

Naša iskustva

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LJUDSKA PRAVA – NA ENGLESKOM

Nastavnu temu ljudskih prava obrađujem sa studentima prve i druge godine politologije i novinarstva. Nastava se održava u blok-satima, u grupama od 30 do 35 studenata u prilično velikim predavaonicama. Kako bih izbjegla klasičan raspored – predavač za katedrom, a studenti i studentice okrenuti jedni drugima leđima (jer u tom slučaju nema ništa od razredne komunikacije) – problem sjedenja rješavam tako da studenti sjede u četiri reda u jednom kutu dvorane, tj. polovica studenata okrene stolce. Ja sjedim na kraju središnjeg prolaza, pa je raspored sjedenja koliko-toliko u obliku slova U. Predavaonice nisu opremljene videom ili grafoskopom, pa otpadaju mnoge aktivnosti koje ta nastavna pomagala omogućavaju.

Sve aktivnosti variraju ovisno o tome je li grupa aktivnija ili pasivnija.

I. dio

Razgovor – uvod

Studenticama i studentima pokaže se knjiga *Human Rights in International Law*. Netko od studenata pročita naslov.

Minutu-dvije razmišljaju o tome kakva su sve ljudska prava vjerojatno obuhvaćena tom knjigom. Ako je grupa aktivnija, vrijeme za razmišljanje nije potrebno. Cilj je aktivirati njihovo potencijalno predznanje i usmjeriti ih na temu.

Studenti izvještavaju i uzajamno se dopunjuju.

Slijedi kraća uvodna diskusija (*Why such a book? Shouldn't human rights be taken for granted? Why the necessity to protect them? From whom and/or what? – i slična pitanja*). Studente predavač ispravlja samo u krajnoj nuždi ili ako zapnu, jer je naglasak u ovom dijelu na temi a ne na točnosti. U ovom dijelu predavač je prilično vidljiv jer služi kao stjecište ideja a i razgovor ne bi smio zastraniti.

2. dio

Čitanje i obrada

Nakon što se raspiri zanimanje studenata, prelazimo na prvi prilog *Universal Declaration of Human Rights*, iz kojeg izviru sve ostale deklaracije i povelje. Predavač podijeli fotokopije preambule Deklaracije i njezina *prva dva i posljednja tri* članka. Svrha je da studenti osjete jezik takvih dokumenata (*key words* – određene se riječi i fraze ponavljaju) kao i gramatiku (*shall* i uporaba pasiva). Nepoznate riječi, zajedno s izgovorom (iz tih članaka i ostalih) fotokopirane su na stražnjoj strani papira. Studenti u sebi čitaju tekst.

Slijedi obrada teksta uz sudjelovanje studenata – potpitanja, pojašnjenja i slično. Pojašnjenja po mogućnosti daju sami studenti, a u krajnjoj nuždi predavač.

Prvi se članak zbog svoje plemenitosti i važnosti pročita naglas (*All men are born equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in the spirit of brotherhood.*)

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations. To the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

1. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth.

to be endowed with = possess naturally; be born with
[in'daund]
to be entitled to = have a right
[in'taɪtld]
to set forth = make known; declare
sovereignty [səvərən'ti]: when a state is fully self-governing and independent in foreign affairs
to be subject to = owe allegiance (to); expose, undergo
[səb'dʒɪkt]
due [dju:] = suitable; right; proper
examine [ɪk'saɪn] = employ; make use of
enslaved [ɪn'slɑ:v] = condition of being forced to work for others and having no freedom
tribunal [traɪ'bju:nl] = board of officials or judges appointed for special duty
arbitrary [ɑ:'bɪtəri:] = dictatorial; using despotic power
asylum [ə'saɪləm] = refuge; protection from persecution
trust = professional
non-self-governing = non-autonomous

3. dio

Pisanje

Potom studenti dobiju minutu-dvije da napišu ili osmisle JEDAN članak za koji smatraju da je u sklopu Deklaracije između Članka 3. i Članka 27. Studenti se javljaju i čitaju svoja rješenja – nekoliko njih, ovisno o vremenu i broju nazočnih studenata. To im je ujedno pripremna vježba za iduću aktivnost.

Potom im predavač podijeli fotokopije Deklaracije od 3. do uključivo 27. članka, ali samo u natuknicama (drugi prilog (a) i (b)). Mogu im se odmah dati svi članci, a mogu dobiti najprije članke od 3. do 15, a na drugom satu od 16. do 27. članka. Ovisno o vremenu i potrebi za vježbanjem pisanja, ili svi pišu sve (ako u grupi prevladavaju studenti s pasivnim znanjem) ili se podijele u grupe (ako prevladavaju studenti s aktivnim znanjem). Studentima se skrene pozornost na to da bi članci trebali zvučati službeno i da ih intoniraju po uzoru na članke s fotokopije.

Njihovi se prijedlozi čitaju i – po mogućnosti – što manje dopunjuju i ispravljaju. Dopuštaju se studentski komentari.

Predavač je ovdje kao jedan od studenata – sluša i prima na znanje ali ne vrednuje u smislu točno/pogrešno. Najčešće su studentski članci puno zanimljiviji od izvornih.

4. dio

Diktat (točnost), slušanje

Predavač studentima podijeli šarene papiriće s tekstem pojedinih članaka (treći prilog). Svaki student čita svoj članak a ostali ga zapisuju (članci su pedagoški skraćeni na najbitnije rečenice). Mogu se čitati svi članci, ili ih valja ponovno podijeliti na dvije skupine: od 3. do 15. i od 16. do 27.

Predavač se povlači na komunikacijsku marginu (ne priskače u pomoć svaki čas).

Svrha je da studenti slušaju jedni druge a ne da sva komunikacija ide uvijek preko predavača. Najvažnije je pritom da predavač odoli kušnji da ponavlja tekst za studentima koji čitaju preliho ili prebrzo.

Zatim se studentima podijele fotokopije Deklaracije (četvrti prilog). Studenti ispravljaju svoje diktate. Nakon diktata slijedi kratki razgovor o *problem words* i studentskoj samoocjeni.

ARTICLE 3 → Right, liberty, social, equality of persons
 ARTICLE 4 → Slavery, or servitude
 ARTICLE 5 → No punishment or detention without trial
 ARTICLE 6 → Fair trial, before the law
 ARTICLE 7 → No retroactive law
 ARTICLE 8 → Right to marry
 ARTICLE 9 → Freedom of religion
 ARTICLE 10 → Freedom of expression
 ARTICLE 11 → Freedom of assembly and association
 ARTICLE 12 → Right to marry
 ARTICLE 13 → Right to a fair trial
 ARTICLE 14 → No discrimination
 ARTICLE 15 → Right to a fair trial
 ARTICLE 16 → Right to a fair trial
 ARTICLE 17 → Right to a fair trial
 ARTICLE 18 → Right to a fair trial
 ARTICLE 19 → Right to a fair trial
 ARTICLE 20 → Right to a fair trial
 ARTICLE 21 → Right to a fair trial
 ARTICLE 22 → Right to a fair trial
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 ARTICLE 24 → Right to a fair trial
 ARTICLE 25 → Right to a fair trial
 ARTICLE 26 → Right to a fair trial
 ARTICLE 27 → Right to a fair trial

<p>Article 1 Everyone has the right to the liberty and security of person.</p> <p>Article 2 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p>Article 3 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p> <p>Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p>Article 5 No one shall be subjected to arbitrary arrest, detention or exile.</p> <p>Article 6 Everyone has the right to a fair trial by an independent and impartial tribunal established by law.</p> <p>Article 7 No one shall be held guilty of any criminal offence on account of acts which were not criminal at the time they were committed.</p> <p>Article 8 Everyone has the right to marry and to found a family; there shall be no restriction on who may marry.</p> <p>Article 9 Everyone has the right to freedom of religion.</p> <p>Article 10 Everyone has the right to freedom of expression.</p> <p>Article 11 Everyone has the right to freedom of peaceful assembly and to freedom of association with others.</p> <p>Article 12 Everyone has the right to marry and to found a family; there shall be no restriction on who may marry.</p> <p>Article 13 Everyone has the right to a fair trial.</p> <p>Article 14 Everyone has the right to a fair trial.</p> <p>Article 15 No one shall be held guilty of any criminal offence on account of acts which were not criminal at the time they were committed.</p> <p>Article 16 No one shall be held guilty of any criminal offence on account of acts which were not criminal at the time they were committed.</p> <p>Article 17 No one shall be held guilty of any criminal offence on account of acts which were not criminal at the time they were committed.</p> <p>Article 18 Everyone has the right to freedom of religion.</p> <p>Article 19 Everyone has the right to freedom of expression.</p> <p>Article 20 Everyone 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Everyone has the right to take part in the government of his country directly or through freely chosen representatives.</p> <p>Article 22 Everyone, as a member of society, has the right to social security.</p> <p>Article 23 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. 2. Everyone, without any discrimination, has the right to equal pay for equal work.</p> <p>Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p> <p>Article 25 1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family.</p> <p>Article 26 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. 2. Parents have a prior right to choose the kind of education that shall be given to their children.</p> <p>Article 27 1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</p>
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7. dio

Završni razgovor

Studenti razmjenjuju mišljenja o poštovanju ljudskih prava u Hrvatskoj, s posebnim naglaskom na *Education FOR human rights* /Obrazovanju za ljudska prava/ – koliko su oni time bili zahvaćeni, zašto međunarodna zajednica na tome toliko inzistira, globalno selo i slične teme. U tom se razgovoru želi čuti što više mišljenja (i onih glasnijih i onih stidljivijih). Taj razgovor po mogućnosti ne bi smio biti vremenski ograničen.

Predavač ima ulogu predsjedavajućeg na sastanku: daje riječ i sprečava upadanje u riječ.

Umjesto navedenoga teksta može se obraditi izvješće Elisabeth Rehn, posebne izvijestiteljice UN-a o stanju ljudskih prava na području bivše Jugoslavije, ili neki drugi tekst o toj temi i to tako da se članak podijeli u tridesetak odlomaka i da svaki student dobije jedan na papiriću s rednim brojem, prevede ga i pročita ostalima, a potom podijeljeni u grupe trebaju sažeti cijeli članak u deset rečenica.

8. dio

Dogradnja

Kratki uvodni razgovor o poštovanju studentskih prava. (Nadamo se duhovitim komentarima!) Jednako tako i o pravima profesora.

Studentima se podijeli sedmi prilog, fotokopija s likovima studentice i sveučilišnog profesora i okvirom u koji studenti mogu upisati po TRI *human rights* studenata i profesora. Ovisno o vremenu i broju studenata može se:

(a) pročitati po nekoliko primjera;

(b) pomoću *blu tacka* pričvrstiti radove po zidovima pa studenti obilaze po predavaonici i čitaju tuđe radove;

(c) kad studenti pojedinačno napišu prava, podijele se u tri grupe pa objedine svoje odgovore (vjerojatno će biti ponavljanja); potom dva studenta iz svake grupe odu svaki u jednu od dvije preostale grupe pa se tako objedine prijedlozi svih triju grupa. Neki dobrovoljac pročita tako prikupljena prava. Taj se papir preda predavaču na ispravak.

Moguće teme za pismeni ispit:

Why human rights?

Human rights – yesterday, today, tomorrow

Human rights and global village

Human rights – legal or emotional issue?

