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## Human Rights Education

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### Abstract:

*Human Rights are important for every human being. Human Rights are universal, indivisible and interdependent. Concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without any discrimination. Human Rights are essential for creating the environment of justice and equity in any country. There are many human rights under international agreement. But here I have taken right to education. Education is the means as well as ends of development in any country. If we are educated, the opportunity to survive increases. This paper will discuss about concept of human rights, human rights education and right to education as well.*

**Key words:** Human Rights, discrimination, justice, equity, international agreement, right to education.

### Introduction

Indian economy is growing and developing economy. After the economic reforms it has started growing faster and now is among the fastest growing economies, which shows newly formed picture of emerging India. India is the hub of human capital. But quality of this human capital is low. To take advantage of this demographic dividend in qualitative terms human resource development is necessary. Development in

human resource or manmade capital paves way for development of other sectors also like health, environment and safety net. Development in education sector increases the quality of human recourses. Education sector having a distinct place in itself for reconstructing qualitative and effective social infrastructure, which is the basis of physical and financial infrastructure in any country. Gandhiji has called that 'Basic Education' or 'Buniyadi Shiksha' is the indicator of development in any country. Gunnar Myrdal approach of 'Investment in man' is important in this way. He agrees that investment in education is nothing but investment in man. Education is means as well ends of economic development. According to Amartya Sen basic education is also a catalyst of social change. He agrees that there is pivotal role of basic education in the development of social infrastructure or human resource development. Development in primary education is the indicator of rival change in human development in any state. Education is the single most important factor in achieving rapid economic development and technical progress. According to some learned people, the word 'Education' is derived from the latin term 'Educatum' which means the act of teaching or training. A group of educationists says that it has come from another latin word 'Educare' which means to bring up or to raise. According to others education is originated from another latin word 'Educere' which means to lead further to come out. All this meanings indicate that education seeks to nourish the good qualities in person and draw out the best in every individual. Education seeks to develop the innate inner capacities of man.

According to UNESCO's definition 'A person is literate who can with understanding both read and write a short simple statement on his everyday life.' In this way a little ability to read and write is not enough to put his skills to practical use in life. Gunnar Myrdal introduces us with term 'functional literacy'. Obviously, the ability not only read and write figures with understanding but also to add, subtract, multiply, divide is

of importance in all industrial work, in rationally managed agriculture, in commercial and credit transaction, and of course in such and building up a network of cooperatives. This type of literacy is able to increase the productive capability, critical and analytical approach and finally to move towards betterment of life.

## **Human Rights**

It is important that the concept human rights emerged in the context of struggles against injustice. The current concept of human rights was a major international response to the massive death and destruction that came about during the Second World War. Human rights relates to the people everywhere in the world to have peace, security and progress. They point to the need to work for a better future for all. Human rights are commonly understood as those things that are inherent to the human being. The concept of human rights reminds us that every single being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, birth or any other status. Under the international agreement there are various rights guaranteed to all human beings like right to life, liberty and security of person, freedom of association, expression, freedom from arbitrary arrest, right to fair trial, right to education and freedom from slavery. Human rights are founded on respect for the dignity and worth of each person. Human rights are universal, meaning that they are applied equally and without discrimination to all people. Human rights are indivisible and interdependent, for the reason that it is insufficient to respect some human rights and not to others.

## **Education as a Human Right**

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in

1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), Convention against Discrimination in Education (1960), The International Convention on the Elimination of All Forms of Discrimination against Women (1981). These treaties establish an entitlement to free, compulsory primary education for all children, an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education and a responsibility to provide basic education for individuals who have not completed primary education. They affirm that aim of education is to promote personal development, strengthen respect for human rights and freedoms, and enable individuals to participate effectively in a free society.

The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the education system. It was expected to set minimum standards and to improve quality. The world conference on Education for All (1990) set the goal of universal primary education for the year 2000, a goal not met but subsequently reaffirmed for 2015 at the World Education Forum in 2000. International community and leading development institutions have agreed to the Millennium Development Goals (MDGs) expressed in the Millennium Declaration, which commit them to ensuring that all girls and boys complete a full course of primary education and gender disparity at all level of education must be eliminated by 2015.

Education is one of the central themes in the United Nations Human Rights Documents. The 1948 Universal Declaration of Human Rights (UDHR) of the UN has one article which is devoted to education. Article 26(2) of the UDHR states that the education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms. This is foundational

principal of the link between education and human rights. Meaning there by it provides for a right to education. It is a basic human right that should be enjoyed by everyone. It defines what education is " directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. "The concept of human development and personality relates to maximization of full human potential to benefit not just individual but for whole society. Education is a significant investment for the development of whole country. It brings out the idea that human development happens only with the human rights being realized, and societal development occurs because of respect of human rights. Quality education based on human rights approach means that rights are implemented throughout the whole education system.

### **Human Rights Education**

Human rights education is an integral part of the right to education. The UN Decade of Human Rights Education began in 1995.1995 was a pivotal year in the history of human rights education. On 10 December 2004, the General Assembly of the United Nations proclaimed the World Programme for Human Education to advance the human rights education programmes in all sectors. United Nations Decade for Human Right. At the fourth UN World Conference on Women in 1995, the people's decade of Human Rights Education organized a nine day institute for Human Rights Education. Twenty women from twenty countries presented their own Human Rights Education training manuals. They focused on Women's human rights and gender equality and shared the conviction that if all people understood social, economic and civil injustices as human rights violations, then a path towards justice could be developed at the community level for women, men, youth and all people.

Since 1945 when the Charter of the United Nations called for cooperation "in promoting and encouraging respect for

human rights and fundamental freedoms.” Reaffirmed in 1993 in Vienna at the United Nations World Conference on the Human Rights, this foundational premise of ‘Promoting and encouraging’ creates responsibilities at the state level (formal education) and among social institutions, including nongovernmental organization(non formal education).Human Rights constitute the common heritage of all human kind. Human rights are a legacy passed from one generation to another and as such this heritage should be a central subject of education. Human rights education for empowerment can help to mobilize people in their own communities to use the space created by the UN Decade of Human Rights Education (1995 to 2005) in the same way the UN Decade of Women was created to enrich and strengthen the world’s movement. Human rights are needed to protect people from harm and to help them protect themselves from human rights violations. Education is not only a means to promote human rights. It is an end in itself.

### **Education for All**

In April 2000, the World Education Forum was held in Dakar, Senegal to assess the achievements and enrolments of children to the set target.The Dakar Forum came out with the Dakar Framework for Action, a collective commitment to take action that addresses the basic problems related to education system the world over, namely, the lack of access to education of millions of children, the high illiteracy rate among adults, gender discrimination and quality of learning.

It emphasizes education as a fundamental human right, and the responsibility of states to help realize this right. But, as explained by the commentary of the World Education Forum Drafting Committee on the Dakar Framework, ‘Education for All implies the involvement and commitment of all to education. ‘Meaning there by education must “neither exclude nor discriminate.” The 2000 Dakar Framework states that beyond access to education, quality education is needed to

ensure “effective learning outcomes. ‘Here we talk about not only “access to education” but also “quality education” to fulfill the objectives of education as a whole. There is intrinsic link between quality education and human rights education as both address the need to make education a useful tool for solving societal problems and a means to pursue societal development as a whole. The inclusion of human rights as educational content is inherent to quality education both in the context of right to education and in the objective of attaining “just, equitable and peaceable” world.

UNESCO explains

Human rights education is an important element of quality education. Quality education aims not only of forming trained, professional workers, but also contributes to the development of individuals who possess the skills to act and interact in just society. Human rights education allows people to participate in their communities and society in a constructive and respectful way for themselves and others.’

## **Conclusions**

Human rights education in promoting the rights- based approach to education, supports the general education goals by improved quality of learning achievements , increased access to and participation in schooling by creating a rights-based learning environment that is inclusive .It is helpful in creating the all round development of children with their social and emotional development. Human rights education impacts on the over-all education system with the aim of “basic education of quality for all’. Education defined in human rights terms means the realization of human rights in all aspects of the school system.

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