

HUMAN RIGHTS CULTURE EDUCATION

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ABSTRACT

Human Rights in today's era has become a very important topic for every human being to survive in this global environment. Human rights issue has come in every nation in recent times and so do the United Nations have framed up the core principles to be adhered to. Every single person is nowadays required to be educated regarding the matters of human rights and thus this article basically focuses on why and how is it possible. This article focuses on the following various points:

- *Introduction- An analysis of the definition of human rights and its universality and also why is it important to have Human Rights education.*
- *Various points on Human Rights Culture and the rights which the industrials and other department protects.*
- *Human Rights education- Its definition, why is it important in schools and also its impact in global context.*
- *Importance of Human Rights- Various points defining the importance of human rights.*
- *Sanctions behind the need of Human Rights in India and also globally- There are many issues which basically requires the need of implementation of human rights so that these issues are properly addressed and people are free from the turmoil of life.*
- *Conclusion.*

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Knowledge makes a man unfit to be a slave--- Frederick Douglass

HUMAN RIGHTS EDUCATION

We live in the twenty first century, a century of turmoil and an era of human rights violation. There are many famous and well built organisations which are nationally and internationally spread to provide human beings a dignified and content life. But we still live in such an environment where human violation is going on each and every day. The need and importance of imparting human rights knowledge is strongly felt across the world.

The United Nations- the world's most effective defender of human rights must take a strong leadership on behalf of the core principles enumerated in the UN Charter and the Universal Declaration of Human Rights. To best achieve that goal US should seek to abolish the UN Human Rights Commission, form a new US Commission on Human Rights to focus on preventing genocide and gross human rights abuses, and promote an alliance of democratic states to advance the cause of human rights.

UNIVERSALITY OF HUMAN RIGHTS

“Human rights” expression was first ever used in the charter of the United Nations whose basic goal was to declare promotion and fostering of human rights. The framers of the charter left the work of defining the contents of human rights to the organisational itself. The International Bill of Human Rights incorporated a large number of rights which are being now accepted by the international committee as human rights. A body of international law on human rights has now developed codified in the United Nations Charter, Universal Declaration and other international instruments.

The United Nations and other western countries are laying increasing emphasis on human rights in their foreign policies. It has significantly affected the tone and texture of post-cold war international treaties. For developing countries, the western assistance is getting linked with the observance of the human rights.

The Universal Declaration of Human Rights (UDHR) was drafted by the United Nations Commission on Human Rights chaired by, then first lady, Eleanor Roosevelt. The UDHR was adopted by the 56 member nations of the United Nations General Assembly on

December 10, 1948. December 10th is now celebrated around the world as International Human Rights Day. There are now 188 member states in United Nations

DEFINITION OF HUMAN RIGHTS

Human beings are rational beings. They by virtue of their being humans possess certain basic and inalienable rights which are commonly known as human rights. Human rights being their birth right are therefore inherent in all the human beings irrespective of caste creed sex religion. These rights are important for all the individuals as they are consonant with their freedom and dignity and are conducive to physical moral spiritual and social welfare. Because of their immense significance to human beings, human rights are sometimes considered as fundamental rights, basic rights, natural rights and even birth rights.

Human rights are essential for all round development of the personality of the individuals in the society and it be necessarily protected and made available to all the individuals. They must be preserved, cherished and defended if peace and prosperity are to be achieved. Human rights are the very essence of a meaningful life and to maintain human dignity is the ultimate purpose of the government.

Human rights are rights that belong to a group of individuals as a consequence of being human. They refer to a wide continuum of values or capabilities thought to enhance human agency and declared to be universal in character. Human rights are legal because it involves the implementation of rights and obligations mentioned in international treaties.

HUMAN RIGHTS CULTURE

The right to culture in human rights law is essentially about the celebration and protection of humankind's creativity and traditions. The right of an individual to enjoy culture and to advance culture and science without interference from the state is a human right. Under international human rights law governments also have an obligation to promote and conserve cultural activities and artefacts, particularly those of universal value. Culture is overwhelmingly applauded as positive in the vast majority of human rights instruments. However, some statutes recognize that certain kinds of cultural and social practices may have a negative impact on an individual's health and well-being.

International and regional instruments protect a number of key rights relating to culture:

(A) Right to culture

This includes a variety of components:

- Right to take part in cultural life
- Right to enjoy the benefits of scientific progress
- Right of individual to benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
- Right to freedom from the interference of the state in scientific or creative pursuits.

The term “*culture*” is not clearly defined in human rights law. Dictionary definitions states that culture is “the total range of activities and ideas of a group of people with shared traditions which are transmitted and reinforced by members of a group” or “the artistic and social pursuits, expression, and tastes valued by a society or class, as in the arts, manners, dress etc.” (Collins English Dictionary) The protection of culture in human rights law encompasses two concepts. Firstly, the right of peoples to practice and continue shared traditions and activities. Secondly, the protection of culture in international law covers the scientific, literary and artistic pursuits of society.

(b) Right to ensure that culture is conserved and developed

State parties have an obligation to take steps necessary for the conservation, development and diffusion of science and culture in order to ensure the full realisation of this right. The obligations of states to respect and protect world cultural heritage sites have particularly been strengthened through treaties adopted under the auspices of UNESCO. Special provisions have been adopted regarding the responsibilities of belligerent parties at times of war. Such issues have been raised in recent conflicts in Afghanistan with the bombing of world heritage sites and in Iraq with the failure to prevent the looting of antiquities from museums.

(c) Right to be protected from harmful cultural practices

Most human rights treaties are silent on the issue of harmful cultural practices, stressing instead the value of different cultures. The African Charter on the Rights and Welfare of the Child recognises that some traditional social and cultural practices may be harmful to the health of a child and prohibits these. Although there is no exhaustive list in the treaty, such practices would include female genital mutilation for example.

(d) Importance of international cultural cooperation

The importance of international cultural cooperation is stressed in a number of treaties. The equal value and dignity of all cultures is highlighted. States are particularly expected to incorporate cultural studies in their education programmes through the teaching of foreign languages, civilizations and cultural heritage. Cultural education is seen as a tool of enhancing peace and stability and in combating ethnic and racial disputes.

HUMAN RIGHTS EDUCATION- MEANING

Human rights education has been defined and redefined through the years. There is several United Nations defining human rights education. It is a participatory practice which aimed at inspiring individuals, groups and communities through imparting knowledge, skills and attitudes in relation to internationally recognized human rights principles.

Human rights education can be defined as education, training and information which aimed at building a worldwide culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes.

Human rights education is an internationally recognized method for promoting human rights on a local, national and global level among many levels of stakeholders.

Human rights education can also play a vital role in building social structures that support participatory democracies and the resolution of conflict, and can provide a common understanding of how to address political and social differences equitably and celebrate cultural diversity.

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools 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 met 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 the encouragement of tolerant attitudes with focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations, and finally developing awareness of human rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

HUMAN RIGHTS EDUCATION IN SCHOOLS

Schooling provides not only basic education but also, under the best circumstances, aids a child to explore the world and express ideas. The school can help establish an intellectual basis for teaching the historical development of human rights and their contemporary significance. This knowledge should ultimately extend beyond the pupils' immediate environment and culture. Human rights should be presented in the context of a society's moral and social traditions. The school is not just for transmitting a national ideology and a common historical memory through the curriculum. On a deeper level, like the political nation, the school forms a constructed place in which students, like citizens, are treated equally, irrespective of their background. The concept of the school is like the "concept of citizenship, impersonal and formal. By understanding the idea of school as a community, citizens will learn to understand and feel included in the political nation" (Osler and Starkey

1996). The school is a model of good society as John Dewey (1909) suggested. Schools are places where it is theoretically possible to operate a community based on social justice and human rights. The climate of a school should encourage open expression of views and dialogue between students and teachers. The school can work toward building a closer relationship between itself and the community. Human rights should permeate the whole school--from its ethos and organization to the content of its curriculum. The first National Curriculum Framework formulated by the National Council of Educational Research and Training (NCERT) in 1975 states: "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." The National Curriculum Framework for primary and secondary education (NCERT 1988) identifies and addresses some of these concerns such as promoting values of egalitarianism, democracy, secularism, equality, removal of social barriers, and creating a sense of common citizenship. It proposes that the school curriculum reflects some world issues and helps make children become aware of and appreciate different world cultures. Highlighting the need to strengthen national identity, the National Curriculum Framework for School Education (NCERT 2000) reaffirms the 10 core components identified in the National Policy on Education (1986):

- the history of India's freedom movement;
- Constitutional obligations;
- the content essential to nurture national identity;
- India's common cultural heritage;
- egalitarianism;
- democracy and secularism;
- equality of the sexes;
- protection of the environment;
- removal of social barriers;
- observance of small-family norms; and
- inculcation of scientific temper.

It further emphasizes the need to include the fundamental duties as laid down in Article 51 A of Part IV A of the Constitution as common core components of the curriculum: "These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and

creating an ethos and value system in which a common Indian identity could be strengthened."

HUMAN RIGHTS AND VALUE EDUCATION IN THE GLOBAL CONTEXT

The first sentence of the preamble of the universal declaration of human rights states that recognition and respect of human rights is the "foundation of freedom, peace and justice in the world." It is viewed as a way to bring coherence to a fragmented and globalized world. Issues of gender equity, cultural diversity, interfaith dialogue, prevention of violence, elimination of stereotypes (racial, ethnic, religious, or based on gender and/or sexual orientation) may all be approached from a human rights perspective through the principles of respect, tolerance and recognition. HRE has two significant dimensions for UNESCO. First, it is concerned with the legal and monitoring dimensions of specific, historically-determined and internationally agreed instruments, which regulate the contents and mechanisms of education to promote tolerance between peoples and respect for their inherent dignity. Secondly, it brings a human rights perspective to the processes and contents of education including by considering emerging social issues that infringe on education and its contexts.

The general conference of the United Nations Educational, Scientific and Cultural Organization at its eighteenth session in Paris recommended that "Education should be directed for the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It should promote understanding, tolerance and harmony among all the nations, racial and religious groups and shall further the activities of the United Nations for the sake of peace. HRE is different from other key parts of the curriculum, since it is characterized by partnerships between ministries of education, schools, non-governmental organizations, human rights institutions, human rights museums, teacher training institutions and the media. It is a part of both the formal and non-formal structures in education systems, representing a continuum of relationships and behaviours bound up with society itself and citizens' places in that society. In a nutshell, HRE has been defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes 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, tolerance, 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 and democratic society governed by the rule of law;
- the building and maintenance of peace;
- the promotion of people-centred sustainable development and social justice.”

IMPORTANCE OF HUMAN RIGHTS EDUCATION

Education makes people easy to lead, but difficult to drive; easy to govern, but impossible of enslave--Henry Peter

Human being is the strongest animal in the world. With the help of thinking capacity he became the most powerful person in the world. But gradually Men realised that everyone has right to live and right to speak.

Now we are living in the modern world. Human beings developed in all the fields. But there is a lot of difference among the countries in the world. Co-operation and co-ordination are necessary among these countries. It is necessary and important to educate everyone in the world. It is very important to know what Human Rights are.

Everyone has the right to education. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

The concept underpinning human rights education is that education should not only aim at forming trained, professional workers, but also at contributing to the development of

individuals who possess the skills to interact in a society. Human rights education, human rights into education aim at providing pupils and students with the abilities to accompany and produce societal changes. Education is seen as a way to empower people, improve their quality of life and increase their capacity to participate in the decision-making processes leading to social, cultural and economic policies.

Human rights education cannot be reduced to the simple introduction of human rights content in already overburdened curricula. It brings about a profound reform of education, which touches upon curriculum in-service and pre-service training, textbooks, methodology, classroom management, and the organization of the education system at all levels.

Human rights education implies the learning and practice of human rights. A holistic approach to human rights education means that human rights are implemented at all levels of the education system, and that they are taught through both content transmission and experiences.

Education for human rights helps people feel the importance of human rights, internalize human rights values and integrate them into the way they live. Education for human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action.

SANCTIONS BEHIND NEED OF HUMAN RIGHTS EDUCATION

There are many issues in India that need to take up through human rights education. Some of the issues are discussed below.

Poverty- Poverty has always been considered as degradation of human dignity, and extreme poverty as a form of extreme degradation. Poor people cannot lead a life commensurate with the standards of civilized existence. A human right is supposed to motivate social change, reform the institutions, amend the laws and convert the in-principle feasibility to actual realization. They are supposed to be accountable for any failures to carry out their obligations and are expected to take remedial actions if their non-compliance with their duties is determined by an appropriate independent mechanisms. When human rights education will be imparted in people, the rich and poor both will understand the sanctity of poverty and the human rights commission will help in equal distribution of wealth.

Child Labour- One of the most effective means for combating child labour is education. Educated people do not need to send their children to work, and educated children have better chances of avoiding exploitation.

In many countries, indigenous people are lagging behind the educational level of the general population. The rates of enrolment and completion among indigenous children, especially girls, remain low. One main reason for this is poverty. To survive, many families have to send their children to work instead of school, and those lucky enough to go to school often turn up hungry and tired. Another reason is the fact that schools in indigenous areas often are under-funded, of low quality and poorly equipped. They are served by the least-educated teachers, who frequently do not speak the language of the indigenous children, and the curriculum is often discriminatory against expressions of indigenous culture.

Domestic Violence- One of the major area where the need of human rights is required is the violence and torture faced by women in their domestic life. The people in the backward areas of our country are the major aims of all the violence. People never treat females as human beings. However the same are seen in big cities and towns. This is where the major need of imparting human rights value is required. The women are still considered animals who do not have any rights. The organisations protecting human rights need to educate the people in India and other several countries with human rights values so that the women can live a life of dignity and safety.

Awareness through media

The media is a very important asset when it comes to spread something to people. It is because only media can reach every nook and corner of the world. The importance of human rights education can be spread to the world through media like television and radios as well as print media like newspapers. The journalists and social no's can play a very important role in spread human rights education through effective columns in magazines, street-plays etc..These will not only help the people but also the nation will march ahead. Because each and every individual will be aware of the rights they possess and no one will be a victim to wrong actions. The people residing in the remote areas of the nation can be made aware of the treaties signed by our nation and the steps the delegates are taking to make their life a better one. Even the incidents happening because of the ignorance of human rights can be

brought to limelight and important steps can be taken to eradicate that. **The media already is vigilant with reality shows on crimes being telecasted. Still, the road is long and there is lot to do for human rights to be known by each and every citizen of the country and for every citizen to exercise their rights with full conviction and confidence.**

CONCLUSION

The day will come when the progress of nations will be judged neither by their military or economic strength nor by the splendour of their capital cities and public buildings, but by the well being of their people. And these can only be achieved when human beings are aware of their rights and no one can dare to violate their right. The day when all the international and national organisation gain success in spreading the importance of human rights and people are well educated we will have the fortune to see a nation free of corruption.