COUNSEL INDEX FOR STRATEGIES OF TRANSMISSION OF KNOWLEDGE AND TRANSFORMATION OF VALUES THROUGH FORMAL/NON-FORMAL LEGAL EDUCATION IN INDIA

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"Education breeds confidence. Confidence breeds hope. Hope breeds peace."

— **Confucius**[37]

Executive Summary

The present is the era of information, digital and cultural revolution. The knowledge based economy is at the root of overall development of a nation. A country can progress only when the people in the country make their outlook progressive and bring about subtle changes in their cultural foundation.

Cultural revolution is possible, when and only when, the people understand, in true sense, their fundamental rights conferred upon them by the Constitution and related laws. These rights entail certain duties and specific responsibilities upon them. By imparting knowledge of the above, roots of the process of overall development of a nation can be made stronger.

Such knowledge of the rules related to life can be imparted through both, formal and informal methods of education. How to create the modules of such most-needed legal education by blending these methods is a serious challenge in front of the policy-makers and educationists.

The object is to maximize the use of value of education for maximum social advantage. Education is the only ever effective medium which molds the soul as well as informs the intellect by engraving in a learner the principles of humanity. Dynamic legal education is a medium through which ideal human values can be transfused in the personalities of the learners. It has the power of making the society easy to govern. Beyond everything, such education related to law would uplift the standard of life of the Indian community as well.

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[37]   http://www.goodreads.com/quotes/tag/education?

The present paper aims to index a strategy for a research project on the topic of "Strategies of Transmission of Knowledge and Transformation of Values through Formal/Non-Formal Legal Education in India". The present paper lists discernible and all compassing objectives and spheres of needed comprehensively research on the said topic.

Issues of Contemporary Concern

"The complexity of our present trouble suggests as never before that we need to change our present concept of education. Education is not properly an industry, and its proper use is not to serve industries, either by job-training or by industry-subsidized research. It's proper use is to enable citizens to live lives that are economically, politically, socially, and culturally responsible. This cannot be done by gathering or "accessing" what we now call "information" - which is to say facts without context and therefore without priority. A proper education enables young people to put their lives in order, which means knowing what things are more important than other things; it means putting first things first."

— **Wendell Berry**[38]

The cumulative effect of the information and digital revolution along with the cultural revolution in societies, wherein the concept 'whole world is one global village' is emerging with volcanic force in educated minds, is such that the need of research on strategies of transmission of knowledge and transformation of values through human rights education has a inevitable demand in knowledge based economy. Learning is an organic or holistic, engaging the whole person, so that intellect, emotions, values and practical activities are blended.[39]

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism.[40] Education includes the acquisition of knowledge, skills and training through formal, non-formal and informal systems and

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[38] http://www.goodreads.com/quotes/tag/education?

[39] Beckett, D. & Hager, P. (2002) *Life, Work and Learning: Practice in Post modernity*, London: Routledge, p.98, Non-Formal Learning: Mapping the Conceptual Terrain. A Consultation Report. Available at: www.infed.org/archives/e-texts/colley_informal_learning.htm.

[40] en.wikipedia.org/wiki/Education.

activities. Educational resources refer to the full range of people, services, infrastructure and materials to support the various systems.

Formal education covers the knowledge, skills and training obtained through primary, secondary and tertiary institutions such as schools, colleges and universities. Non-formal education is generally of a short-term duration and is geared towards upgrading of skills and introducing new knowledge. Informal education relates to any type of learning or training, for anyone in an structured or unstructured setting.[41]

Values are moral principles and beliefs or accepted standards of a person or a social group. A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose.[42]

The real transformation is a transformation of values. Transforming arrogance into humility, greed into generosity, vengeance into forgiveness, envy into compassion, hatred into love and ultimately anxiety into fulfillment and happiness. When you associate with people who naturally teach these values with their words and lives, and we learn to value these values, then this is greatness. The foundation of integrity and values is what gives us the strength to not compromise our ideals even when there is the temptation.[43]

Human rights education (HRE) is the teaching of the history, theory, and law of human rights in schools and educational institutions, as well as outreach to the general public.[44] HRE became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations.

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[41] *Education and Peacebuilding - A Preliminary Operational Framework.* Available at: www.peace.ca/edupeacebldframework.htm.

[42] http://www.gurusoftware.com/GuruNet/KnowledgeBase/Personal/AchievingLife/Values.htm.

[43] http://www.radhanathswami.com/2012/08/a-transformation-of-values/.

[44] en.wikipedia.org/wiki/Human_rights_education.

The importance of human rights was reaffirmed by the United Nations in the 1993 *Vienna Declaration and Programme of Action*: "States should strive to eradicate illiteracy and should direct education toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in curricula of all learning institutions in formal and non-formal settings. Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights."— Paragraph 79 and 80, section 2 of the *Vienna Declaration and Programme of Action*, 1993.[45]

As a result of the *Vienna Declaration* the decade from 1995 to 2004 was declared the UN Decade of Human Rights Education. Since the development of the UN Decade, the incorporation of HRE into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

In 21st Century HRE is used for[46]:
>   -- as a strategy for development;
>   -- as empowerment;
>   -- as a way of change for women's rights;
>   -- as a legal prospective and for law enforcement.

The various current HRE models[47] *e.g.*, Values and Awareness , Accountability, and Transformational focuses on transmitting basic knowledge of human rights issues and to foster its integration into public values based on its philosophical-historical approach, legal and political approach, and the psychological and sociological approach respectively. These models covers the topics such as global human rights, cultural

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[45]   *Vienna Declaration and Programme of Action*, United Nations, 25th June 1993.

[46]   http://en.wikipedia.org/wiki/Human_rights_education.

[47]   Felisa Tibbitts, Understanding what we do: emerging models for human rights education, *International Review of Education,* volume 48, numbers 3-4, pp.   159-171.   Available   at: http://en.wikipedia.org/wiki/Human_rights_education.

based matters, court cases, codes of ethics, how to deal with the media, women and minorities *etc.*

The focus of this research project should originates from the current rapid growth of HRE programming and the sense that educators and advocates of human rights could benefit by revisiting the question of how formal and non-formal legal education and training strategies can contribute to social transformation through transmission of knowledge and transformation of values. HRE is ultimately about action for building human rights cultures in our own communities, and programming must be evaluated on its ability to contribute to this general goal.[48] In order for legal education to become more qualified for dissemination of HRE, there are several areas that we must begin to review, analyze and document.

Recommended Objectives

"It is a fundamental requisite of the rule of law that the law should be made known. The individual must be able to know of his legal rights and obligations."

— **Mr. Justice Burton**[49]

The objectives of the proposed research study can be:

• To examine and analyze a wide range of relevant literature about formal, non-formal and informal learning, HRE and legal education in order to provide greater conceptual clarification.

• To test out and explore the significance of the inter-relationships between formal, informal and non-formal dimensions of learning in different contexts.

• To reveal the linked issues of values and context by subjecting them to detailed analysis.

• To raise serious doubts by detailed analysis about the possibility of establishing the various ways of defining formal, non-formal and informal legal learning for HRE that

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[48] Emerging Models of Human Rights Education. Available at: www.hrea.org/index.php?doc_id=558.

[49] *R (Salih and Rahmani)* v. *Secretary of State for the Home Department*, [2003] EWHC 2273 (Admin).

would be relevant in most, if not all, situations, from most value positions, and for most purposes.

- To find out the significance of blending of formal and informal process of learning, and not their separation as the process of learning is always subordinate to the acquisition of something (skill, knowledge, value, attitude, understanding, behaviour) which has been acquired through that process.[50]

- To map out theoretical perspectives on motivation for legal education.

- To find out ways to strengthen the organizing principle – the relationship between teacher/mentor and learner.

- To analyze various existing modules and models of HRE, and design an exhaustive and practical social change educational framework of HRE through legal education on national, international and global arena.

- To study the significance of social and value transformation through knowledge transmission of human rights.

- To assess the root causes, drawbacks, lacunas, shortcomings and difficulties in imparting and implementation of existing legal learning systems in imparting HRE.

- To serve the community by forming conclusive new strategies and remedial strategies to enhance the effectiveness HRE by specific legal education in all types of schooling as knowledge alone is insufficient – knowledge must be able to be converted into concrete action.

- To design and develop an assessment program to check out the practical results of the proposed strategies.

Projected Issues

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[50] An analysis of learning must focus on activity and outcomes that contribute to significant changes in capability or understanding. Cited in: Eraut, M. (2000) Non-formal learning, implicit learning and tacit knowledge, in F. Coffield (Ed) *The Necessity of Informal Learning*, Bristol: Policy Press. Non-Formal Learning: Mapping the Conceptual Terrain. A Consultation Report. Available at: www.infed.org/archives/e-texts/colley_informal_learning.htm.

"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential."

— **Kofi Annan**[51]

The research project on the said topic can aim to investigate the following issues:

1. **Need of research on transformation of values through education in knowledge based economy:** We are in the midst of changing from an energy-based economy wherein raw material is transformed by energy into a product, to a knowledge-based economy wherein information or knowledge creates economic value, which will alter the rules of international economic competition, thrusting all educational institutions into roles they have not traditionally played. Two of the greatest challenges our institutions face are those of harnessing the power of digital technology and responding to the information revolution. The opportunities and challenges technology presents are far greater than at any previous time in higher education's 750-year history.[52] Education has always been important in enabling people to live meaningful lives, but it has not previously been so essential to a nation's economic productivity as the energy-based economy did not require as much of education as the knowledge-based economy will. National economies in this century will find a competitive advantage in the way they develop, foster, nurture, cultivate, and deploy their brain power.[53] In the information revolution era, where learners instead of coming to the library to access information, libraries deliver information electronically to the user. This shift requires massive investments in technology and an equally great

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[51] http://www.goodreads.com/quotes/tag/education?
[52] The Transformation of Higher Education, horizon.unc.edu/projects/seminars/Hooker.asp.
[53] The Transformation of Higher Education, horizon.unc.edu/projects/seminars/Hooker.asp.

cultural change. Software that links historical data with images, sounds, and text gives students and scholars the opportunity to engage subject matter in ways heretofore unthinkable. Just as the digital revolution is changing libraries and research, it is also changing the way instruction takes place. For its 750-year history, the dominant mode of delivery has been the talking head *i.e.,* the lecturer standing in front of a group of students. Now-a-days education through video-based courses is becoming a common as well effective tool in dissemination of knowledge. Changes in coming-of-age digital technology are enabling the delivery of courses distributed at distant locations to students/learners who are not required to travel to a site-specific program. As technology leads to increased research and teaching across disciplines, traditional boundaries are breaking down forcefully. The cumulative effect of the information and digital revolution along with the cultural revolution in societies, wherein the concept 'whole world is one global village' is emerging with volcanic force in educated minds, is such that the need of research on strategies of transmission of knowledge and transformation of values through education has a inevitable demand in knowledge based economy.

2. **Need to identify 'who are the learners':** The research which addresses the question 'who are the learners' is largely descriptive in nature. There is the basic need to identity the characteristics of learners who participate in formal/non-formal learning experiences, rates of participation, and variation in participation rates.

3. **Need to construct innovative teacher education programs with use multiple techniques:** The aim of education should be to build in each student strong theoretical foundations to help future teachers to be educated rather than trained, to be capable of understanding the complexities of the organic society rather than just the reduction of people to human material.[54] In teacher education programs, the emphasis should be on the learning of methodologies, content information, and skills in detriment of what constitutes the core of education which is learning to be. In practice, very little learning is related to the dimensions which require understanding of ourselves, of

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[54] http://miguelescotet.com/2011/teaching-to-teach-our-intimate-beliefs/ teaching beyond the transmission of knowledge.

others and of the world in which we live and, most important, in the world in which our students are going to live. We want to help them to grow as learners, and we want to help them to grow as people by cultivating in them a collective consciousness which leads them toward an extra-territorial and extra-cultural commitment, *i.e.*, universality of being a global citizen. The goal is to support the students as they master a particular body of knowledge, including modes of thinking, problem solving methods, essential facts, theories, and ideas, and the culture and ethics specific to the disciplines that we teach. We as teachers can use multiple techniques: guided research, live-in learning-work courses, guided didactic conversations, lectures, field seminars, negotiation games, individual or small group projects, true or simulated experimentations, distant, e-learning and programmed techniques and so on, but keeping innovation as part of our teaching; practicing research as a way of improving our strategies. An analysis of learning must focus on activity and outcomes that contribute to significant changes in capability or understanding.[55]

4. **Need to develop sustainable educational capacity:** Stronger capacities in educational planning and management may have an important spill-over effect on the system as a whole.[56] Sustainable capacity development requires complex interventions at the institutional, organizational and individual levels that could be based on some foundational principles:

   ➢ national leadership and ownership should be the touchstone of any intervention;
   ➢ strategies must be context relevant and context specific;
   ➢ they should embrace an integrated set of complementary interventions, though implementation may need to proceed in steps;
   ➢ partners should commit to a long-term investment in capacity development, while working towards some short-term achievements;

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[55] Eraut, M. (2000) Non-formal learning, implicit learning and tacit knowledge, in F. Coffield (Ed) *The Necessity of Informal Learning*, Bristol: Policy Press. Non-Formal Learning: Mapping the Conceptual Terrain. A Consultation Report. Available from: www.infed.org/archives/e-texts/colley_informal_learning.htm.

[56] De Grauwe, A. 2009. *Without capacity, there is no development*. Paris: UNESCO-IIPE [1]. Available at: http://en.wikipedia.org/wiki/Education.

➢ outside intervention should be conditional on an impact assessment of national capacities at various levels.

5. **Need for massive digital education:** Launching an 'e-school program' to provide all educational institutes with computer equipment, learning materials and internet access. An International Development Agency project called nabuur.com, started with the support of former American President Bill Clinton, uses the Internet to allow co-operation by individuals on issues of social development.[57]

6. **Need for division of education into different learning 'modes':** The learning modalities[58] are probably the most common:
   ➢ **Visual**: learning based on observation and seeing what is being learned.
   ➢ **Auditory**: learning based on listening to instructions/information.
   ➢ **Kinesthetic**: learning based on hands-on work and engaging in activities.

   Although it is claimed that, depending on their preferred learning modality, different teaching techniques have different levels of effectiveness, recent research has argued "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."[59]

7. **Need to strengthen community-based learning:** Education implies that the process of learning is deliberate and purposeful and that the people concerned are seeking to acquire knowledge. This highlights a conflict in orientation between the educator in formal learning programme and the caseworker in the community-based learning programme. Community-based learning requires of professionals such as social workers and community health professionals and often includes inputs from various specialists such as psycho geriatricians, community psychiatric nurses, psychologists and welfare rights officers.

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[57] nabuur.com. http://en.wikipedia.org/wiki/Education.
[58] Swassing, R. H., Barbe, W. B., & Milone, M. N. (1979). *The Swassing-Barbe Modality Index: Zaner-Bloser Modality Kit*. Columbus, OH: Zaner-Bloser. Available from: http://en.wikipedia.org/wiki/Education.
[59] Pashler, Harold; McDonald, Mark; Rohrer, Doug; Bjork, Robert (2009). "Learning Styles: Concepts and Evidence". *Psychological Science in the Public Interest* 9 (3): 105–119. doi:10.1111/j.1539-6053.2009.01038.x. Available at: http://en.wikipedia.org/wiki/Education.

8. **Need to structure the content of the community-based learning programme:** There is an urgent need to structure the content of the community-based learning programme design to take into account of the particular problems faced by individual carers. *E.g.*, 'an attendance at an evening class is possible only if you have the money to pay, the time to go, adequate transport, public or private, and access to a competent sitter.'[60]

9. **Need to focus on certain characteristics[61] of informal learning to make it strong and effective:**
   ➢ Practice-based informal workplace learning is organic/holistic.
   ➢ Practice-based informal workplace learning is contextual.
   ➢ Practice-based informal learning is activity-and experience-based.
   ➢ Practice-based informal learning arises in situations where learning is not the main aim.
   ➢ Practice-based informal workplace learning is activated by individual learners rather than by teachers/trainers.
   ➢ Practice-based informal workplace learning is often collaborative/collegial.

10. **Need to develop strong motivational frameworks:** The various studies have attempted to develop conceptual frameworks or models which might help predict and explain certain patterns of participation of learners. There are three major forms of motivational orientation to participation: a) Goal-oriented; b) Activity-oriented; and c) Learning-oriented. Goal-oriented learners use education as a means to achieve some other kind of goal. Activity-oriented learners participate in education for the sake of the activity itself and the social aspects of it. Learning-oriented learners seem to enroll in education for the sake of knowledge.[62]

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[60] A Consultation Report. Available at: www.infed.org/archives/e-texts/colley_informal_learning.htm.

[61] Beckett, D. & Hager, P. (2002) *Life, Work And Learning: Practice in Postmodernity*, London: Routledge, p.115.
Non-Formal Learning: Mapping the Conceptual Terrain. A Consultation Report. Available at: www.infed.org/archives/e- texts/colley_informal_learning.htm.

[62] Houle, Cyril, *The Inquiring Mind.*
Cited in: www.msu.edu/~dirkx/adult%20learning%20module.html.

11. **Need to think of motivation in certain terms**[63]:
    ➢ understanding our learners as persons,
    ➢ helping them connect the text they are attempting to learn in meaningful ways with who they are as a person,
    ➢ asking them to take increasing responsibility for their learning, to assume authority and control for what and how they learn,
    ➢ to stress the importance of their experience as a text and context for learning, and
    ➢ to see their learning through their location in the lifespan.

12. **Need to search for transformation of values through fundamental shifts**[64]:Transformation of values can be achieved through fundamental shifts in:
    ➢ basic assumptions about themselves(psychic assumptions),
    ➢ understanding of knowledge and how we come to know (epistemic assumptions), and
    ➢ their understanding of the socio-cultural contexts in which they lived (socio-cultural assumptions).

13. **Need to search for transformation of values by processes of reflection**[65]:
    ➢ making explicit our assumptions about self, society, and knowledge (content reflection);
    ➢ questioning the sources or origins of these assumptions (process reflection); and
    ➢ critically thinking through the validity of the claims represented by these assumptions (premise reflection).

14. **Need to promote peace education and to link it to education, its, content, objectives and target groups:** For that emphasis should be given to help teachers better understand child training development, psychological needs, cultural considerations especially in pre-service and in-service training, and in all aspects of teacher development. Formal and non-formal peace education activities can be useful in helping youths of different backgrounds to develop cooperative, collaborative and communication skills,

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[63] Module on Adult Learning.
     Available at: www.msu.edu/~dirkx/adult%20learning%20module.html.
[64] Module on Adult Learning.
     Available at: www.msu.edu/~dirkx/adult%20learning%20module.html.
[65] Module on Adult Learning.
     Available at: www.msu.edu/~dirkx/adult%20learning%20module.html.

teamwork, mutual respect, all of which help to breakdown long-standing cultural barriers.[66]

15. **Need to develop national curricula to incorporate human rights in all types of learning:** Access to justice aims at supporting and strengthening the prevention and alleviation of poverty, the prevention of corruption and the upholding, protecting and fulfilling of human rights through legal empowerment of the people. Each citizen should be able to acquire the necessary knowledge, understanding, awareness and ability to exercise those rights through formal as well as informal institutions, supported by accessible and responsive public complaints mechanisms, so as to obtain optimal benefits in order to improve their livelihoods.[67] Therefore there is an urgent need to revise and rewrite existing national and regional curricula to incorporate issues of human rights, gender, patriarchy, and oppression, and to eliminate negative stereo-typing; revise world history text books to accurately reflect history of all groups and all nations.[68]

16. **Need to structure model of social coexistence:** Peace education is both a tool of prevention and of social reconciliation. It is crucial from the start to clearly define what is meant by peace and what model of social coexistence is being envisaged in each specific context.[69]

17. **Need to understand the existing distinct models of HRE and to clarify their link with social change strategies:** HRE involves a combination of looking within and looking without. Human rights learning is necessarily focused on the individual -- the knowledge, values and skills that pertain to the application of the human rights value system in interpersonal relationships with family and community members. These human development skills should recognize one's own biases, accept differences, take responsibility for defending the rights of others, as well as mediation and

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[66] *Education and Peacebuilding - A Preliminary Operational Framework.* Available at: www.peace.ca/edupeacebldframework.htm.

[67] National Strategy on Access to Justice, Available at: www.snap-undp. org/.../...

[68] *Education and Peacebuilding - A Preliminary Operational Framework.* Available at: www.peace.ca/edupeacebldframework.htm.

[69] *Education and Peacebuilding - A Preliminary Operational Framework.* Available at: www.peace.ca/edupeacebldframework.htm.

conflict resolution.[70] Yet those organizing HRE programming must take into account the social, cultural, political and economic contexts for their work, and the potential such education will have for social transformation.[71] In order for HRE, and human rights thinking, to be a lasting contribution to human rights cultures in our respective countries, we need to truly understand the distinct models of human rights education that are found in practice, and to clarify their link with social change strategies.

18. **Need of HRE to be strategically designed in formal and non-formal educational programmes:** There is a need of HRE to be strategically designed in formal and non-formal educational programmes to reach and support individuals and groups that can work towards strengthening human rights principles in society. Strategies to enhance the effectiveness of HRE should be analyzed and formulated according to their target groups, goals for learners and intended contribution to social change.

19. **Need of HRE programming which involves:**
   ➢ an interactive educational approach by which participants are engaged in fostering attitudinal skill as well as knowledge development;
   ➢ fostering and enhancing of leadership skills in learners for developing specific objectives and effective strategies for the political and cultural environment in which they reside;
   ➢ creating the personal empowerment goal which aims first at healing, self-empowerment, then the development of community and then only, social transformation.

20. **Need to raise HRE awareness of law students and urge to implement the commitments in HRE:** For raising HRE awareness of law students' moot courts and human rights-focused legal clinics, which sometimes provide legal assistance to disadvantaged groups, have proven to be particularly useful. The importance of HRE for the full enjoyment of human rights and the obligation of States to provide it has been recognized in numerous universal and

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[70] Flowers, Nancy, *The Human Rights Education Handbook*. Cited in Emerging Models of Human Rights Education.
   Available at: www.hrea.org/index.php?doc_id=558.

[71] Emerging Models of Human Rights Education,
   www.hrea.org/index.php?doc_id=558.

regional conventions, declarations and resolutions. However, the implementation of the commitments entered into is often more problematic.[72]

21. **Need to define clear objective standard for what constitutes a qualified HRE trainer:** There is an urgent need to define clear objective standard for what constitutes a qualified HRE trainer as well as to define clear standards for study or practice of HRE which would spark the healthy conversation about learner goals and strategic efforts for transformation of values.

22. **Need to understand the importance of public legal education:** The law affects people of all ages, whether as employees, consumers and borrowers, tax payers, motorists, parents or children, tenants, asylum seekers or simply as citizens. In an increasingly complex and diverse society, the law provides rules based on certain shared values. But the law is itself hugely complex, and is changing all the time. As a result, many people are either unaware of, or struggle to understand, their legal rights and obligations. There is urgent need actively to promote public awareness and knowledge of legal issues, to help overcome the difficulties that most people experience dealing with the law in their daily lives. Research carried out by the Legal Services Research Centre[73] suggests that at least a million civil law problems go unsolved every year. If community members have an understanding of legal rights and responsibilities, this contributes to active citizenship and social cohesion, and helps strengthen civil society. Legal education and information can have the functions of helping people and communities to become effective agents for change where laws no longer contribute to an effective society; helping people to become more confident, informed and effective citizens; and underpinning a culture of human rights, based on a shared understanding of human rights values.[74]

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[72] *Wolfgang Benedek, Human Rights Education,* Available at: www.etcgraz.at/.../EPIL_Human_Rights_Education_Benedek.

[73] *Causes of Action: civil law and social justice* - Pleasence et al., The Stationary Office, 2004 (The final report of the first Legal Services Research Centre survey of justiciable problems). Towards a National Strategy for Public Legal Education: A discussion paper.
Available at*:* www.lawforlife.org.uk/.../towards-a-national-strategy-for-publ..

[74] Towards a National Strategy for Public Legal Education: A discussion paper. Available at:
www.lawforlife.org.uk/.../towards-a-national-strategy-for-publ..

23. **Need to develop interactive methods for public legal education:** Legal education and information can be provided in a variety of ways that may involve passive or active engagement - through face to face contact, via the internet, by telephone or via leaflets and other written material. Diverse methods of delivery are needed to reflect the fact that people receive and understand information in a number of ways, something that may be determined by their level of education or even by their cultural or community background. Interactive approaches, properly resourced, can be particularly effective.[75] A national strategy for public legal education is urgently needed which expressly acknowledged across government, and would also need to attract the support of the judiciary and legal professional bodies – including *pro bono* groups – as well as legal educational bodies and voluntary organizations that are already active in this field. Support from curriculum bodies for schools and lifelong learning would also be of great importance for the strategy's success.[76]

24. **Need to build a coherent, collective strategy for the transformation of legal education:** Legal education reform efforts have persisted for over one hundred years, supported by substantive expertise, empirical data, cutting-edge curricula, and effective pedagogy. But today, the normative face of legal education remains essentially unchanged. If the substance behind legal education reform is valid, then what is the problem? Legal education reform efforts are marginalized and have limited normative impact because reformers underestimate the strategic demands of systemic change. As a result, reformers have yet to build a coherent, collective strategy for the transformation of legal education. Legal reformers must shift from an exclusive focus on the substance of legal education reform to adopt a new focus on strategy.[77] Change may come incrementally, but we must be

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[75] Towards a National Strategy for Public Legal Education: A discussion paper. Available at:
www.lawforlife.org.uk/.../towards-a-national-strategy-for-publ..

[76] Towards a National Strategy for Public Legal Education: A discussion paper. Available at:
www.lawforlife.org.uk/.../towards-a-national-strategy-for-publ..

[77] Rankin, Sara K., *Strategies for Legal Education Reform*, Tired of Talking: A Call for Clear Strategies for Legal Education Reform: Moving Beyond the Discussion of Good Ideas to the Real Transformation of Law Schools, 10 Seattle J. for Soc. Just. 17 (2012):

aware that a watered down version of experiential education would ultimately be counter-productive.[78]

25. **Need to include HRE in primary and higher as well all types of professional learning:** Educational initiatives aimed at youth operating in primary and higher schooling contexts can offer interesting alternatives and broader perspectives on the role of the law. Human rights education, offered in a participatory format with an eye towards individual and social transformation, also offers us the chance to cultivate a new generation of empowered citizens willing to demand their rights and stand in solidarity with those at the margins of society. **First**, for students whose age, gender, and caste/religious status may disadvantage them when claiming their rights, collective action strategies that enlist allies, civil society organizations, and the authority of printed information in textbooks or legal documents may serve to leverage and amplify marginalized voices. **Second**, the presence of a specific program on human rights and legal empowerment within schools provides a framework for understanding social issues and connecting with broader social movements. **Lastly**, teachers and students become active actors in human rights movements through learning about legal guarantees, instances of abuse, and social movements and organizations working towards greater equity. Several teachers have been noted stopping corporal punishment, becoming more attentive to their students, and engaging with students' lives outside of the classroom after attending the training on human rights education and reading the textbooks they are using to teach students. Students similarly find that they can talk with their teachers and share any problems they or their families are facing. Creating an intentional space at school—a respected and often trusted institution, particularly in semi-literate communities—allows for students and teachers to take human rights issues seriously.[79]

26. **Need to develop concrete assessment programs:** Strategic plans are most effective when there are consequent actions

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Available at: taxprof.typepad.com/taxprof_blog/.../rankin-strategies.html

[78] Landsberg, Brian K., Strategies to Increase the Availability of Skills Education in China, Available at:
papers.ssrn.com/sol3/papers.cfm?abstract_id=1493405.

[79] Bajaj, Monisha, Educational Strategies for Legal Education.
Available at: www.namati.org › Media › Blog.

to measure whether the executing institution is meeting its objectives and effecting improvements. Assessment is the means by which program is measured by evaluating its effectiveness in meeting its mission and in achieving its outcomes. An 'assessment program' consists of an established and coordinated system for determining success in meeting mission and outcomes. In whatever activities we find ourselves engaged (as teachers, secretaries, administrators, librarians, operations staff, *etc*.). we accomplish the goals, outcomes and purposes of that role. We need to ascertain how we are doing ...so that we can improve what we do, stop doing activities that don't further our goals, outcomes, and purposes, and identify new areas of activity that will further them.[80] Along with the development of a strategic program for enhancement of legal education, there is a strong need to develop concrete assessment programs to determine the success rate newly developed strategies.

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[80] A Strategic Plan for 21st Century Legal Education.
     Available at: www.cooley.edu/about/strategic_plan.html.