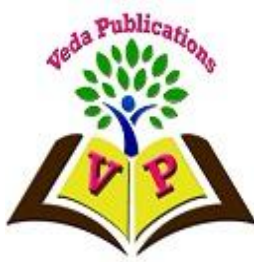


HUMAN RIGHTS EDUCATION

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ABSTRACT



Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the World Programme for Human Rights Education. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

Keywords: *Human Rights, Education, Educational Organizations.*

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INTRODUCTION

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

The strengthening of respect for human rights and fundamental freedoms;

- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free society;
- The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

During this Decade, the UN is urging and supporting all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education.

HUMAN RIGHTS EDUCATION AS A HUMAN RIGHT

Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." The International Covenant on Civil and Political Rights (ICCPR) declares that a government "may not stand in the way of people learning about their right."

The key to defining human rights education is its purpose, for no matter what the methodology or context, its aim is always the development of a culture of human rights. The essential elements of such a culture can provide general objectives for human rights education

- To strengthen respect for human rights and fundamental freedoms.
- To value human dignity and develop individual self-respect and respect for others.
- To develop attitudes and behaviours that will lead to respect for the rights of others.
- To ensure genuine gender equality and equal opportunities for women and men in all spheres.
- To promote respect, understanding and appreciation of diversity, particularly towards different national, ethnic, religious, linguistic and other minorities and communities.
- To empower people towards more active citizenship.
- To promote democracy, development, social justice, communal harmony, solidarity and friendship among people and nations.
- To further the activities of international institutions aimed at the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance and nonviolence. Human rights education for children at the Childhood stage is the ideal time to begin lifelong learning about and for human rights. And the far reaching objectives of general human rights education can be interpreted to fit the world of the young child in more concrete terms of personal experience in the community, in the family and in the personal relationships the child encounters everyday with adults and other children.
- To value self and others.
- To recognize and respect human rights in everyday life.,
- To understand one's own basic rights and be able to articulate them.
- To appreciate and respect differences.
- To acquire attitudes to address conflicts in non-violent ways that respects the rights of others.
- To develop children's confidence in their ability to take action and in their skills to defend and promote human rights, although they are at the beginning of their formal education.
- Lack of proper value education in school and society we are facing human rights problem. Some facts related to human rights problem are given below:
- Violation of human rights is a regular feature by persons in power or persons belonging to the under-world.
- Police violation of human rights is a recurring phenomenon.
- Judiciary takes a long time in deciding the cases of human rights violation.
- Women and children are abused at every place.
- Moral and ethical values exist in name only. No practices of values.
- Materialism is causing the violation of human rights.
- Enforcement machinery is dilatory and lacks the desired powers.
- Now let's discuss about some problems. Lack of knowledge and implications of Human rights.

- Machinery designed to ensure the protection of Human rights is not adequate to tackle large number of personnel and people are unaware of the structure and functions of such machinery.
- There is Centralization: Need Decentralization.
- Universities, colleges and other institutions are not involved in the education of Human rights.
- Politicians of whatever political parties they belong do not adhere to Human rights.

CONCLUSION

There is no doubt that some initiatives have been taken by educational organizations for promoting human rights education. But these initiatives are directed as duties towards formal education on human rights. But in a country like India where less than half of the population is illiterate. Hence, HRE must not be linked to formal schooling only. Such people have every right to know their rights. Therefore, such programmes should be developed to accommodate their needs and situations.. In formal schooling teaching students learn about human rights in their own mother language will make them more prompt about their values and ways to use them in their day to day life.. More funds should be made available to universities and colleges for the development of specific courses in human rights. HRE should find its rightful place in the school curriculum, teacher training course—pre- and in-service, textbooks, supplementary reading materials, educational policies, and school curriculum. Students can be motivated to write poetry, drama and essays on human rights. Poster making competition, elocution or contests, debates etc. can be held on similar themes. The schools can celebrate the “World Human Rights Day” which can go a long way to create wariness among students, parents and the neighborhood community. Initiatives should be taken to enrich the school library and personal collection with books and materials on human rights. All of this suggests that the time is ripe for the HRE to come to the forefront of international consciousness, and to fulfill its intended role as a preventive tool i.e., a tool for the elimination of human rights violations.

“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 1 of the United Nations Universal Declaration Human Rights

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