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CONCEPTUAL EVOLUTION OF HUMAN RIGHTS EDUCATION THROUGH VARIOUS DECLARATIONS/CONVENTIONS

Dr. (MRS.) Seema Kashyap Assistant Professor in Law at Himachal Pradesh University Institute of Legal Studies, Ava-Lodge Campus, Chaura-Maidan, Shimla, Himachal Pradesh, 171004.

Anirudh Sood* Research Assistant at Hon. High Court of Himachal Pradesh. *Corresponding Author

ABSTRACT

The Greek play Antigone impeccably described human rights as "immutable and unwritten laws from Heaven" which even the King could not override. The modern notion of human rights envisages uniformity of rights in relation to some fundamental aspects of human life which transgresses all boundaries of race, religion, caste, race and gender. Almost in all civilizations human rights have undergone metamorphosis from the notion of being inalienable rights to legally and constitutionally protected fundamental rights from which emanates all other rights that are not so expressly stated in a statute book but still seeks to safeguard certain principles of human life without which existence would have been meaningless. The availability of these unchallengeable rights in the society and due protection by the legal system makes human life more purposeful rather than just being a bare living entity. To elucidate that human rights cannot be dealt with in isolation of corollary human duties effective pedagogical approach in human rights education at a theoretical level becomes inherently important. It shall endeavor to promote appreciation for human rights as a fundamental ethical and legal basis of society and teach the value of human rights enforcement. Globalization has resulted in multicultural and diverse immigrant societies. Within this context, human rights education must aim to create a baseline consensus that enables students and citizens to engage with controversial social and political issues. 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. Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights 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 declares that a government "may not stand in the way of people learning about their rights." The world has witnessed gross human rights violations be it in the form of unlawful annexations, plunder during wartime or grave and heinous offences against civilians of subjugated nations. This corroborates to the international urge for imbibing Human Rights Education in the national curriculum. This research paper focuses on the conceptual evolution of the Human Rights Education through various international conventions and declarations and also examines the efficacy in terms of enforcement of the international consensus on the subject with special reference to Indian Scenario.

INTRODUCTION

Human rights and fundamental freedoms are the basic right of all human beings. Without human rights man cannot enjoy the happiness provided by the beautiful nature. From very time of birth nature has given human rights and fundamental freedoms to human beings. The origin of human rights can be traced out from the time when man took his first breathe in the earth. Initially, the right of man, as a legal or moral concept, first appeared in the form of natural rights. Every human being ought to have natural rights because he is rational and moral in contradiction with other beings. The concept of human rights and natural rights have been emerged from natural law or higher law.[1]

Needs-based development approaches to education have, to date, failed to achieve the Education for All goals. Because it is inclusive and provides a common language for partnership, a rights-based approach although certainly not without tensions and challenges has the potential to contribute to the attainment of the goals of governments, parents and children. Girls' right to education, for example, can be achieved more effectively if measures are also implemented to address their rights to freedom from discrimination, protection from exploitative labour, physical violence and sexual abuse, and access to an adequate standard of living. Equally, the right to education is instrumental in the realization of other rights. Research indicates, for example, that one additional year of schooling for 1,000 women helps prevent two maternal deaths.

According to **J.E.S. Fawcett,** "Human Rights are sometimes called "Fundamental Rights" or " Basic Rights" or "Natural Rights". As Fundamental or Basic rights these are those rights which must not be taken away by any Act of legislature or government and which are often set out in the Fundamental Law of the land, i.e., Constitution. As natural rights, these are seen as belonging to men and women by their very nature. Another way to describe them would be to call them as common rights, for these are the rights which all men or women in the world should share, just as the common law in England, for example, the body of rules and customs governed the whole country."[2]

The prominence given to human rights in all parts of the world represents the global concern and consensus on the necessity of human rights education. The right to education is high on the agenda of the international community. It is affirmed in numerous human rights treaties and recognized by governments as pivotal in the pursuit of development and social transformation. This recognition is exemplified in the international goals, strategies and targets that have been set during the past 20 years. Considered an integral part of the right to education, this area has gained some recognition as a human right in itself. It is designed to increase knowledge of and respect for the rights and freedoms of each and every person, including the individual learner. The proclamation of the United Nations Decade for Human Rights Education (1995-2004) by the UN General Assembly (Res. 49/184) and the subsequent resolution 2004/71 of the United Nations Commission on Human Rights on a World Programme for Human Rights Education probably represent the most distinct events to signify the growing international consensus on the importance of human rights education (HRE). It followed an era, the latter part of the twentieth century, of rights

developments never witnessed before.[3]

Relevance of Human Rights Education

The expression human rights has its origin in the International Law, appertaining to the development of the status of an individual in the international legal system, which was originally confined to the relation between sovereign states, who were regarded as the only persons in the International Law. For all practical purposes, the genesisi of this International aspect of an individual having certain inalienable rights as against a sovereign state had its origin in the dim past, in the somewhat nebulous doctrines of natural law and natural rights. Thus, the concept of human rights, embodying the minimum rights of an individual versus his own state, is as old as political philosophy. It goes without saying that when human rights are guaranteed by a written constitution, they are called Fundamental Rights because a written constitution is the fundamental law of the state.[4]

"If persons are to seek protection of their own rights, they must become aware of what constitutes these rights." Human rights education is itself a human right. The challenge upon the human rights advocates is to integrate all human rights dimensions of education into educational strategies and monitoring schemes. This requires real-life problems to be identified, questions which they pose to be openly addressed, and solutions sought through comparative research. Identical problems are faced by different countries because human rights are truly universal. The essential prerequisite is to accept the inevitable consequence of the rights-language, which is the violations-language. Violations are deal with by domestic courts and human rights commissions in very many countries. The rights-language is seldom used, however, reflecting the abyss between education and human rights. Education is widely, albeit wrongly, perceived as inherently good. Getting all children to school is then equated with their right to education. Questions about what and how children are taught are asked rarely, usually when abuses of and in education are detected. Children can be exposed to advocacy of racism or incitement to genocide. Remedying the harm done by such abuse is difficult, often impossible. The main purpose of human rights is to provide safeguards against abuse of power, and children should have a right to be protected from unsafe food or water in school, from physical or sexual abuse, from brainwashing or indoctrination.

- **It promotes social cohesion, integration and stability:**

Human rights promote democracy and social progress. Even where children have access to school, a poor quality of education can contribute to disaffection. A rights based approach to education, which emphasizes quality, can encourage the development of school environments in which children know their views are valued. It includes a focus on respect for families and the values of the society in which they are living. It can also promote understanding of other cultures and peoples, contributing to intercultural dialogue and respect for the richness of cultural and linguistic diversity, and the right to participate in cultural life. In this way, it can serve to strengthen social cohesion.[5]

- **It builds respect for peace and non-violent conflict resolution:**

A rights-based approach to education is founded on principles of peace and non-violent conflict resolution. In achieving this goal, schools and communities must create learning environments that eliminate all forms of physical, sexual or humiliating punishment by teachers and challenge all forms of bullying and aggression among students. In other words, they must promote and build a culture of non-violent conflict resolution. The lessons children learn from school-based experiences in this regard can have far reaching consequences for the wider society.

- **It contributes to positive social transformation:**

A rights-based approach to education that embodies human rights education empowers children and other stakeholders and represents a major building block in efforts to achieve social transformation towards rights-respecting societies and social justice.

- **It is more cost-effective and sustainable:**

Treating children with dignity and respect – and building inclusive, participatory and accountable education systems that respond directly to the expressed concerns of all stakeholders – will serve to improve educational outcomes. In too many schools, the failure to adapt to the needs of children, particularly working children, results in high levels of dropout and repeated grades. Children themselves cite violence and abuse, discriminatory attitudes, an irrelevant curriculum and poor teaching quality as major contributory factors in the inability to learn effectively and in subsequent dropout. In addition, health issues can diminish the ability of a child to commence and continue schooling, and for all children, especially girls, an inclusive education can reduce the risk of HIV infection. A rights-based approach is therefore not only cost-effective and economically beneficial but also more sustainable.

- **It produces better outcomes for economic development:**

A rights-based approach to education can be entirely consistent with the broader agenda of governments to produce an economically viable workforce. Measures to promote universal access to education and overcome discrimination against girls, children with disabilities, working children, children in rural communities, and minority and indigenous children will serve to widen the economic base of society, thus strengthening a country's economic capability.

- **It builds capacity:**

By focusing on capacity-building and empowerment, a rights-based approach to education harnesses and develops the capacities of governments to fulfil their obligations and of individuals to claim their rights and entitlements.

- **Universality and inalienability:**

Human rights are universal and inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away. As stated in article 1 of the Universal Declaration of Human Rights, "All human beings are born free and equal in dignity and rights."

- **Indivisibility:**

Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person. Consequently, they all have equal status as rights and cannot be ranked in a hierarchy.

- **Interdependence and interrelatedness:**

The realization of one right often depends, wholly or in part, on the realization of others. For example, realization of the right to health may depend on realization of the right to information.

- **Equality and non-discrimination:**

All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind. A rights-based approach requires a particular focus on addressing discrimination and inequality. Safeguards need to be included in development instruments to protect the rights and well-being of marginalized groups. As far as possible, data need to be disaggregated – for example, by sex, religion, ethnicity, language and disability – in order to give visibility to potentially vulnerable populations. Furthermore, all development decisions, policies and initiatives, while seeking to empower local participants, are also expressly required to guard against reinforcing power imbalances or contributing to the creation of new ones.

- **Participation and inclusion:**

Every person and all peoples are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development, through which human rights and fundamental freedoms can be enjoyed.

- **Empowerment**:

Empowerment is the process by which people's capabilities to demand and use their human rights grow. They are empowered to claim their rights rather than simply wait for policies, legislation or the provision of services. Initiatives should be focused on building the capacities of individuals and communities to hold those responsible to account. The goal is to give people the power and capabilities to change their own lives, improve their own communities and influence their own destinies.

- **Accountability and respect for the rule of law:**

A rights-based approach seeks to raise levels of accountability in the development process by identifying 'rights holders' and corresponding 'duty bearers' and to enhance the capacities of those duty bearers to meet their obligations. These include both positive obligations to protect, promote and fulfil human rights, as well as negative obligations to abstain from rights violations. In addition to governments, a wide range of other actors should also carry responsibilities for the realization of human rights, including individuals, local organizations and authorities, the private sector, the media, donors, development partners and international institutions. The international community also carries obligations to provide effective cooperation in response to the shortages of resources and capacities in developing countries. A rights-based approach requires the development of laws, administrative procedures, and practices and mechanisms to ensure the fulfilment of entitlements, as well as opportunities to address denials and violations. It also calls for the translation of universal standards into locally determined benchmarks for measuring progress and enhancing accountability.

What emerges from the aforesaid discussion is that education can be seen as a means to retain and eliminate inequality. Accepting that education is a capacious concept, and can serve two mutually contradictory purposes, requires determining the purpose which education should serve and then eliminating those factors and processes that lead in the opposite direction. Endowing the institutions and processes of education with the capacity to achieve desired rather than unwanted outcomes necessitates reviewing education in its entirety by human rights criteria. The United Nations Commission on Human Rights has emphasized that the knowledge of human rights should become a priority throughout the process of education. Since it is well known that children learn through observation rather than exhortation, the recognition of their rights in education would greatly facilitate human rights education. The International Commission on Education for the Twenty-first Century has singled out as the first pillar upon which education should be founded 'learning to live together by developing an understanding of others and their history, traditions and spiritual values.' Confidence in education is indeed boundless and a frequent article of faith holds that human rights education can make a difference in facilitating the process of moving from war to peace.[6]

HUMAN RIGHTS EDUCATION AND INTERNATIONAL CONVENTIONS/DECLARATIONS

The **United Nations Decade for Human Rights Education** was proclaimed in December 1994 by the General Assembly, spanning the period 1 January 1995 to 31 December 2004. In accordance with the relevant provisions of international human rights instruments, and for the purposes of the Decade, human rights education has been defined 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 moulding of attitudes, which are directed towards: (a) The strengthening of respect for human rights and fundamental freedoms; (b) The full development of the human personality and the sense of its dignity; (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (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. 2. Coordination of the implementation of the international Plan of Action for the Decade throughout the United Nations system was entrusted to the High Commissioner for Human Rights. The Plan of Action has five objectives: assessing needs and formulating strategies; building and strengthening human rights education programmes at international, regional, national and local level; developing and coordinating the development of human rights education materials; strengthening the role of the mass media; promoting the global dissemination of the Universal Declaration of Human Rights.[7]

International Covenant on Economic, Social and Cultural Rights: The States Parties to the present Covenant, considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms, realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant, agree upon the following articles:

Article 2: 1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum to its available sources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures. Excerpt from General Comment 3 (Adopted by the Committee on Economic, Social and Cultural Rights at the fifth session, 1990) on the nature of States parties obligations (art. 2, para. 1 of the Covenant). Other measures which may also be considered "appropriate" for the purposes of article 2 (1) include, but are not limited to, administrative, financial, educational and social measures.

Article 13: 1. The States Parties to the present Covenant recognize the rights of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. Excerpt from the revised guidelines regarding the form and contents of reports to be submitted by States parties under articles 16 and 17 of the International Covenant on Economic, Social and Political Rights.[8]

International Covenant on Civil and Political Rights: The States Parties to the present Covenant, Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms, Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant, Agree upon the following articles: Article 2: 1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or

social origin, property, birth or other status. 2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such legislative or other measures as may be necessary to give effect to the rights recognized in the present Covenant. Excerpt from General Comment 3 (Adopted by the Human Rights Committee at its thirteenth session, 1981) on article 2: Implementation at the national level. 2. It is very important that individuals should know what their rights under the Covenant (and the Optional Protocol, as the case may be) are and also that all administrative and judicial authorities should be aware of the obligations which the State party has assumed under the Covenant. To this end, the Covenant should be publicized in all official languages of the State and steps should be taken to familiarize the authorities concerned with its contents as part of their training.[9]

International Convention on the Elimination of All Forms of Racial Discrimination: Article 2: 1. States Parties condemn racial discrimination and undertake to pursue by all appropriate means and without delay a policy eliminating racial discrimination in all its forms and promoting understanding among all races. Article 7: States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention. General guidelines regarding the form and contents of reports to be submitted by States parties under article 9, paragraph 1, of the Convention (CERD/C/70/Rev.3) Information on the legislative, judicial administrative or other measures which give effect to the provisions of article 7 of the Convention, to General Recommendation V of 13 April 1977 and to decision 2 (XXV) of 17 March 1982, by which the Committee adopted its additional guidelines for the implementation of article 7. In particular, the reports should provide as much information as possible on each of the main subjects mentioned in article 7 under the following separate headings: A. Education and teaching; B. Culture; C. Information. Within these broad parameters, the information provided should reflect the measures taken by the States parties: 1. to combat prejudices which lead to racial discrimination; 2. to promote understanding, tolerance and friendship among nations and racial and ethnic groups.[10]

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment: Article 2 Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction. Article 10: 1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment. 2. Each State Party shall include this prohibition in the rules or instructions issued in regard to the duties and functions of any such person.[11]

Convention on the Elimination of All Forms of Discrimination against Women: Article 2: States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women, and, to this end, undertake: (a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle; (f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women. Article 10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on the basis of equality of men and women; c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods.[12]

Convention on the Rights of the Child: Article 4: States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation. Article 17: States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall: (a) Encourage mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29; (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources. Article 19: 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. Article 29: 1. States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for a natural environment.[13]

ANALYSIS OF THE IMPLEMENTATION OF INTERNATIONAL CONVENTIONS/DECLARATIONS

Committee on Economic, Social and Cultural Rights: Of the four reports to the Committee on Economic, Social and Cultural Rights (CESCR) reviewed, only one (Hong Kong) details at length the human rights components in the formal educational setting; as far as other target audiences are concerned, the report refers to the Government's submission under another treaty (International Covenant on Civil and Political Rights). The Committee on Economic, Social and Cultural Rights would appear to make systematic reference to the publication of State reports and of the Committee's recommendations and often expresses concern in instances where it is felt that the rights in question are not sufficiently well known (for example, the concluding observations on Finland and Portugal/Macao). The concluding recommendations of the Committee for educational

programmes in human rights appear to target officials involved in the administration of justice, particularly lawyers and judges, but rarely other professionals involved in matters relative to economic, social and cultural rights, namely social workers, medical personnel and government officials dealing with development or economic planning.

Human Rights Committee: In general, human rights education does not appear to be a major focus of attention in State party reports submitted to the Human Rights Committee (HRC). Of the six reports reviewed, several reports call attention to measures taken to establish national human rights institutions or centres to disseminate information or develop training programmes for legal or other professionals (Denmark, Gabon and Switzerland). It is worth noting that Gabon appeals to the international community and the United Nations specialized agencies to establish a global training programme for law enforcement professionals. In its report, Peru stated that human rights training was part of its national pacification efforts and referred to training being provided to members of the armed forces and national police serving in areas declared to be under a state of emergency. The concluding observations of the Human Rights Committee are varied in their content. Specialized training programmes are often recommended to members of the legal and law enforcement professions. Particular areas of concern are sometimes identified in relation to human rights education: with regard to Germany, the Committee calls attention to the need for education against racism; with regard to Switzerland, additional educational measures are suggested with respect to gender equality; with regard to Peru, the Committee recommended education programmes for children and the community aimed at promoting through understanding of the principles of human rights and tolerance and their role in a sound and stable democracy. Despite the absence of reference in most State party reports to broad-based national programmes for human rights education, more comprehensive education programmes are advised by the Committee only in the case of Gabon, in connection with the United Nations Technical Cooperation Programme in the Field of Human Rights administered by the Office of the High Commissioner for Human Rights.

Committee on the Elimination of Racial Discrimination: Several reports to the Committee on the Elimination of Racial Discrimination (CERD) contain a volume of information on national initiatives for human rights education. Many focus on the importance of using the mass media as a means of offsetting negative images. Reference is made to policies and legal measures concerning the media which emphasize the duty of the authorities to ban racial discrimination (People's Republic of China, India), to enhance racial integration (Brazil and Venezuela) and to provide legal remedies to racial discrimination (Malta). India, in particular, reports that guidelines have been developed for the media to ensure that racial or other prejudices are not propagated; guidelines for the privately-funded media were developed by the Press Council of India and those for the State-run media by the Government. Specific initiatives include the organization of workshops and seminars, the celebration of commemorative days, the organization of school competitions and the development of syllabi, curricula and other teaching materials on the subject of racial discrimination. These initiatives focus essentially on the formal education sector, with particular emphasis on teaching staff, university students and school children. Two Governments report that human rights education is a State duty under their Constitution (Democratic Republic of Congo and Venezuela); in one case, the Constitution provides for the dissemination of, and information on, the Universal Declaration of Human Rights, the African Charter on Human and People's Rights and all duly ratified international human rights instruments, and for the State's obligation to include human rights in all training programmes for schools, the armed forces and security services (Democratic Republic of Congo). Namibia provides information on the type of activities called for in the Plan of Action, although not in the comprehensive manner proposed in the Plan. A cross-ministerial National Committee for Civic Education to identify problem areas of racial discrimination has been created with a membership which includes governmental organizations as well as private institutions from civil society. Another government (Mauritius) highlights the contribution of and need for cooperation with non-governmental organizations. Two States parties whose reports are not among those examined by the Committee on the Elimination of Racial Discrimination at its 49th session are Guatemala and Panama. These reports place special emphasis on international cooperation and funding for the development of extensive programmes in human rights education. Panama reports that, through international funding and with the cooperation of the Inter-American Institute of Human Rights, UNESCO and DANIDA, it has developed a comprehensive national plan of action for human rights education which includes: a survey on the state of human rights education in schools, revision of textbooks, training of teachers, establishment both of a network of human rights trainers and of a National Commission to Promote Human Rights Education and Learning. The concluding observations of the Committee are relatively comprehensive with respect to target audiences. Most concluding observations contain recommendations which place emphasis on the need to increase initiatives for the implementation of article 7 of the Convention, particularly in relation to the revision of school curricula and the training of public officials; the need to develop more programmes and campaigns to foster human rights is also emphasized (Malta, Bolivia and Brazil). In what might be termed an interesting conclusion in response to Brazil's report, the Committee points to a need for designing indicators to evaluate human rights education programmes addressed to vulnerable persons.

Committee Against Torture: The reports to the Committee Against Torture (CAT) refer, in general, to educating potential violators with regard to the convention against torture; no reference is made to specific education initiatives addressed to potential victims of such violations. A few States parties have reported on more general human rights education programmes (Uruguay and Republic of Korea). Some highlight technical cooperation programmes in human rights education being undertaken jointly with international organizations (Georgia and Uruguay). In its concluding observations, the Committee Against Torture consistently recommends that States parties publish the text of the Convention in their official journals, if they have not yet done so. In several cases, the Committee has found that States parties need to develop or strengthen training programmes for professional groups involved in the administration of justice or, in the case of medical personnel, in the prevention or detection of instances of torture (art. 10.1 of the convention). No references have been found which encourage States parties to include the prohibition of torture in the rules or instructions issued in regard to the duties and functions of any such person (art. 10.2). Generally, information is not requested from States parties on the level of educational activities undertaken to pro women in rural areas, ethnic minorities, young women and women in prison (Turkey). In the case of Denmark, the Committee recommended that the above-mentioned course on gender and culture be made compulsory in secondary education.

Committee on the Rights of the Child: The reports to the Committee on the Rights of the Child (CRC) focus mainly on human rights education in schools and public information campaigns (Nigeria and Uruguay). Most reports present the efforts of the Government to promote healthy moral and philosophical development in children, inter alia, through human rights education. Relevant programmes are being developed by existing institutions, such as human rights commissions (New Zealand) or Ministries (Morocco), or by institutions created ad hoc for the implementation of the Convention (such as the National Child Rights Implementation Committee in Nigeria) or for the

enhancement of human rights education (such as the Human Rights Education Sub-Committee of the Committee on the Promotion of Civic Education in Hong Kong, created in 1992 to promote general public understanding and respect for human rights). Educational programmes to combat discrimination against the disabled have also been developed (Hong Kong). References to other human rights education initiatives are vague (Bulgaria and Panama); in this regard, the report of Panama to CRC contrasts with its report to CERD, which contains extensive information on its national plan of action for human rights education. The concluding observations of the Committee on the Rights of the Child are comprehensive and specific in respect of potential target audiences, including vulnerable and marginalized groups and relevant professional groups; they consistently identify the lack of education initiatives as a principal subject of concern and make recommendations to remedy this. The Committee consistently recommends that States publish and disseminate the report and the concluding observations; it also raises the issue of evaluating the effectiveness of human rights education and public awareness programmes which have been developed (Nigeria and Hong Kong). The Committee makes also specific reference to the Decade for Human Rights Education (Nigeria and Panama).

Government approaches to human rights education: State reports illustrate considerable variation in approaches to human rights education. Many States consider human rights education as an almost exclusive concern of the formal education system: human rights education is provided through the inclusion of human rights topics in the curricula and the revision of textbooks in schools, in the organization of university courses and conferences, and in other more participatory activities (such as school essay writing and painting competitions in Hong Kong). Training programmes and seminars for specific groups - professional groups are a case in point - are often mentioned. Focal points and specific institutions in charge of these programmes are referred to less frequently. Some countries attempt to promote general awareness of human rights by holding regular commemorative events such as the Human Rights Day and Human Rights Week (report of the Republic of Korea to CAT) and the Day of the African Child (Nigeria's report to CRC). Production and dissemination of public information materials are frequently cited; these vary from leaflets and academic journals to educational videos. Production and broadcasting of television programmes is also reported (see, for instance, the reports of Morocco and Uruguay to CRC). Burkina Faso refers to the organization of a film festival to combat racial discrimination. As opposed to teaching the importance of not practicing discrimination against others, Brazil has chosen the more positive approach of celebrating the contributions of black persons to Brazilian society and culture and promotes social integration through the mass media (report to CERD). The country tries to ensure that the image of its black nationals is present in the mass media by encouraging the inclusion of black persons in television productions, films and advertisements, and has instituted a national holiday to commemorate the hero of the black resistance against the oppression of 17th century slave-based society. Other creative approaches to human rights education include the promotion of community work and extracurricular activities for students. The Republic of Korea reports that college students organized summer legal service activities to inform and educate residents of small cities, farming and fishing villages with regard to the provisions of the convention against torture (report to CAT). In Hong Kong, innovative linkages between schools have promoted integration among students. For instance, under the "sister school scheme", ordinary schools are paired with schools for the disabled and the "pick your friend" scheme encourages able-bodied children to befriend disabled children (report to CESCR). Also, Botswana, in its report CERD/C/105/Add.1 (which is not among those examined during the CERD session under reference), reported the establishment of a form of national service through which persons may perform national service in rural areas. By facilitating exchanges between persons from different backgrounds, this programme encourages cultural understanding.[14]

CONCLUDING OBSERVATIONS

1. It is important for us to understand that human rights are always coupled with corresponding and corollary running human duties which envisages that just in as much as we want our rights to be protected and guarded in a given legal system to which we are subject, similarly we are bound to respect and value the inalienable and immutable rights of all other human beings. It is just this philosophy which must be inherently imbibed the human rights education pedagogy. Also, sensitization with respect to the fact that human rights do not come to an end with the end of human life is also required in the human rights discipline. To elucidate more even a dead corpse possess certain rights and is protected from being cannibalized.
2. Also that imparting human rights education cannot be solely attributed to some specialized institutions say for instance schools or colleges rather the process must commence at a primary societal unit that is family whereby parents must try to inculcate certain values and norms that helps the young child understand and respect human rights.
3. The consensus of the international community is evidenced by the compilation of International Declarations which contains texts or excerpts from international and regional instruments and documents dealing with human rights education, as well as general comments/recommendations of relevant bodies clarifying those provisions, organized by organization in chronological order of adoption. These instruments and documents include treaties, covenants, conventions and protocols; charters; declarations; recommendations; decisions; resolutions; principles; guidelines; rules; final documents; commitments; and conclusions or joint communiqués of intergovernmental meetings, congresses and conferences. Despite their different legal status, and the different fora in which they were adopted which bear responsibility for their content, taken together these texts outline the human rights education commitments made by States in the context of international and regional intergovernmental forums, and provide the basis for the right to human rights education.
4. The educational system of a nation needs to imbibe human rights in imparting education and knowledge as human rights in education is a prerequisite of human rights education.

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