



HUMAN RIGHT EDUCATION AS A LEGAL INSTRUMENT FOR SOCIETAL ELEVATION

ARCHANA SAURABH

Assistant Professor

DIPSER College of Education For Women

Deoghar-814114, Jharkhand

ABSTRACT

Human rights education is defined as the learning process that builds up the required knowledge, value and proficiency of human rights of which the objective is to develop an acceptable human rights culture. The emphasis on Human Rights Education began in 1995 with the beginning of the United Nation Decade for Human Right Education. Human Right Education is a learning that develop the knowledge, skill and values of human rights with the board goal of building a universal human rights culture. Human rights education will move students for understanding human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making process. Human Right Education promotes awareness and understanding of human rights issues so that people recognize violations of human rights. It develop skill, ability and attitudes necessary for the defence and respect for human rights, so people do not violate the rights of others. Human Rights Education promote awareness and understanding the idea that human rights provide a framework for negotiating and agreeing on standards of behaviour in the family community, school society and the work. Human Rights Education gives knowledge about the interdependence of civil, social, cultural, economic and political rights. It helps to recognize the absolute root causes of human rights concerns. Actually, Human Right Education gives knowledge about the key concepts such as freedom, justice, human dignity, equality, non-discrimination, sustainability, poverty, democracy, rights, duties, responsibilities, solidarity, peach and interdependence. Human Right Education develops the skill of critical thinking by finding relevant information, appraising evidence critically, being aware of preconceptions and biases. It also develop the ability to work cooperatively address conflict positively and participate in organize social groups. In this present paper researcher highlights 360 degree perspective of Human Right Education.

Keywords: Human Right Education, knowledge, human dignity, freedom, rights to education.

Introduction:

Human Right Education is the knowledge, skill and values of human rights. The United Nation Decade for Human Right Education (1995-2004) has defined Human Rights Education as, “training, dissemination and information effort aimed at the building of a universal culture of human rights through the imparting of knowledge and skill and the moulding of attitudes which are directed to:-

- a) The strengthening of respect for human rights and fundamental freedom.
- b) The full development of the human personality and the sense of its dignity.
- c) The promotion of understanding respect gender equality and friendship among all nations, indigenous people and racial, national, ethic religious and linguistic group.
- d) The enabling of all persons to participate effectively in a free society.
- e) The furtherance of the activities of the United Nations for the maintenance of Peace (Adapted from the Plan of Action of the United Nations Decades for Human Rights Education (1995-2004), paragraph2)

Human Right Education also provides a basis for conflict resolution and promotion of social order. Human Right Education is also increasing by recognized as effective strategy to prevent human rights abuse. Human Rights should be part of every one's education. Human right is not a subject that can be studied at a distance. Students should not just learn about the Universal Declaration, racial injustice, homelessness without also being challenged to think about what it all means for them personally.

Need and Significance of the Study

Empowerment through human rights education is about more than just content. It can only be achieved if the education process also includes participatory learning methods and is relevant to the daily lives. Women, children and minority or vulnerable groups who suffer from exploitation and oppression are disproportionately, affected by human rights violations and abuse. This present study has great need and because this study shows Human Right Education as a legal instrument for societal elevation is vital for social cohesion. It emphasizes our common human above out individual differences.

Objectives of the Study

The objective of the present study is:-

- To explore the meaning of Human Right Education.
- To find out the role of Human Right Education in the elevation of society.

Methodology :

The present study is based on qualitative data collected from secondary sources like books, journals, articles, thesis, University news, website ODIHR and expert opinion. The researcher used descriptive analytical method for this study.

What We Understand from Human Right Education

Human Right Education means a lifelong process by which people at all levels of development and also in all strata of society learn respect for the dignity of others. Human Right Education to education, training and

information for the purpose of building a universal culture of human rights. It imparts the skills needed to promote, defend and apply human rights in daily life. Human being is born equal in dignity and rights. These are moral claims are inalienable and inherent in all individuals by virtue of their humanity alone, irrespective of religion, caste, colour, creed, gender, culture are formulated and articulated is known as human rights and its education whether it is formally or informally is known as Human Right Education. Human Right Education promotes knowledge, values, beliefs, skills and attitudes that encourage all individuals to uphold their own rights and those of others. It infact develops understanding of everyone's common responsibilities and duties to make human rights a reality in each community in the society. It constitutes an essential contribution to the long term prevention of human rights abuses and represents an important investment in the endeavour to gain a just society in which all human rights of all persons are valued and respected. Human Right Education builds knowledge skill and attitudes prompting behaviour that upholds human rights. It is a process of empowerment which helps identify the human rights issues and seek solutions. It teaches students to examine their experiences from the human rights point of view enabling them to integrate these concepts into their values and even decision-making. Human Right Education is a path way which empowers people to create behaviour, knowledge, skill, attitude and value which would promote equality and dignity, within the society. It should be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote understanding tolerance and friendship among society, racial groups, religious groups and all among nations.

History of Human Right Education

The emphasis on Human Right Education began in 1995 with the beginning of the United Nation Decade (1995-2004) for Human Rights Education. The first formal for the need of Human Right Education came about 1974 in UNESCO by article recommendation concerning education for International Understanding Cooperation and Peace and Education Relating to the Human Rights and Fundamental Freedom. In 1978 participants of international congress met to build a specific definition on Teaching of Human Rights. Human Right Education became an official central concern internationally. In 1995, United Nation approved the decade of Human Right Education. Thereafter, the Human Right Education into formal school curriculum has been developed. The most influential document of Human Right Education – The Universal Declaration was adopted by the General Assembly in 1948.

Human Right Education at School

Schooling provides not only basic education but also under the best circumstances, aides a child to explore the world and enhance critical thinking. School could provide help to establish an intellectual basis for teaching the development and significance of human rights. This knowledge will further very important to the students to recognise their responsibilities, culture and values. School is a constructed place where each and every students are treated equally, irrespective of their background, religion, caste, creed, colour, gender, language and so on. The concept of the school is like the "Concept of citizenship". By understanding the idea of school as community, citizens will learn to understand and feel included in the political nation (Osler and Starkey 1996). According to the famous educationalist John Dewey "The school is a model of good society". Many teachers often deal with aspects of human rights without giving it that name. Human Right Education provides a common framework through which different subject matters may be taught in relation to each other. Several schools offer human rights

education as part of their curriculum in different subject like history, politics and citizenship. The topics of globalization, gender equality, peace, citizenship, the environment, poverty, democracy, non-discrimination, employment and intercultural relations all address human rights problems and attempt to create a culture which respect human rights. There are also some specialised courses such as human rights offered as part of the International Baccalaureate Diploma Programme for high school students. In fact, schools are the places where it is theoretically possible to operate a community based on social justice and human rights. Human Right Education is not treated as a separate area of the curriculum but it is a integrated into different subjects at different stages. The major subject areas relevant to human rights at the lower primary stage are social studies, environmental studies and languages. In the upper primary stages the major subject areas relevant to Human Right Education are social studies, science and languages. Secondary schools offer a much wider and varied range of opportunities to teach human rights and to practice and observe rights and duties.

The climate of a school should encourage open expression of views and conversation between teachers and students. It can work towards making a closer relationship between itself and the society. Human Right Education goes subject teaching to organisation of other activities and should be considered as an integral part of the whole education process. According to NCERT (1975) “The awakening of social consciousness, the development of democratic values and of a feeling for social injustice and national integration are extremely important. All subjects should be taught in such a manner so as to foster the spirit of scientific humanism.” Activities that promote cooperation, group living, tolerance, justice, equality, non-discrimination can include human rights education content. Teachers could involve elementary school children in various creative tasks such as drawing, collage making paper cutting, planting tree, work related to science, environmental studies and social studies. Exhibitions, displays and debates on human rights issues should be considered as a core element of Human Right Education. Gains in social understanding respectful behaviours concern for others and pro-social action were the key observed changes. The children became more interested in social justice and right related to the problems such as peace, war, injustice, inequality, hunger, poverty and they wanted to discuss the rights of marginalized children – those living with disabilities and deprived section. Children in right based classes showed increased in their self-esteem. Theatre, literacy, activities and role-play are important strategy for inculcating values in children. The activities themselves lead to an understanding of human rights as the children learn to cooperate and respect each other. Artistic work done by children may promote human right education. Sports, art, music drama, clubs, international relation clubs, United Nation Clubs and UNESCO promote international understanding for Human Right Education.

Human Right Education Model as Instrument for Societal Elevation

There are mainly three types of Human Right Education models which act as a legal instrument for societal elevation:-

- a) Transformation Model: Transformation Model of Human Right Education focuses on the sociological as well as psychological aspects of human rights. This model targets to empower the individual such as women and minorities who are the victims of abuse and trauma.

- b) Value and Awareness Model: Value and Awareness Model of Human Right Education focuses on transmitting basic knowledge of human rights, its related problems and to foster its integration into public values basically based on historical as well as philosophical approach. It targets cultural based issues.
- c) Accountability Human Right Model: Accountability Human Right Education Model is concern with the legal and political approach to human rights. It is incorporated by means of training and networking, covering topics such as court case, codes of ethics and how to deal with the media.

Human Right Education Used in 21st Century as a Legal Instrument for Societal Elevation

- a) As a way of change for women's right, by the means of Human Right Education now-a-day awareness towards right of women has been created. Formally or informally now women know their rights and they could take stand for themselves and also for others. There are many NGOs and women cell are working for the right of women. In fact, Human Right Education gives them a weapon to protect or defend themselves.
- b) As a legal prospective and for law enforcement, there are various laws has been made to protect the human rights. Human Right Education makes aware to the students about these law and legal prospective such as law against dowry, law against untouchable and many more.
- c) Human Right Education used as a strategy for development of individual and hence the whole society. It teaches learners how to develop the society and the nation by investigating claims, holding abusers accountable for their action. It helps people to understand human rights, value human rights and take responsibility for respecting, defending and promoting human rights.
- d) An important outcome of Human Right Education is empowerment a process through which people and communities increases their control of their own life and the decision that affect them.
- e) The ultimate goal of Human Right Education is people working together to bring about human rights, justice and dignity for all.
- f) Human Right Education includes learning about how human rights promote participation in decision-making and the peaceful resolution of conflicts.
- g) Human Right Education uses as a legal education for social transformations and human sensibility. It includes learning about inherent dignity people and their right to be treated with respect. Also it includes learning about international law like the Universal Declaration of human rights or the convention the Rights of the Child. It make people aware about regional, national, state and local law that reinforces international human rights law.

Conclusion

Human right should be part of everyone's education, Human Right Education nurture respect for others, self-esteem and hope. Human Right Education gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. It helps people knowing about being able to use global, regional, national and local human rights instruments and mechanism for the protection of human rights instruments and mechanism for the protection of human rights. It provides help in strategy appropriate responses to injustice, discrimination, intolerance and violation of rights. United Nation member states have committed to implementing the provisions of international and regional laws including those related to the

promotion and implementation of human rights education and training. They have the obligation by enacting national laws and policies including national plans of action that guarantee the implementation of Human Right Education training including the police, law enforcement officials, judges, prison officials, teachers, health and social workers, civil servants about through and for human rights allocating adequate resources and working with civil society and other actors to ensure that human rights education is available and accessible to all. In a complex country where violations of human rights at all levels necessitate Human Right Education at all school levels. Hence, Human Right Education is vital for social cohesion. It emphasizes our common humanity above our individual differences and so is fundamental in combating discrimination and elevating the society.

References

- ^Bynuin, W.F. and Porter, R.leds (2005) Oxford Dictionary of Scientific Quotations. Oxford University Press.
- ^Greenberg, D. (1987) Chapter 35, “With Liberty and Justice for All”, Free at Last - The Sudbury Vally School.
- Bauer, J.R. and Daniel A.Bell. 1999. East Asian Challenges For Rights. Cambridge, MMA: Cambridge University Press.
- Delors, Jacques (ed.) 1996. Learning the Treasure Within Paris: UNESCO.
- Saxena, K.P.C. (ed.) 1994. Human Rights Perspective and Challenges, New Delhi:Lancer Books.
- Encyclopaedia of Human Rights. 1992. London Taylor and Francis Inc.
- ^”Humanrightseducation.info”
- ^Murphy, Ruane (2003) “Human Rights Education is becoming an essential ingredient to all societies in the world in order to encourage respect and tolerance to those around us and build good citizens for the future”.
- Warsaw (2003) “Human Rights Education in the School System of Europe Central Asia, and North America: A Compendium of Good Practice”. Poland: OSLE Office for Democratic Institutions and Human Rights (ODIHR) PDF.
- United Nations General Assembly. (1o December 1948) “Universal Declaration of Human Rights”.
- Welch, Claude E. (1995) “Protecting Human Rights in Africa: Roles and Strategies of Non-governmental Organization”. Philadephia: University of Pennsylvuvania.
- Dev, Arjun et al. 1996. Human Rights – A Source Book, New Delhi:NCERT
- www.google.com
- www.wikipedia.com

Envious