

Human rights education as a means of ensuring the performance of human rights

Suman

Resource Person, HIRD, Nillokheri, Karnal, Haryana, India

Abstract

Human Rights measure a universal development as result of rights is imbibed in our society over the years. It is been completed that while not human rights we have a tendency to cannot live as mortals. These rights square measure necessary to make sure the dignity of each person as a personality's being no matter one's race, religion, status, language, sex or the other issue. The conception of Human Rights relies on the idea that mortals square measure born equal in dignity and rights. It had been once the two world wars that the requirement for promoting and promoting human rights was felt seriously and therefore the General Assembly of the international organization adopted the Universal Declaration of Human Rights on 10th December month 1948. This declaration provides that each one men and women square measure entitled to civil, political, economic, social and cultural rights with none discrimination. Human rights education is not one thing like thought of abstract concepts reflective bound generous concepts. It is naturally to be tailored to the precise desires of each soul by providing one with norms, values and criteria to that one will check with within the course of lifestyle. This paper tries to gift Human Rights Education as a way of guaranteeing the observance of human rights and at an equivalent time UGC's approach towards human rights.

Keywords: UDHR, ICESCR, human rights, universal

Introduction

The international organisation General Assembly declared on 10th December 1948 The Universal Declaration of Human Rights 'as commonplace standard of accomplishment for all folks and every one nations, to the top that each individual and each organ of the society, keeping this declaration perpetually in mind, shall try by teaching and education to push respect for these rights and freedoms.' Human Rights teaching covers all levels within the context of each faculty and out-of-faculty education. What is there to be taught? Within the easy and unforgettable words of United Nations Educational Scientific and Cultural Organization Director General, Mr. Amadou Mahtarm' Bow, in his address to the International Congress on the teaching of Human Rights (Vienna, 12-16 Sept 1978) synchronizing with the 30th day of remembrance of the UDHR it's to show each one 'to respect, and make sure that others respect, one's own human rights and people of others, and to be ready, once necessary, to seek out the bravery to defend them all told circumstances, even the foremost difficult- such is that the most imperative ethical duty of our generation'. And it's education that should build human rights celebrated to everybody since the terribly aim of education is to confirm the total development of each human being's individual temperament. Human rights education is not one thing like thought of abstract ideas reflective bound generous ideas. It is naturally to be custom-made to the precise desires of each individual by providing him/her with norms, values and criteria to that he/ she will refer within the course of way of life. Associate education of this sort cannot be strictly theoretical a minimum of within the early years of life. The roots of such associate education square measure to be found within the living relationship between the teacher

and also the schooled. The parent and also the kid, the professional person and also the pupil. Once a toddler is out of the cradle, the baby begins to be told a way to perform the duties as a member of the family then of the community/society. The powers of initiative begin to grow and mature in course of your time.

Children area unit greatly influenced by the standard of those relationships. A natural perspective can return to be formed by habits and temperament and commonly youngsters can adopt such perspective towards human rights of fellow men and women. United Nations Educational Scientific and Cultural Organization stressed that for his or her full observance human rights should be ensured to all or any persons which this aim can not be earned unless human rights area unit created far-famed to them, notably through teaching and education.

The UDHR could be a document of world historic importance. The UDHR is that the first final expression on a world basis of the elemental liberties of the grouping. Two different major international treaties within the type of covenants- the International Covenant on Civil and Political Rights (ICCPR) and also the International Covenant on Economic, Social and Cultural Rights (ICESCR) - represent beside the UDHR, the International Bill of Rights. Thus, human rights embrace civil, political, economic, social and cultural rights. Rulers area unit responsible on the matter of implementing the rights enshrined within the many documents starting with the UDHR. Human Rights area unit to be enjoyed by all folks while not exception in the least times, and nobody set of rights are often enjoyed at the expense of different rights.

To know one's rights is that the opening move towards creating efforts at getting their recognition. The UN General

Assembly referred to as upon all member states to publicize the text of UDHR and 'to cause it to be disseminated, displayed, browse and expounded mainly in faculties and different academic establishments, while not distinction supported the political standing of the countries or territories.' thenceforth, again, whereas the text of the ICCPR, ICESCR and also the no obligatory protocol to the ICCPR were approved, it absolutely was counselled that whereas the texts ought to be created throughout the planet, the Governments of States and NGOs ought to additionally publicize the text of those instruments 'as wide as potential, mistreatment each suggests that at their disposal, together with all the suitable media of knowledge.' whereas the NGOs did their half even with all the restricted resources at their command, governmental response in most cases has been candidly negative. By their studied silence, governments wanted to cover facts relating to the approved and acknowledged human rights from the folks. quite fifty years back, international organisation Member States pledged themselves 'to attain, in cooperation with the international organisation, the promotion of universal respect for and observance of human rights and elementary freedoms' for all while not distinction on race, sex, language or faith. however fifty years once the UDHR regime, governments are found painfully wanting in respecting human rights, negative governments a lot of usually than not, treated human rights with contempt. Human rights teaching has not proceeded within the manner set forth within the UDHR. Once warfare II, there has been no international war thus far, however there are a decent several localized general wars whether or not within the conflict amount or thenceforth. Wars meant war crimes and putting to death, proven therefore terribly cruelly in some former Soviet Republics, former European country, Rwanda, etc. Human rights still be profaned. Basic economic and social rights area unit denied to several, notably within the collection countries, marked by rising illiteracy, poverty, status and hunger, and denial of access to rights to education, employment, health care and Social Security facilities.

The list of negatives seems to be never-ending. The terribly first sentence of Article 1 of the thirty article UDHR states: 'All persons area unit born free and equal in dignity and rights'. however the reality is that the dignity of men and women in a very giant majority of cases is unfeelingly forgotten much in each a part of the planet attributable to the existence of political, economic or social conditions that deny them the correct to education, equality of chance and generally the foremost elementary standards of well- being or in even a lot of tragic circumstances, is trodden on by the forces of oppression that do no hesitate to resort to violence, torture AND murder so as to carry on an unjust social order.' As way as India worries, its human rights record has so been dissatisfactory. With the operation of many black laws, tyranny and terror served because the keynote of governmental record vis-a-vis the human rights state of affairs. Visage with organized human rights movement and international pressure, the govt. of India had to makeover Parliament and therefore, the protection of human rights act 1993 must be cleared. The putting in of the National Human Rights Commission (NHRC) and the institution thenceforth of around half dozen State HRCs are positive steps. NHRC

created some powerful interventions in defence of citizens' human rights. But, then, it's entirely powerless to cope with complaints of violation of human rights by members of the armed forces: it will solely obtain reports on it from the Central Government and create recommendations to that. The NHRC cannot do something to prevent army atrocities: this can be the tragic expertise of the folks in many elements of the country, a lot of notably in many states of the North- East. The Act desires a basic restructuring, notably once India's approval, at the instance of the NHRC, of the international convention against Torture and different Cruel Inhuman or Degrading Treatment or penalisation. It's sensible to understand that the NHRC itself has established a review panel to counsel applicable changes for amendments to the Act of 1993. However while not transferral human rights violations by members of the military at intervals its ambit, NRHC or State HRC cannot moderately be expected to deliver the products.

Objectives of human rights education

- Human Rights Education promotes respect for human rights of all individuals.
- It develops the knowledge, skills, and values of human rights.
- It develops the socio-psychological, human personality.
- It helps people and policy makers to evolve the ways and means to overcome the problems of each nation and that of the International Community.
- It helps to foster understanding, tolerance, gender equality and
- Develops friendship among all nations and eliminates racial, ethnic, religious, and linguistic differences.

Human rights education and teaching

Education is one in every of the first human rights. It's the one right that for the most part conditions during a very substantial manner all different rights. Article 26 of the UDHR relates to education. On the eve of the thirtieth day of the Universal Declaration of Human Rights, United Nations Educational Scientific and Cultural Organization convened the primary International Congress on the Teaching of Human Rights (Vienna, 12-16 Sept 1978).

The document provides an overview for the event of considerable programmes within the field of human rights teaching and education. The 10 principles and concerns of the document lays stress on the indivisibility of various classes of human rights as additionally the requirement for teaching regarding human rights in the slightest degree levels of education, together with out of college settings. The ten principles and considerations serving as guidelines may be summarized as follows:

1. Human rights education and teaching should be based on the principles which underline the UN Charter, the UDHR, the International Covenants on Human Rights, and other international human rights instruments..... equal emphasis should be placed on economic, social, cultural, civil and political rights as well as individual and collective rights. The indivisibility of all human rights should be recognized.

2. The concept of human rights should not be formulated in traditional or classical terms alone; this should include the historical experience and contributions of all people having particular regard to major contemporary problems like self-determination and all forms of discrimination and exploitation.
3. Human rights education must aim at:
 - Fostering the attitudes of tolerance, respect and solidarity inherent in human rights
 - Providing knowledge about human rights, in both their national and international dimensions and the institutions established for their implementation.
 - Developing the individual's awareness of the ways and means by which human rights can be translated into social and political reality at both national and international levels.
4. Education makes an individual aware of his/her rights. At the same time instill respect for the rights of others.
5. Constant care should be taken to create awareness about the close relationship between human rights and development and peace including inter alia disarmament.
6. Human rights must be seen as an aspect of professional, ethical and social responsibility in all fields of research, study, teaching and work.
7. Human rights education and teaching should stress that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels in all countries.
8. Human rights must be taught at all level of the educational system, as well as in out of school settings, including the family, and in continuing education programmes including literacy and post-literacy programmes.
9. Human rights should also be taught as a subject integrated in the appropriate disciplines and in particular fields such as philosophy, political science, law and theology, they should be taught as an independent course.
10. To enable the teacher of human rights to carry out his/her task properly, it is particularly important his/her personal integrity and freedom of expression be guaranteed.

The Annex to the document explains in details the Programmes, Teaching materials, strategies and Structures. The sub-theme on human rights education of this Seminar might embrace some interaction on this United Nations Educational Scientific and Cultural Organization document moreover because the UGC document on human rights education.

Human rights education approach by. UGC'S

UGC's Ninth plan Approach To Promotion of Human Rights Education (HRE) in Universities and Colleges could be a terribly studied and comprehensive document covering because it will the newest developments within the field even whereas giving birth down an in depth set of pointers for implementation of the theme of HRE within the University system clasp all the scale of the system. It adds to our insight and understanding of the topic. The introduction to the document analyzes the thought of human rights in its

increasing comprehension and explains in clear terms the goal of evolving human rights culture, noting, at an equivalent time, the present deficiencies within the space of human rights teaching. The 'Preview' section could be a stock-taking exercise: whereas the factual position of the state of HRE has been given, it says that the total teaching and learning of human rights in Asian nation within the early 60s and 70s was unbroken connected to the international attribute.

Thus, the document says: 'the context of human rights studies in Asian nation got metamorphosed with the light of the gross violations of human rights of the weaker sections, cases of tutelar violence, mass detentions while not trial, secured and kid labour, environmental degradation and therefore the like that were brought into public attention primarily through NGOs, the media and therefore the public interest litigations. The substance of the work of the National Human Rights Commission (NHRC) conjointly contributed to the current new attribute. The human rights educators in Asian nation nowadays, therefore, feel convinced that grassroots and native orientation, concentrate on native human rights issues of underprivileged sections of the society is far a lot of necessary than the mere projection of international human rights conventions and norms. This transformation of focus is extraordinarily important and wishes to be crystallized in human rights education of the longer term.

The section on 'Perspective for Human Rights Education' highlights lay alia, the actual fact that 'cultivation and promotion of human rights culture is that the circular function qua non for sleek functioning of organs of a democratic state, and for the type of development that results into over all development of every member of society'. Further, a awfully necessary purpose has been made: 'one of the best challenges of today's time in ism societies like Asian nation is that the rising conflicts and tensions within the name of focusing loyalties to caste, religion, one's own region or language. Such a scenario isn't in unison with the thought of unity in diversity and poses a threat to human rights likewise on principles of democracy and rule of law. It's imperative that individuals understand the positive social and cultural price of diversity instead of treating it as a supply of conflict. The human rights education should imbibe the understanding, tolerance and respect for variations and diversities; any, 'human rights education needs to be the catalyst in delivery concerning attitudinal and social change' Interestingly enough, the 'Objectives and Strategies' section of the UGC document is additionally a ten-purpose statement (4.1-4.9 1) in line with the 10 principles and concerns of the United Nations Educational Scientific and Cultural Organization document cited earlier.

This and therefore the 'Scope and broad contents of human rights courses. Should be mentioned at length. Different sections are dedicated to programme Development: Compilation of Teaching Materials; Development of Teaching Methods; Research; Field Action and Outreach; Coaching of Teachers; Coordination with NHRC and State HRCs; Human Rights Education Centre/Cell, and support. This terribly short outline of the UGC theme is not any substitute for private reading of the document by academics, students and University and faculty directors with a read to meaty implementation of the theme. The government has conjointly

involved its share of responsibility during this regard.

Evaluation and Conclusion

The running thread of this presentation is promotion of human rights education as a means of ensuring the observance of these rights in the interest of this generation to come. Science and technology have opened up tremendous prospects practically all along the line for material progress. Peaceful conditions should ensure a just social order for all human beings all over the world. National and regional efforts are to be directed at sharing the benefits of progress on an equitable basis.

Before we conclude, we may refer to another matter of vital significance for the advance of the society. We have spoken of women's rights or, better still, human rights as a whole constituting of women's rights. The next logical step after 33% reservation of seats for women in Panchayati Raj Institutions (PRI) upto and including the district level was to extend the same at the level of the Lok Sabha and State Assemblies. This would change the status quo. Actually the reservation of seats or the quota should be increased so that representation of women in the legislative bodies at the state and national levels bears relationship to their position in the total population of the country. The quota bill as introduced in the Lok Sabha more than once should have been cleared in 1996 or at least by the International Women's Day on 8 March 1997 as demanded by women's organizations. Patriarchy ordained that this must not happen and hence, this tamasha about the quota bill. Society would be better place to live in if both the male and female views are given equal importance. Democracy is functional only when citizens, both men and women, are political equal.

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