Human Rights Education: A Review

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Abstract:

Today Education is one of the most important functions of the government. It is required for the performance of our most basic responsibilities. It is the principal instrument in awakening the human beings to culture values, non-judgementalism, and tolerance and in preparing them to adjust to complex environments where rights and duties cooperate. Human Right Organization aim to protect human right education on different levels, some being more specific to geographical areas, others are based on governmental influences, others are non profit and education based, some are mainly aimed to protect a certain group of individuals. Several schools offer human rights education as a part of their curriculum like the linked subjects like history, Politics and citizenship but there are also specialized courses, such as Human Rights offered as part of the International Baccalaureate Diploma programme for high school studies.

Introduction:

There is growing consensus that education in and for human rights violations and the building of free, just and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

To receive education is also a Humān Right to which everyone is entitled to by virtue of being a human being. In the present Indiān society poor people have been ignored as far as education is concerned. They too ārе entitled to human right education so that they become aware of all the rights to sustain a life, full of dignity.

Objectives and Principles:

The Human Rights to Education is inextricably linked to other fundamental duties and rights that are universal, indivisible, interconnected and interdependent including:

The right to equality between men and women.
To equal partnership in the family and society.
To work and receive wages that contributes to an adequate standard of living.
The right to freedom of thought, conscience, religion and belief.
To participate in shaping decisions and policies affecting one's community at the local, national and international levels.

Last decade was dedicated to the concept of Education for All and it primarily focused on access to education. However, after a decade of action, the result shows that access to

education is not enough. There is growing consensus that education in and for human right is essential and can contribute to both the reduction of human rights violations and the building of free, just and peaceful societies. It is also increasingly recognized as an effective strategy to prevent human rights abuses.

Universally Human rights education is defined as training dissemination and information efforts aimed at building a universal culture by imparting knowledge and skill and molding attitudes. A second decade on human right education is proposed, which would provide a sense of common collective vision, goal and action, as well as an opportunity to provide international support for regional and national programmes created in line with the first decade, an incentive to continue them and to start and represent the commitment of the international community including the United Nations, Governments and Civil society to continue to pursue human rights education.

Research in Human Rights Education:

The process of industrialization and globalization of the concept of human rights has generated the movement "All Human Rights for All". In a country like India violation of human rights at all levels necessitates rights for all. The H.R.E should find its rightful place in the school curriculum, teacher training program- pre and in service.

In textbooks, supplementary reading materials, and educational policies and in school administration, Human rights education must exert its influence from early childhood education onwards and through a broad range of disciplines to build a human rights culture. The future sounds promising with the greater commitment from all sectors. And preparation of a sound, realistic plan of action can help us achieve Human Rights education for all and transform the movement into a mass movement to achieve a better social order and peaceful coexistence. Indeed, this is one of the greatest challenges in the 21st century.

Human right related to education at different levels i.e. primary, secondary and Higher Education is a way of preparing the ground for reclaiming and securing our right to be a human. It is learning about justice and empowering people in the process. It is a social and human development strategy that enables women, men and children to become agents of social change.

It can produce the blend of ethical thinking, action and participation of people in the decisions which shapes their lives rights. It opens the possibility of creating a culture for the 21st century. It entitles every citizen the right to free and compulsory elementary education and to readily available forms of secondary and Higher Education.

Human Rights Education History:

The emphasis on human rights education began in 1995 with the beginning of the UN decade for human rights education, through previously addressed in 1953 when the UNESCO associated school program which served as an initial attempt to teach human rights in formal school settings. "The first formal request for the need to educate students about human rights came about in UNESCO's 1974 article recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms. The participants of the international Congress on the teaching of human rights eventually made in 1978 to form a specific definition of what would be required

application of the education in formal curricula. The aims at which the Congress agreed upon including in encouragement of tolerant attitude with focus on respect, providing knowledge of human rights in the context of national and international dimension as well as their implementation and finally developing awareness of human rights translating into reality weather social or political or national and international levels. December 10th has been declared as the Human Rights Day in 1948.

Human Rights Education Organizations:

Human Rights Education Associates (HREA) promote human rights education with their programmes believing that learning about human rights is the first step towards respect-ing, promoting defending those rights. "Amnesty International defines Human Rights education as a "deliberate, participatory practice aimed at empowering individuals groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles."

Human Rights organizations aim to protect human rights on many different levels some being more specific to geographical areas, others are based on governmental influences, others are non-profit and education based, while other specifically aim to protect a certain group of individuals.

Human Rights is an academic subject containing units on

* The theory of human rights
* The practice of human rights
* Contemporary human rights issues

Human rights education uses in the 21st century

* As a strategy for development
* As empowerment
* As a way of change for women's rights
* As a legal prospective and for low enforcement

Human rights education models:

1. Values and Awareness: The values and awareness Model focuses on transmitting "basic knowledge of human rights issues and to foster its integration into public values" based on its philosophical-historical approach. This model is what people commonly think of when human rights are concerned with the target audience being the general public with topics including global human rights and more cultural based matters.

2. Accountability: The Accountability Model is associated with the legal and political approach to human rights in which the learner's model target is already involved via professional roles. The model is incorporated by means of training and networking, covering topics such as court cases, code of ethics, and how to deal with the media.

3. Transformational: This model of education focuses on the psychological and sociological aspects of human rights. The topics towards which this model is effective are those including vulnerable population and people with personal experiences. The model aims to empower the individual such as those victims of abuse and trauma. The model is geared towards recognizing the abuse of human rights but also committed to preventing these abuses.

Conclusion:

Therefore it is hoped that the importance of the Human Rights education will be realized and our country will able to

overcome the Human Right violations and it is stressed in all human rights documents as an essential contribution to the development of a global human rights culture. Human rights education and the United Nations:- The United Nations General Assembly has proclaimed it as central to the achievement of the rights enshrined in the Universal Declaration of Human Rights. The importance of human rights was reaffirmed by the United Nations in the 1993 Vienna Declaration and Programme of Action.

UNESCO has a responsibility to promote human rights education by the elaboration of learning materials and publications and their translation and adaption to local languages and also by advocacy and Networking activities.

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