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Human Right Education for Developing the Personality of the Student

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ABSTRACT

Human Rights have become an established reality since the establishment of the United Nations in 1945, which has as its central concern reaffirmed its faith in fundamental human rights, in the dignity and worth the human person, in the equal rights of men and women and of nations large and small. In other words, human rights being eternal part of the nature of human beings are essential for individuals to develop their personality, their human qualities. Their intelligence, talent and conscience and to enable them to satisfy spiritual and other higher order needs. The purposes of securing human rights as such are to provide protection to these rights against the abuse of power committed by organs of state such; to promote institutions that promote the living conditions of human beings for the development of their personality and to provide effective remedial measures for obtaining redress in the event of these rights being violated. 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. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.Human rights education should includepeace, democracy, development and socialjustice, as set forth in international and regionalhuman rights instruments, in order toachieve common understanding and awarenesswith a view to strengthening universalcommitment to human rights. This article will give the information about the relation between the human right education and personality development of student.

KEYWORDS Human rights, human rights education, Human rights education for children, Application of Human rights education.

Introduction

Human Rights have become an established reality since the establishment of the United Nations in 1945, which has as its central concern reaffirmed its faith in fundamental human rights, in the dignity and worth the human person, in the equal rights of men and women and of nations large and small. In other words, human rights being eternal part of the nature of human beings are essential for individuals to develop their personality, their human qualities. Their intelligence, talent and conscience and to enable them to satisfy spiritual and other higher order needs. The purposes of securing human rights as such are to provide protection to these rights against the abuse of power committed by organs of state such; to promote institutions that promote the living conditions of human beings for the development of their personality and to provide effective remedial measures for obtaining redress in the event of these rights being violated. The history and development of human rights is very fascinating. The origin is traced, by some scholars, back to the times of ancient Greeks. The fact that human rights were recognized as natural rights of man is illustrated in a Greek play Antigone. In philosophy the development of the notion of natural rights of man was contributed by the stoic philosophers. They first developed natural law theory which states that every human being possessed rights by virtue of being human beings. However this concept of natural rights and natural law went progressively through various changes before the concept of Human Rights finds its mention in the Universal Declaration of Human Rights of 1948, is of course the revival of the eighteenth century concept of 'Rights of Man'.

human rights education

The reports of various Education Commissionsand the statement of educational policy havearticulated the importance of the right to educationand education in human rights as partof the effort to reform and develop education.They assign special status in the national educationalsystem to women, scheduled castes,scheduled tribes, minorities and the handicapped,and emphasize values education. Theyalso define the basic components of the corecurriculum, which reflects some importanthuman rights concerns.The National Curriculum Framework is providedfor by the 1986 National EducationPolicy. It covers core elements that cut acrossnarrow subject boundaries and is designed topromote values such as India's common culturalheritage, egalitarianism, democracy, secularism,equality of the sexes, observance ofsmall-family norms, and inculcation of scientifictemper, among other things.Human rights education is significant as aninstrument of raising awareness of humanrights.Of the world's school children, about 77%are in primary school, and of these, 68% aregirls. As per the Annual Report of UNICEF(1999), 130 million primary-school-age childrenin the developing world are denied theright to basic and quality education; 70 millionare girls (40 million of who are Indiangirls). It is lamentable that in the early 1990s,more than one quarter of the 95 millionschool children in developing countries did notreach the fifth grade. Most countries failedto achieve universal access to education byyear 2000. Human rights education is not a mere vision.It will become a way of life. It is necessaryif non-formal education is to prepare millionsof children to be good world citizens. Aframework to support non-formal human rightseducation has to be developed.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. Human rights education should includepeace, democracy, development and socialjustice, as set forth in international and regionalhuman rights instruments, in order toachieve common understanding and awarenesswith a view to strengthening universalcommitment to human rights.Human rights education is defined as training,dissemination, and information effortsaimed at building a universal culture of humanrights by imparting knowledge and skills,and molding attitudes.Human

rights education has five dimensions:

- strengthening respect for the human personality and its dignity;
- fully developing the human personality and its dignity;
- promoting understanding, tolerance, gender equality, and friendship among all nations,
- indigenous peoples, and racial, national, ethnic, religious, and linguistic groups;
- enabling all persons to participate effectively in a free society; and
- furthering the activities of the United Nations to maintain peace (Guidelines for national plans of action for human rights education–UN–A/52/469/Add.1.)

Human rights education for children

Childhood 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. Human rights learning seeks to foster feelings of confidence and social tolerance, the fundamental bases for the whole culture of human rights:

- 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 respect the rights of others
- to develop children's confidence in their ability to take action and their skills to defend and promote human rights.

Although they are at the beginning of their formal education, children possess a wealth of knowledge about their world and the people in it. As far as possible, human rights learning should connect with and enlighten what children already know. For example, although they may not use words like ***justice***, ***equality*** or ***discrimination***, by the age of seven or eight most children have a strong sense of what is 'fair'.

Knowledge, skills and attitudes about the human rights

Knowledge: Learning about human rights: What type of knowledge do children need to understand human rights in their daily lives? What skills and attitudes do they need to develop and sustain a real-life culture of human rights? COMPASITO seeks to answer these questions in both the background information it provides for facilitators and the activities it recommends for children's human right learning. Together they form a holistic approach that includes learning ***about*** human rights, learning ***for*** human rights and learning ***in*** human rights. Although knowledge ***about*** human rights necessarily varies with the maturity and capacity of the child, in general it includes these essential concepts:

- Human rights provide standards of behaviour in the family, in school, in the community and in the wider world;
- Human rights standards are universal, although there may be different ways of interpreting

and experiencing them;

- Every child has human rights and also the responsibility to respect the rights of others. These include the right for protection, provisions and the right to participation, such as to express opinions in matters that concern oneself. These rights are set down in the Convention of the Rights of the Child;
- Other international documents also exist to implement the protection of human rights, such as the United Nations Declarations on Human Rights (UDHR) and the European Convention on Human Rights (ECHR).

Skills: learning for human rights: Children need to acquire the skills that will enable them to participate in a democracy and contribute to building a culture of human rights. Skills ***for*** human rights include:

- Active listening and communication: being able to listen to different points of view, to express one's own opinions and evaluate both;
- Critical thinking: distinguishing between fact and opinion, being aware of prejudices and preconceptions, recognising forms of manipulation;
- Cooperating in group work and addressing conflict positively;
- Consensus building;
- Participating democratically in activities with peers;
- Expressing oneself with self-confidence;
- Problem solving.

Attitudes: Learning in human rights : Human rights are not just legal documents that bind states. They are also principles for how childrenand all people should live together. Yet because they are intangibles principally expressed through the actions they inform, human rights values and attitudes are both the most difficult and the most long-lasting form of human rights education. Children learn as much or more from unspoken examples as they do from overt lessons, and they have a keen sense of hypocrisy. It is incumbent on everyone who works with children to model the human rights values they wish to impart.

Attitudes to be learned in human rights include:

- Respect for self and others;
- A sense of responsibility for one's own actions;
- Curiosity, an open mind and an appreciation of diversity;
- Empathy and solidarity with others and a commitment to support those whose human rights are denied;
- A sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious differences;
- A sense of justice and social responsibility to see that everyone is treated justly;
- The desire to contribute to the betterment of the school or community;
- The confidence to promote human rights both locally and globally.

Application of HUMAN RIGHTS EDUCATION

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.

- **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. Basing education on human rights 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.

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

resolution: Human Rights 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:** 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:** Human rights 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.

Conclusion

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. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments. Human rights promote democracy and social progress. Human Rights Education is founded on principles of peace and non-violent conflict resolution. 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. A rights-based approach is therefore not only cost-effective and economically beneficial but also more sustainable.

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