

Dare to Overcome Roundtable 12-8-24

NAME ORGANISATION (**bold means they are in attendance**)

Dr. Brian Grim DTO

Dr. Farha Iman Consulus - Associated with Dr. Grim as a researcher

Lawrence Chong Consulus

Dr. Shalini Tonpe MIT-WPU

Asst. Professor Priya Kale MIT - WPU

Asst. Professor Rahul Landge MIT - WPU

Dr. Aleena Sebastian NIAS Bangalore

Kavita Tiwari Advisor to PSA

Soumanil Mukherjee Advisor to PSA

Baroness Verma UK Delegation - Former minister for climate change, supporting projects in India, business background

Ruth Jones UK Delegation - Freedom of Religion or Belief member of Parliament

Julie Jones UK Delegation - Freedom of Religion or Belief member of Parliament

Mathew Jones UK Delegation -

Sukie Gandhi Salesforce, VP of group

Priyanka Monga Salesforce

Soniya Hiremath American Airlines, President of the Indian EBRG

Prabnit Kaur American Airlines - EBRG

Mridul Upadhyay Co-founder - Youth for Peace International, India

Bhupesh Arora DELL

Opening Remarks - Brian

- We'll hear several updates on how the curriculum pilot is going.
- We are hoping to role this out to the entire world.
- We are hoping to give this curriculum to corporations in India as a CSR
- Looking for feedback

Brian's Presentation

- This project has potential to help the entire world
- Developed in Geneva
- Fiji, Ghana, Phillippines, Nigeria, India (India is the pioneer of this curriculum)
- A principal has invited us to build this curriculum
- NIAS and MIT-WPU are two universities helping with this initiative.
- We want to position this project so corporations across India will consider funding it.
- We need to show the impact of this curriculum.
- He knows many organizations who are looking for projects just like this.
- 10 business skills that reinforce Human Rights (see pdf)

MIT WPU Presentation

- Global Harmony Initiative - Bridging Human Rights and Business Skills through Secondary School Curriculum
- Mission and vision of university - to educate students to be global leaders of world peace

- Dr. R. M. Chitnis wants to support this
- This proposal combines WPU's commitment to peace with business. They want to create meaningful contributions to society.
- The journey started on September 30th. Dr. Brian Grim presented ideas and gave a workshop. The members enjoyed it and gain a perspective on how to teach students.
- **Professor Landge starts speaking**
- He describes his experience with Brian Grim on September 30th. It was a challenge to complete this assignment on time within 2 months. They have worked day and night and have poured their blood and sweat for this project.
- They went through the models by Dr. Grim and started a content analysis of the 9th grade curriculum. Brian Grim wanted to especially focus on the 9th grade age group. They are very important because they have a lot of abstract thinking that develops at this age. This age is crucial as they overcome a lot of dilemmas. They wanted to help these students develop critical thinking and become an asset to the country.
- They started this pilot with students from 5 schools (368 students).
- The first round was with students of a coaching class.
- All of the sessions are recorded.
- A student asked, "Why don't we have the right to ask about human rights?"
- "Why can't we have one school with one uniform?" It sounds like there is a difference between families and backgrounds and uniforms.
- "Why can't we have one nation with one curriculum?"
- At the end of every session they ask the students for expectations about rights they want to suggest to us.
- This pilot study was implemented on 368 students
- Demographics - Rural, Urban, Semi-urban (girls and boys),
- Pilot study was implemented on 8 Human Rights, they will finish Religious Freedom and another. They will be done by next week.
- The curriculum training model has 6 stages.
- Music training enhances cognitive abilities of students
- Songs can positively influence emotional status of students. It can reduce anxiety and stress.
- Singing songs can create unity in the classroom.
- The team has composed 10 songs on their own. They shared one of these songs (written by a student in Hindi). The song discusses rights.
- This song promotes equality, justice, and unity among the people. It emphasizes that everyone has the same rights.
- They curated 10 stories that go hand in hand with human rights and various articles.
- In India, philosophy is an art of looking at something, "learning by seeing". They explain all philosophy in the form of stories.
- Learning is a slow process, no matter what you want to learn. In an Indian context, stories were used in every class.
- They discuss and review the human rights (i.e the right to equality)
- They give assessments at the end of every class.
- Outcomes of the pilot study
 - An increased awareness and understanding of human rights and their importance
 - Improved empathy
- Challenges
 - Curriculum Constraints (information is given in bits and pieces, could've had more)
 - Cultural and Social Barriers (a few minority schools where students were hesitant sharing their views)

- Limited Trained Teachers
 - Sensitive topics
- Recommendations
 - Integrating Human Rights Education into existing curriculum
 - Provide Training and Resources to the teachers or trainers
 - Encourage Critical Thinking, Discussion and Debate
 - Use of Multilingual approaches in Schools
 - Use of Innovative teaching pedagogies
 - Industry Collaboration
- **Dr. Shalini Tonpe** starts speaking
- Students responses are very priceless. They continued the pilot, even though they had challenges.
- Many times the students were up to 3 AM or 5 AM. They are hard workers.
- Key Takeaways
 - They have more than 50 schools they were able to approach with this curriculum
 - Youth were able to help write songs in the Indian context, they were able to leverage creativity and diverse backgrounds of students. Students have different talents. They were able to work together to create the music (I.e one student writes, another sings, another plays)
 - Human Right & Business Skills are very connected with life skills.
 - Students think critically
 - Students want to contribute to peace and harmony
- National policy of 2020 focuses on multiculturalism
- Human Rights (Articles) —> Business Skills (Awareness) —> Religious Teachings (Religious scriptures)
- There are lots of kinds of schools in India
 - Private
 - Government
 - Semi Government
 - State Board, Central Board,
 - Missionary schools
 - Etc.
- Finding Actors for the Study
 - Curriculum Expansion and Enhancement
 - Research and Innovation Hub
 - Capacity Building Initiatives
 - Community Engagement and Impact (involve community people who will be helping us)
 - Global Networking and Exposure (not limited to just here)
 - Evaluation and Impact Assessment (how are we making an impact?)
 - Long-term Vision (more than a few years, maybe 5-7 years to determine if it was the right decision)
- Future Scope for this study
 - Enhanced Reputation and Leadership
 - Attracting Diverse Student Populations
 - Strengthening Industry Collaborations
 - Research and Innovation
 - Comprehensive Skill Development for Students
 - Community Impact and Social Responsibility
 - Sustainable Development Goals (SDGs) Alignment

- Pioneer Institutes in India
- Global Networking and Exposure
- Promotion and Branding of Secondary School Curriculum
- Ahaa Moments of this study
 - Yesterday they slept at 5:30 AM
 - They understand the key role of Dare to Overcome
 - Analyzing Secondary School Curriculum
 - Making teams with the students
 - Need analysis of the students
 - Getting support from MIT WPU
- They had 9 student volunteers in the picture on their slideshow
- It was difficult to select photos that could accurately reflect what they've done for the last few months.
- **They started showing videos here**

Q&A

How did you find what you were teaching these children and the responses from parents?

- They reviewed teachers **but not parents**, they haven't reviewed this yet
- They can add this.
- Dr. Sebastian added a comment that said they have a program where they interact with the family.

Emotional Intelligence - the skills of tomorrow need it - how do we utilize this skill to make sure the program is 360 degrees?

How long were each of the models implemented in each school?

- They had one model in 3 days in one of the schools.
- They aimed for 4 consecutive days for one hour each day.
- Some classes have equal number of girls and boys. Some classes have 90% of one gender.

What did the children think before the curriculum?

- They gave some daily-life examples at the beginning of the curriculum.

Interesting that they chose 14-16, in Wales, they start at the age of 5 and think the young people start making important decisions at 11 years.

Are you thinking of trying younger?

- These was one student who was 10 years old who wandered into a class during one of their human rights discussions.
- Their parents are unable to sign things (I don't remember the context of this comment)

Are you thinking about a longitudinal study?

- They haven't thought of this, but could try it in the future.

In their generation, they were taught these values in the home. These are religious values.

How do you see "Salesforce" or another company coming in as an "Actor"? How do we play a role?

- In this study there are 9 students.
- They require musical instruments, they require funds to provide resources to students

Follow up: Is there a way for workers to volunteer? Could workers go in and train students? Their employees require 40 hours of volunteers per year. Dell and Salesforce have this and they've already generated millions of service hours.

Volunteer hours is much easier than funding.

Sukie Gandhi mentioned they might be able to get the curriculum on Salesforce. They have done this in the past. They could teach students on how to use their products.

Secondary School Children - Are we limiting the curriculum to them?

- The curriculum can be adapted to other age groups, and could even be used by religious organizations.

National Education policy - has there been any study to check what other schools are already doing?

- This hasn't been done, but this could be done (Brian Grim)
- **Dr. Farha Iman** talked about a program called "Learning to Live Together", it was a two day workshop-style curriculum.
- **Dr. Shalini Tonpe** Parents want to know what is happening at schools. They have the task of persuading principals that this program was important. The principals were able to ask students about how they liked the curriculum.

Is this curriculum multi-engagement? Do the same students experience the curriculum in phases to ensure follow-up of these principles?

- It can be challenging to get a curriculum in multiple grades. "That's a different kind of task." - Brian Grim

Designing the curriculum and delivering the curriculum are different. It could be difficult to scale the curriculum (i.e how it will be delivered in the absence of supervision)

Is this actually making the students peaceful? What are the metrics we are measuring?

What are some measurements we can track?

How much flexibility do we have in the curriculum? Is it end-to-end? Can they look for other videos that exist on the topics?

One of the next steps is to finalize the curriculum in a way that can be put online and allow for crowdsourcing and participation. We could have the curriculum be "living" and online. Yes, there is complete flexibility. We say, "Here's what we have to offer. It might not work with your students, but participate with us." (Brian Grim)

Brian's remarks, Dr. Aleena creates policy documents that go to the government

Dr. Aleena Sebastian

- Their role is to understand the efficacy of this conversation.
- It is important to make this study nationally relevant.
- They will share this study in the context of human rights, making it more globally relevant.
- Why is this kind of study important at the national level and global level?
- She wants to angle this study through the lens of concretion between researchers and practitioners.
- Stakeholders are children, family, policy makers, etc.

- Pay attention to the social structure children are in. There are different kind of social capital that determine which schools students go to.
- We are not going for a top-down curriculum. They are have a mid-line survey and qualitative interviews. They hope the program will be evolving and fluid to meet the needs of local audiences. After the intervention implementation, there will be an end-line survey, a final assessment, and in-depth interviews.
- The capacity of trainers is very important.
- The curriculum will be implemented in urban, mid-urban, and rural areas.

Time with the Students

- **Sifi Mary Suu** Human Right of equality
- **Mohammed Kaif Khan** the experiences are not challenging at all and they influence the students positively. The students enjoyed the sessions. He liked the question about “If you invent one human right, what would it be?” One student asked for school uniforms so that students would see each other as equal (instead of knowing who is rich and who is poor).
- **Lenova** Human Right of discrimination
- **Amit Kumar**
- **Sonal Ambhore**
- **Suprava Mukhia** In the long run, they want to break the cycle of poverty and help students become active students. They motivated students with prizes during the quiz.
- **Yogesh** He helped create a new song with his thoughts. The songs spread awareness of a particular human right. They students can connect the human right to a song and remember it.
- **Prajwal Dahale** They had group activities, like different kinds of sheep.
- **Sinto** He has mixed emotions. He has a lot of joy because of the experience, and sadness that they won't have any additional classes with this curriculum. He's grateful for the opportunity to make a small difference in the lives of people.

Reactions

- Understanding that at this age, you have the ability to make a difference, is powerful. The influence on young teachers alone, could be with it. The scope of influence goes beyond the students. This is similar to a “train the trainer” model.
- Could there be a capstone for this curriculum that involves a service project? (Brian Grim)
- How can we help people feel responsible for cleaning up their environment?
- How were these students chosen? How did they manage this with their other studies?
 - [I didn't catch the answer to this question]
- The students see other students with smiles on their faces. Minority schools especially like it a lot.
- One of the greatest ways to learn is to teach.
- Mentors and role models. You are developing role models and mentors for the younger generations.
- How to you communicate what is right and wrong? How do help the teachers know how to teach?
- “The mapping method” helps children communicate potential child marriages to the police.

Questions for Brian

- How will they measure their impact? Is there a longitudinal study?
- How can we leverage volunteer hours?

- Do we want to engage with experts in these business skills in any way? There are many experts who spend a lot of time thinking about this (I.e Stephen Covey, Bruce Jackson, etc.)
- Have we benchmarked with similar curriculums in the United States or other countries? Franklin Covey has a lot of “Covey Schools” in the United States. What can we learn from them?

Thoughts and ideas

- This effort requires driven people, most of all, who are willing to work hard and execute.
- Students teaching students is similar to college students teaching youth at seminary, FSJ, or the MTC.