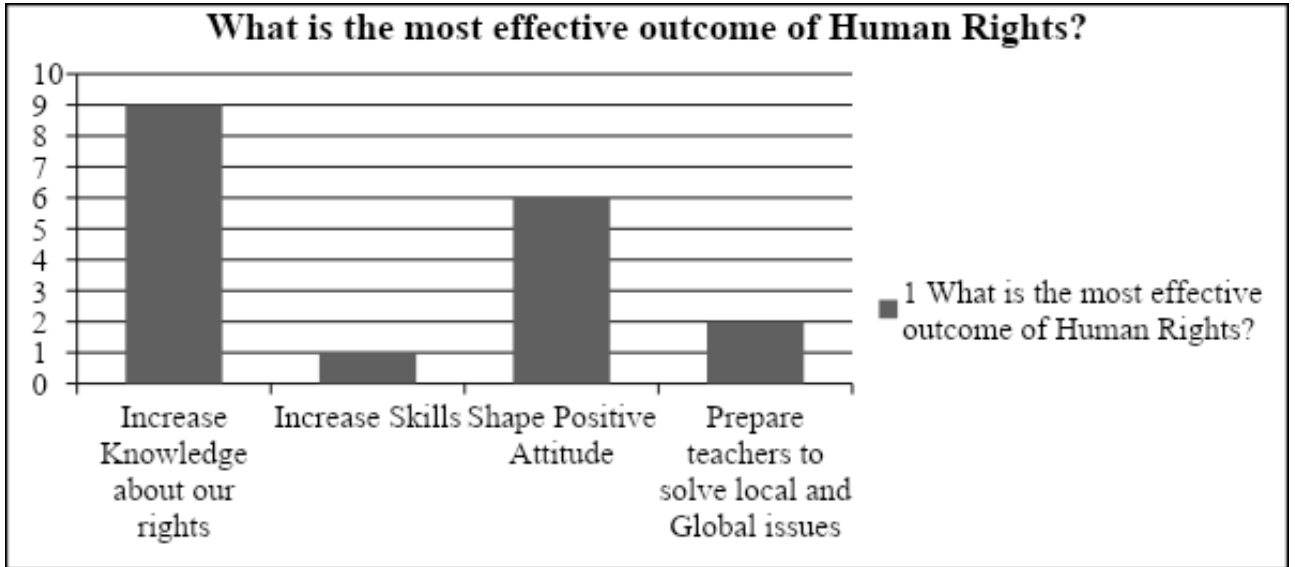


Fig. 3.2 Outcomes of Human Rights

Significance of the Human Rights Education (HRE) course for learners and teachers

Human Rights Education is integrated with civics education and very little part is included in Ade & B.Ed. Hons course. There is a need to introduce it as a separate discipline in the syllabus of the teacher education program. The inclusion of HRE is very necessary to educate students about the need and awareness of this course. Firstly, the teacher education regarding the course is very essential, knowledge and pedagogical skills both are required for teachers. If teachers have enough knowledge and they are competent, know how to teach by applying different methods and strategies so it will be more effective and prospective teachers will be developed a better understanding about HRE course and in future when they will become teachers so can be easily transferred their knowledge and skills in the future generation.

Almost all respondents agreed that human rights education is necessary for both teachers and learners. Humans must know about their rights to get rights. If any right gets violent so to deal with them and get rights is essential to be aware of rights. Teachers firstly are students so from the very beginning humans must be aware of their rights. To guide future generations and students to know about rights is important.

One of the participants agreed and expressed, “If we don’t know about our rights as a learner or as a teacher if I don’t know about my rights and don’t get rights if someone misbehaves me, I don’t get my rights so how can I fight for my rights so that’s why HRE is important as a learner and teacher both”.

Another participant shared views “To maintain a positive attitude and behaviour both teachers and learners must know about rights for interaction teacher to student, student to teacher, and student to student so that’s why HR & HRE is necessary”.

Expectations from the HRE Course

Before the intervention, a pre-focus group interview was conducted to know the perception, knowledge about HRE. The prospective teachers were motivated and wanted to know more about human rights education, its methodologies, and few topics were included in the designed course as per their recommendations.

The respondents 'expectations from this course are too aware of all rights with details, list of rights, if we do not get rights from where we can approach to get help. State of rights in Pakistan, internationally what work is going about human rights.

Participants wanted to know about the future's human rights. They wanted to be aware of the human rights list and areas, of places where you can approach violations of rights, human rights status, and education for human rights in the world and Pakistan.

Suggestions to Exclude a Few Topics in the HRE Course

The views regarding the topics should not be integrated into the HRE course so the participants didn't want to study those topics which are against values and Islamic ideology. They wanted to study topics that are value-based and as per the teachings of the Quran and Sunnah. The topics which create conflicts and are based on cultural and religious issues should not be taught.

Methods prefer for teaching HRE

Nowadays students want to study through cooperative learning strategies. They want to do hands-on activities with various materials. As per the below-mentioned views, participants wanted to study through activity-based teaching. They wanted to study through different teaching methods such as project method, field trips, demonstration method, etc. One of the participants expressed, "We want to teach practically. With practical implementation how we can take rights.

Another participant expressed, "Demonstration method, role play method entrepreneur educational skills method in which for example this is my responsibility to clean the area so as a student I clean my area and work for it. Another example is my right to get an education, so I get an education. Like in pm we display the stall of health care in a group, so they sell the things of health care because they have the right to stay healthy. So, it means doing everything related to practical life. The suggested teaching methods were discussion and lecture methods.

Activities integrated into teaching HRE

Most of the participants said that they are interested in conducting seminars, social awareness drives programs, etc.

Another participant shared, "Make brochures from children divide into groups, make pamphlets, flyer, and tell them to write information about HR examples enlist Human rights, the importance of HR, define. HR is a vast topic to teach in chunks and tell them to present in class, so the topic concludes easily, and students understand also.

Course Development

The researcher designed the content based on HRE for prospective teachers. The course was designed based on the focus group discussion. It was supplemented with the available course outline. The designed course was taught to prospective teachers for at least 2 months. The content consists of human rights foundation, evolution, policies, introduction to HRE, HR in teacher education, methodologies, etc. To ensure the validity of the content, the designed course will be validated by the experts.

Teaching

The designed content was taught to the female prospective teachers of Semester 1 and Semester 3 of the ADE program in Fatimiyah College of Education for 2 months with activities and cooperative learning strategies, after every session the researcher and the students had written the reflection (reflective diary) of the class and the taught content. The researcher observed very keenly while teaching and writes a reflection in the reflective

diary based on observation. The only female prospective teachers are enrolled in the ADE program at institutions that's why female students participated in the study.

Assignments and activities

The designed course taught through presentations, case studies role plays, discussed articles related to human rights. The researcher used group-reading activities, during which students discussed, shared, and discussed HR documents together. The questioning technique before the start of class as brainstorming was applied. The MCQs quiz was also given to assessing the knowledge regarding human and human rights education after the course was taught.

Focus Group Discussion (FGD) after the Intervention

After completion of the course, the researcher conducted the FDG from the prospective teachers to know the perception regarding HR and HRE and analysed the impact of the knowledge of the prospective teachers after the intervention.

The participants expressed their views, "We have learned about women's rights. How the rights of women are violated and sexual, workplace harassment with women e.g., Rape cases rights and justice is not given to women. So, I learned that as a citizen you help them if they cannot help themselves. Help them to get justice. I also learned about children's rights".

One of the participants viewed, "I don't know about human rights education before studying this course. I got to know that in Pakistan's existing constitution human rights are mentioned. I also know about the universal declaration of human rights and its articles that everybody has their rights, and it is presented in detail form before this I don't know. The information regarding human rights education models was also given. I also got to know that we must fulfil our rights so in return others fulfil their responsibilities and vice versa".

All the participants responded, "They liked and enjoyed case studies, role play, discussion, questioning, group, and pair work. Through these, we shared our views and listened to other participants' perspectives too. In this way, we learned a lot".

Table 3
Percentage of respondents on Knowledge about HR & HRE

S. No	MCQs related to knowledge	Have knowledge %	Don't have knowledge %	Correct Response	Correct Response %	Incorrect Response	Incorrect Response %
1.	The (UDHR) was passed on---	93.75	6.25%	15/16	93.75%	1/16	6.25%
2.	How many articles does the UDHR contain?	100	0%	16/16	100%	0/16	0%
3.	In UDHR article 1 is related to ---	81.25	18.75	13/16	81.25	3/16	18.75
4.	Tibbits proposed model 3 is --in approach.	68.75	31.25	11/16	68.75	5/16	31.25
5.	The International Women's Day is celebrated on --	93.75	6.25	15/16	93.75	1/16	6.25
6.	"Freedom of speech" is a/an --right.	31.25	68.75	5/16	31.25	11/16	68.75
7.	"Voting in elections" is a/an -----right.	68.75	31.25	11/16	68.75	5/16	31.25

8.	A legal agreement, to protect human rights <i>covenant</i> is called	18.75	81.25	3/16	18.75	13/16	81.25
9.	In Pakistan “The Transgender Act”, came in the year.	25	75	4/16	25	12/16	75
10.	The Rights of the Child” has articles Article number –	62.5	37.5	10/16	62.5	6/16	37.5
11.	mentions the right to education in UDHR.	87.5	12.5	14/16	87.5	2/16	12.5
12.	First principle of HRE is -----	50	50	8/16	50	8/16	50
13.	Tibbitts, a human rights researcher, proposed that model 1?	37.5	62.5	6/16	37.5	10/16	62.5
14.	Tibbitt (2017), new components of the HRE models include --	62.5	37.5	10/16	62.5	6/16	37.5
15.	Attitude to be learned in human rights include -- --	62.5	37.5	10/16	62.5s	6/16	37.5
16.	----- encourages creativity and ideas quickly.	75	25	12/16	75	4/16	25
17.	-----develop logic, understanding, listening, and speaking skills.	56.25	43.75	9/16	56.25	7/16	43.75
18.	The National Education Policy incorporates some global issues in the curriculum.	43.75	56.25	7/16	43.75	9/16	56.25s

Reflection of the Participants, Views, and suggestions made by participants

The participant learned about the evolution and emergence of human rights which can be followed back more than millennia. Their insight was upgraded after the detailed conversation on the French Declaration of Rights and the American Bill of Rights.

One of the participants viewed that human rights were much more strengthened and well recognized after the Second World War in the form of UDHR which assured the different human rights including life and liberty to nationality and the right to freedom of expression.

Another participant highlighted, “The importance and existence of human rights were recognized ages before in the last sermon of Holy Prophet PBUH (632CE) and was well promoted in the era” (Saeed, 2018).

Participants learned that human rights are inherent to everyone, and they have this right to live in an independent state. They also learned that everyone should be allowed to live their lives with freedom, peace and dignity and should have protection against violence.

Another participant stated in her reflection that “In the Value awareness model the best focus is to make people aware of human rights and its issues by campaign and school curriculum and by events.

Reflection of the Researcher

The researcher conducted a class in which students from both semesters participated enthusiastically. The researcher explained the definition, significance, and characteristics of Human Rights. Students shared their opinion regarding human rights. They said that human rights are essential for survival and are the basic need of life. They shared some best quotations regarding human rights and justified why they like it. Students shared their views that human rights are free born so they have the right to spend their lives with them.

The importance of inclusion of HRE in the curriculum was also explained by the fact that the curriculum is one of the effective ways to share knowledge about human rights at school and higher education levels. Not only is this but promoting multiculturalism is also important by arranging visits for the students to understand other cultures as well.

Discussion

The study aimed to find out the impact of knowledge before and after the intervention of the designed course. For this purpose, the course outline was designed after the pre-focus group discussion and took out the themes from that data. The result shows that there is a change in the perception of prospective teachers regarding human rights & human rights education. The ADE program prospective teachers expressed their views that after studying this course we realized the importance of human rights. There is a need to educate teachers and this course has also been beneficial for them.

Anees (2014) proclaimed that HRE is assisting educators with their fundamental undertaking of remaining mindful of the overall step of societal alter while clarifying the importance of human rights to their ordinary work. Also, the standards of overall nationality, concurrence, and transformation action ensure the flexibility and adaptability of human rights to nearby social needs.

This indicates that despite the fact that Pakistan is committed to spreading HRE due to being a signatory of worldwide declarations, the training framework either has been purposely ignored or never was viewed as a need. HRE has transformed into a typical component of universal arrangement conversations, national course book change, and post-struggle instructive techniques. More noticeable quality given to what HRE is doing, what's more, means may expectedly crash worries that it is an outside plan. Be that as it may, far-reaching and successful national techniques for the propagate of HRE are probably going to follow just from the progressive point-by-point direction and backing for states at the worldwide level (Struthers, 2015).

HRE should be truly tended to in our schooling strategies and activity designs that are reflected in the instructor training educational program. There is a need to consolidate HRE into the HEC for ADE and B.Ed. Hons program's rules. With 3751 educator preparing foundations in Pakistan (NEMISAEPAM, 2017) including 292 private and 3,459 public organizations, a great many instructors could be prepared in HRE in view of its incorporation in the public educational program. For instructors to turn out to be knowledgeable in human rights, a different module (3 credit hour course) ought to be added (Naeem, Gul, Asghar, and Zafar, 2019).

The course is intended to not just introduce teachers to human rights instruments but to guide them in how they can teach children to be democratic, responsible citizens of society in a child-friendly and age-appropriate manner (Naeem, Gul, Asghar, & Zafar, 2019).

Moreover, the outcomes from the study indicated that a greater part of educators was unconscious of any archive identified with human rights. Additionally, countless respondents concurred about the need for HRE in instructive foundations. The review indicated that pre-administration educators had an uplifting mentality towards HRE yet there is an overarching need to give information and familiarity with HRE just as for 'Education for All'. HRE should be inclined genuinely in our instructive approaches and activity which are considered in the instructive program for instructor preparing. There is a requirement to coordinate HRE in the rules given by the HEC for the Teacher education program. This course ought not just to acquaint instructors with the instruments of human rights however ought to likewise direct them on how to show children their rights and obligations in a youngster well disposed, the age-suitable path for them to get popularity based, dependable residents of the public.

Conclusion

Human rights and Human Rights Education are necessary for the teacher education program. As per participants' opinions and suggestions human rights education must be introduced in the teacher education program then this knowledge can be transferred to students. There is a need to educate teachers. Human rights education should be introduced to all levels. It is important to prepare instructors from the essential level with respect to human rights education training and this schooling could be moved to learners and societies.

There is a clear difference in perceptions of prospective teachers after a studied course that they acquired knowledge and it must be a part of schools, colleges, and universities curriculum as a separate subject. They showed positive responses while giving a post focus group discussion that before studying they didn't have knowledge regarding human rights and human rights education but after studying, they feel a clear difference in their knowledge and said that now they are capable enough to talk about human rights to any person and can raise their voice against human rights violation.

Human rights teaching skills, for example controversial issues, conflict resolution skills, problem-solving skills, communication skills are required to teach in Human Rights Education to educators and should be integrated into syllabubs of teacher education programs. There is a need to provide practical implementation of teaching this subject in the ADE program so that positive teachers will get the exposure of how they can teach to students by applying various teaching methods and strategies. The prospective teachers can teach HRE in social studies subjects. The teacher educators while teaching provide them with content material and are aware of various sources to get information about HRE. There is a need for the participation of local writers and human rights activists to develop and create content and resources for teaching human rights in a social-cultural context and as per the ideology of our country to avoid conflicts among people.

It is necessary to foster a framework of prepared instructors by presenting subjects like citizenship training, human rights education, and peace education into the educational programs of educator instruction in Pakistan. This would surely assist instructors with dissuading taught youthful students from ferocious and fanatic exercises.

Findings

The study findings showed that there is a need to initiate a human rights education course in the teacher education program. If teachers have sufficient knowledge and skills to teach human rights education courses, then they can easily transfer to their students. There is a need to educate students about human rights so that they can struggle for their rights and raise their voices for people who are not getting their rights. The participants expressed views that awareness regarding rights is very important. These are basic human rights, and they are inherited by all human beings by nature. All human beings are born free, so they have the right to live free and independent and get their basic rights. But in Pakistan people don't have awareness about rights even though they don't know that human rights are mentioned in the constitution of Pakistan. One of the participants opined that "before studying this course I don't know about UDHR, about transgender and children rights, rights are presented in the constitution of Pakistan, about human rights education, its models, evolution, and history of human rights, etc. but now I am competent enough to talk about human rights and human rights education and my rights are violating so I van protest against it". The findings of the study are that there is a need to introduce human rights education in the teacher education program to inform prospective teachers about human rights. If teachers are aware and educated about human rights the knowledge & skills can be transferred into students easily.

Recommendations

Numerous studies can be conducted regarding the human rights issue in Pakistan like how the lack of proper measures to implement human rights is causing the failure of the nation. Moreover, the study can also shed light on the ways through which students in different parts of Pakistan are being educated about human rights. Similarly, the effect of implementing human rights on different aspects of life can also be researched. This way, the researchers can further know the effectiveness of education and see how the lives and actions of individuals have changed.

One of the participants highlighted the topic that the study can be conducted in other teacher education programs like B.Ed. Hons, M.Ed. programs for a better understanding of human rights and human rights education. The participants expressed their views and shared more topics. For example, study can be conducted to find out the change in attitude and values of students after studying human rights and human rights education. A pilot study can also be conducted regarding human rights and human rights education at the school level to know the change in knowledge, skills, and values.

Research Implications

The study will benefit those universities and institutions that want to introduce HRE in their institutions. The institutions can take advantage of this study and integrate courses in their universities to see the effectiveness and importance of the teaching of the HRE course in their institutions. This study piloted the designed course outline after taking pre-focus group discussions from participants. By following the course outline the human rights course can be taught in colleges, universities and can evaluate the change in perception and impact of knowledge of the learners after teaching the course.

References

- Ajaja, O. P., & Eravwoke, O. U. (2010). Effects of cooperative learning strategy on junior secondary school students' achievement in integrated science. *The Electronic Journal for Research in Science & Mathematics Education, 14*(1).
- Akiri, A. A. (2013). Students' and human rights awareness in secondary schools' environment in Delta State. *eJEP: eJournal of Education Policy*.
- Al-Daraweesh, F. (2020). Teaching human rights: Toward a kingdom of ends. *Education Sciences, 10*(4), 107.
- Anees, A. (2014). Teacher education and human rights. *International Journal of Academic Research in Education and Review, 2*(9), 206-210.
- Anwer, R. (2010). Importance of human rights education in Pakistan. *International Journal of Innovation Management, 22*(07).
- Bajaj, M. (2004). Human rights education and student self-conception in the Dominican Republic. *Journal of Peace Education, 1*(1), 21-36.
- Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly, 48*1-508.
- Bajaj, M. (2011). Teaching to transform, transforming to teach: Exploring the role of teachers in human rights education in India. *Educational Research, 53*(2), 207-221.
- Becker, A., De Wet, A., & Van Vollenhoven, W. (2015). Human rights literacy: Moving towards rights-based education and transformative action through understandings of dignity, equality, and freedom. *South African Journal of Education, 35*(2), 1044.
- Brett, P., Mompoint-Gaillard, P., Salema, M. H., & Keating-Chetwynd, S. (2009). *How all teachers can support citizenship and human rights education: A framework for the development of competencies*. Council of Europe.
- Cardenas, S. (2005). Constructing rights? Human rights education and the state. *International Political Science Review, 26*(4), 363-379.

- Cochran, K. F., DeRuiter, J. A., & King, R. A. (1993). Pedagogical content knowing: An integrative model for teacher preparation. *Journal of Teacher Education*, 44(4), 263-272.
- Cranston, J., & Jantzen, M. D. (2017). A critical approach to teaching about, though, and for human rights. *Canadian Journal for the Scholarship of Teaching and Learning*, 8(3).
- Critelli, F. M., & Willett, J. (2010). Creating a haven in Pakistan. *International Social Work*, 53(3), 407-422.
- Du-Preez, P., Simmonds, S., & Roux, C. (2012). Teaching-learning and curriculum development for human rights education: Two sides of the same coin. *Journal of Education*, 55(1), 84-103.
- Farooq, M. S., & Kai, Y. T. (2017). The role of reading (rural education and development) foundation in quality education of Pakistan. *International Online Journal of Primary Education (IOJPE) ISSN: 1300-915X*, 5(2).
- Ferrero-Waldner, B. (2005). Working Together as Global Partners. *Hampton Roads International Security Quarterly*, 9-13.
- Flowers, N. (2015). The global movement for human rights education. *Radical Teacher*, 103, 5-16.
- Francis, J. C. (2012). Designing teacher education programs for human rights. *Journal of Peace Education and Social Justice*, 6(1), 36-50.
- Forman, N. (2015). Human rights education and the international baccalaureate diploma programme. *Current Issues in Comparative Education*, 17(1), 36-58.
- Gul, S. (2018). Human rights education for a vision. The Daily Times. Retrieved July 04, 2020, <https://dailytimes.com.pk/334838/human-rights-education-for-avision/>
- Human Rights Watch Organization (2019). *World Report 2019: Events of 2018*. Seven Stories Press.
- Iqbal, N. (2005). Peace and human rights education: Pakistan Experience. *Human Rights Education in Asian Schools*, 8, 21-28.
- Jacobs, G. M., & Farrell, T. S. (2003). Understanding and implementing the CLT (Communicative Language Teaching) paradigm. *RELC Journal*, 34(1), 5-30.
- Jayakumar, S. V. (2011). Human rights education—the role of teachers.
- Karaman., K, Y. (2005). A study of the effectiveness of human rights education in Turkey. *Journal of Peace Education*, 2(1), 53-68.
- Kingston, L. N. (2014). The rise of human rights education: Opportunities, challenges, and future possibilities. *Societies Without Borders*, 9(2), 188-210.
- Koshy, V. (2005). *Action research for improving practices: A practical guide*. London. Thousand Oaks. New Delhi: Paul Chapman Publishing.
- Marks, S. (2014). Backlash: the undeclared war against human rights. *European Human Rights Law Review*, 4, 319-327.
- Mir, A. (2016). Human rights added in Sindh textbooks. The Express Tribune. Retrieved August 30, 2020, from <https://tribune.com.pk/story/1084726/promoting-harmony-human-rights-added-in-sindh-textbooks>
- Naeem, M., Gul, F., Asghar, Z., & Zafar, N. (2019). Human rights education in pre-service teacher education—Pakistan. *UMT Education Review (UER)*, 2(1), 39-61.

- Nowak, M. (2003). *Introduction to the international human rights regime*. Brill Nijhoff.
- Osler, A. (1994). The UN convention on the rights of the child: Some implications for teacher education. *Educational Review*, 46(2), 141-150.
- Osler, A., & Yahya, C. (2013). Challenges and complexity in human rights education: Teachers' understandings of democratic participation and gender equity in post-conflict Kurdistan-Iraq. *Education Inquiry*, 4(1), 189-210.
- Ozbek, R. (2017). *The evaluation of the opinions of prospective teachers about the objectives of human rights education* 10, (10). Faculty of Education, Inonu University, Turkey: Canadian Centre of Science and Education.
- Özensoy, A. U. (2019). Use of movies in human rights and democracy teaching. *International Journal of Education and Literacy Studies*, 7(4), 129-135.
- Ozturk, A. (2018). Human rights education with sociocentric issues through the environmental education courses. *Eurasian Journal of Educational Research*, 77, 35-64.
- Panda, P. (2005). Responsiveness of teacher education curriculum towards human rights education in India. *Human Rights Education in Asian Schools*, 8(3).
- Pandey, S. (2007). Human rights awareness of teachers and teacher educators: An investigation. *Human Rights Education in Asian Schools*, 10, 167-174.
- Patel, N. (2007). Torture, psychology, and the war on Terror': A human rights framework. In *British Psychological Society Quintennial Conference, Mar 2005, Manchester, England; An earlier version of this chapter was presented at the Inaugural Meeting on Human Rights at the conference*. PCCS Books.
- Pirzado, P. A., (2019). Teaching human rights in Pakistani schools: What are the potential barriers? People: *International Journal of Social Sciences*, 4(3), 1741-1760.
- Pogge, T. (2000). The international significance of human rights. *The Journal of Ethics*, 4(1-2), 45-69.
- Ramirez, F. O., Suárez, D., & Meyer, J. W. (2007). The worldwide rise of human rights education. In *School knowledge in comparative and historical perspective* (pp. 35-52). Springer, Dordrecht.
- Ramirez, F. O., Suárez, D., & Meyer, J. W. (2007). The worldwide rise of human rights education. In *School knowledge in comparative and historical perspective* (pp. 35-52). Springer, Dordrecht.
- Rehmani, A. (2006). Teacher education in Pakistan with reference to teachers' conceptions of teaching. *Quality in Education: Teaching and Leadership in Challenging Times*, 20(February), 495– 524. Retrieved July 05, 2020, from <https://hamariweb.com/articles/5975>
- Reyes, X. A. (2010). Educational equity and access as universal human rights: Effects on teacher education in the US. *International Online Journal of Educational Sciences*, 2(1).
- Sadrudin, M. M. (2017). Teaching human rights through global education to teachers in Pakistan. *Prospects*, 47(1-2), 73-86.
- Sadrudin, M. M., & Douglass, J. (2018). Exploring elements of human rights in educational policies at the higher education level, and identifying the challenges faced by higher education to promote human rights values: A case of Pakistan and USA. Available at SSRN 3308573.

- Sadrudin, M. M., & Wahab, Z. (2013). Are we preparing global competent teachers? Evaluation of the incorporation of global education perspectives in teacher education curriculum in Pakistan. *Bulletin of Education and Research*, 35(1), 75-94.
- Saeed, A. (2018). *Human rights and Islam: An introduction to key debates between Islamic law and international human rights law*. Edward Elgar Publishing.
- Salamat, S. (n. y.d) Human Rights Education and Pakistan.
- Snaauwaert, D. T. (2019). The dialogical turn in normative political theory and the pedagogy of human rights education. *Education Sciences*, 9(1), 52.
- Suárez, D. (2007). Education professionals and the construction of human rights education. *Comparative Education Review*, 51(1), 48-70.
- Tibbitts, F. (2017). Evolution of human rights education models. *Human rights education: Theory, research, praxis*, 69-95.
- Tibbitts, F. (2002). Understanding what we do: Emerging models for human rights education. *International review of education*, 48(3-4), 159-171.
- Tibbitts, F. (2005). Transformative learning and human rights education: Taking a closer look.
- Tibbitts, F., & Fernekess, W. R. (2011). Human rights education. *Teaching and studying social issues: Major programs and approaches*, 87-118.
- Tibbitts, F., & Kirchschräger, P. G. (2010). Perspectives of research on human rights education. *Journal of human rights education*, 2(1), 8-29.
- Ullah, A. (2013). Right to Free and Compulsory Education in Pakistan after 18 the Constitutional Amendment. *South Asian Studies (1026-678X)*, 28(2).
- Wegner, C., Minnaert, L., & Strehlke, F. (2013). The Importance of Learning Strategies and How the Project "Kolumbus-Kids" Promotes Them Successfully. *European Journal of Science and Mathematics Education*, 1(3), 137-143
- Weissbrodt, D. S., & De La Vega, C. (2007). *International human rights law: an introduction*. University of Pennsylvania Press.