

HUMAN RIGHT PEACE EDUCATION: HISTORY AND NEED

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Abstract

This paper discusses and interrogates the need to integrate of Human Rights Education(HRE)and Peace Education in India. India is signatory of United Nations Declaration on Human Rights, a veritable platform on which freedom from political, civil, economic, social all type freedom has given. Although Human rights education is a sensitive subject because of its centrality to development in the 21st Century. India, the largest democracy in the world, is a big country with a lot of human rights challenges. If Human Rights are violated in India, the largest democracy in the world will be in danger. For the sake of democracy and sustainable development in India, human rights education in India is essential. Knowledge of Human Rights is the best defense against their violation. The present paper highlights the importance of human rights education need and what goal should be of human right education for coming generations. The paper concludes with some suggestive measures that should be taken as a part of educational programmes for making human right education an effective tool for elimination of human rights violations.

WHAT IS HUMAN RIGHTS EDUCATION?

"Human Rights Education is all learning that develops the knowledge, skills, and values of human rights." As per provisions with in universal Declaration of Human Rights and other international documents and treaties, Human Rights Education can be defined as education, training and information aiming at building a universal culture of Human Rights through the sharing of knowledge, imparting of skills and molding of attitudes directed to:

- (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 and democratic Society governed by the rule of law;
- (e) The building and maintenance of peace;
- (f) The promotion of people-center sustainable development and social justice. There are three dimensions to the promotion of Human Rights Education: → Knowledge--- providing information about human rights and the mechanisms that exist to protect those rights; → Values, beliefs and attitudes----promoting a human rights culture through the development of these processes; and → Action---encouraging people to defend human rights and prevent human rights abuses.¹It is possible through awareness of Human rights through human right education.

The United Nations Decade for Human Rights Education (1995-2004) ,world programme on Human Right Education, Universal declaration on human Right Education and training etc have defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights and duties through the imparting of knowledge and skills and the molding of attitudes which are directed to the strengthening of respect for human rights and fundamental freedoms and full development of the human personality. Human Rights Education (HRE) in 21st century is an emerging field of educational theory and practice gaining increased attention and significance worldwide. Human rights education is all learning that develops the knowledge, skills, and values of human rights and the sense of its dignity it also included the promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups apart from it The enabling of all persons to participate effectively in a free society and the furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004).During this Decade, the UN is urging and supporting all member states to

¹ <http://apjor.com/downloads/0203201617.pdf>

make knowledge about human rights available to everyone through both the formal school system and through popular and adult education.

Peace Education

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully that are occurring in neighborhood countries like India and Pakistan, Iran, Iraq etc.; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Peace education represents a convergence of ideas that have been developed through the practical experiences of UNICEF peace education programmes in developing countries. It is UNICEF's position that peace education has a place in all societies – not only in countries undergoing armed conflict or emergencies. Because lasting behavior change in children and adults only occurs over time, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environments, peace education should ideally involve the entire community²

Human Rights and Peace Education and Teaching

The Teaching of Human Rights: Education is one of the primary human rights. It is the one which largely conditions in a very substantial manner all other rights. Article 26 of the UDHR relates to education, article 21 A of Indian constitution education and teaching should be based on the principles which underline the UN Charter, the UDHR, the International Covenants on Human Rights and other international human rights instrument equal emphasis should be placed on Economic, Social, Cultural, Civil and Political rights as well as individual and collective rights. The indivisibility of all human rights should be recognized. The teaching of Human rights and duties should be compulsory from primary to secondary and at higher level

Need for Human Right Education and Peace Education?

It is the human right education which may rise awareness about the Human Rights, protects from any sort of discrimination, unfair treatment and provide democratic structure, values as well as individuals freedom

1. It contributes towards the development of global and wide perspectives, insights into the idea of international wide perspectives, insights into the idea of international society and community.
2. It helps to make all human beings, human rights – literature and Peace literature
3. It ensures essential respect for Human Rights in a democratic and multicultural society where tolerance and patience are inevitable for all.
4. It protects from infringement of rights of racial, ethnic and religious groups in any country or area through inculcation of global awareness and mutual understanding among the citizens.
5. It ensures the probability of acceptance of global citizenship in all regions of the world to protect humanity based culture and democratic responsibilities.
6. It is possible to remove the fear of war in future through eradication of Human Rights abuses, social injustice, human selfishness and self-orientedness.

Different Goals of Human Right Education

According to different documents of Human Rights aims to promote a culture of civil, political, economic, social and cultural and collective development human rights, as enshrined in the Universal Declaration of Human Rights and international conventions, and to strengthen the values of democracy and citizenship. It is possible through Human Rights Education. Co-ordination 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

² http://demo.sytion.com/sites/default/files/peaceeducation_78.pdf

³ Naseema C, *Human Rights Education*, conceptual and pedagogical aspects, Kanisha Publishers, Delhi 2003

- Strengthening the role of the mass media
- promoting the global dissemination of the Universal Declaration of Human Rights⁴.

Education teaches both about Human Rights and for human rights. Prime goal of HRE is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. Education about human rights provides people with information about human rights.

Not only teaching but Learning is also a part of Human right Education .It includes learning about the inherent dignity of all people and their right to be treated with respect about Human Rights principles, such as the universality, indivisibility, and interdependence of Human Rights. It tells about how Human Rights promote participation in decision making and the peaceful resolution of conflicts.

Different articles of Universal declaration of Human Rights that describes the importance of Human Right Education strengthening respect for Human Rights and fundamental freedoms" (UDHR Article 30.2)nurturing respect for others, self-esteem, and hope understanding the nature of human dignity and respecting the dignity of others empathizing with those whose rights are violated and feeling a sense of solidarity with them recognizing that the enjoyment of Human Rights by all citizens is a precondition to a just and humane society perceiving the human rights dimension of civil, social, political, economic, and cultural issues and conflicts both in the so many countries valuing non-violence and believing that cooperation is better than conflict .Education for human rights also gives people a sense of responsibility for respecting and defending Human Rights and empowers them through skills to take appropriate action.

Human Rights Education – who needs it? 5

Human Rights should be part of everyone’s education. However, certain groups have a particular need for human rights education: some because they are especially vulnerable to human rights abuses, others because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate. Among these groups are the following:

Administrators of Justice:

law enforcement personnel, including police and security forces

prison officials

lawyers, judges, and prosecutors

Other Government and Legislative Officials:

members of the legislature

public officials, elected and appointed

members of the military

Other Professionals:

educators

social workers

health professionals

journalists and media representatives

Organizations, Associations, and Groups

women’s organizations

community activists and civic leaders

minority groups

members of the business community

⁴ <http://www.ohchr.org/Documents/Publications/HRTreaties2en.pdf>

⁵ *ibid*

trade unionists
indigenous peoples
religious leaders and others with a special interest in social justice issues
children and youth
students at all levels of education
refugees and displaced persons
people of all sexual orientations
poor people, whether in cities or rural areas
people with disabilities
migrant workers⁶

There are different approaches to contemporary human rights education practice: the Values and Awareness Model, the Accountability Model and the Transformational Model. Each model is associated with particular target groups, contents and strategies. The models, approaches are helpful to understand to theory development and research in what might be considered an emerging educational field. Human Rights Education can be further strengthened through the appropriate use of learning theory, as well as through the setting of standards for trainer preparation and program content, and through evaluating the impact of programs in terms of reaching learner goals (knowledge, values and skills) and contributing to social change in India.

HUMAN RIGHTS AND PEACE EDUCATION IN INDIA-PRESENT SCENARIO:

To consider and report on the different ways and means for promoting HRE in India, University grants commission appointed Sikri committee in 1980. At school level, the committee suggested inculcating values without marks weight age. At college level it was felt that all disciplines should be including human rights topics at least which are directly relevant to their disciplines. Now HRE is a part of many university programmes. Interestingly certificates, diplomas, post graduate diploma and even master's programmes in HR are available today. At the undergraduate level, human rights education is generally conducted as international law and Indian constitutional law (fundamental rights).

Peace education (Panjab university Chandigarh by Department of Gandhian and Peace studies) is providing through different courses M.A ,M.PHIL and Phd. But at Graduation level in differnt college it should be provided so that at young age students can get awareness about conflict resolution and Human values.

Only few universities have special centre for Human rights and peace studies in India, like Panjab university Chandigarh (it is including not only M.A but PhD) courses also. The National Law school of India in Bangalore offers a full. Otherwise it is under political science department in many universities and colleges. It is different from political and law at some extent...it includes multidisciplinary issues that do not come under law and political .it includes economics issues, science and technology, Defence, Human genome etc...So it's wider then political and law .But in India there is great problem that in 2017 of 21st century it is still under conventional subjects. In political science departments, HRE is still a limited part of the course on the constitutional and political development of India (fundamental rights) and international politics (United Nations).In some universities HRE is a part of sociology, Economics, and Modern Indian History. At the masters level specialized HRE is given in some departments of law as an optional course. Very few universities offers a master of laws (LL.M.) degree exclusively in Human Rights law. In political science departments, human rights are taught as part of one or two courses only .Recently, Central University, Hyderabad, and the National Law School of India University (Bangalore) introduced a master's course on human rights using distance education. A few universities are also introducing a one-year postgraduate diploma course in human rights. IGNOU also included HR as a subject in its curriculum. Only a few doctoral dissertations have been written on human rights. More advanced- degree theses have been written on constitutionally guaranteed fundamental rights, their judicial interpretations and enforcement.

AMBIGUITIES AND CHALLENGES

HRE (Human Right Education) and peace education poses numerous challenges for educators, policy-makers and community leaders.⁷ A first set of challenges relates to the different kinds of learning that can take place: HRE

⁶ <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-2/HRE-intro.htm>

programmes must be target-based to address the specific age group and desired learning outcome. Therefore, teaching methods and pedagogical materials must be similarly adapted. For example, a lesson on the concept of liberty would be conducted much differently in a group of five-year olds than in a group of high school students. A different set of challenges concerns the possibility for various interpretations of Human Rights. Although one of the underlying features of human rights principles is the idea of universality, the notion of selective interpretation negates this. Political communities, states, and institutions can interpret the idea of human rights to suit their particular aims or needs. While it is necessary to achieve a harmony between the different groups of rights, that is, between political and civil rights and social and economic rights, this is often not the case. Depending upon the conditions of a particular country, it can be very easy to deny one group of rights in favor of another group of rights in order to achieve certain political goals or garner support among certain segments of the population. But the links between these groups of rights are clear. Civil and political rights ensure that the marginalized and disadvantaged segments of the population have access to what are considered basic human needs (food, shelter, fresh water, etc.). These same rights also ensure that social and economic rights are guaranteed for all. If this harmony becomes unbalanced and some rights are denied in favor of others, it could have a devastating impact on society as a whole. Human rights principles support the notion that our inherent rights and social order cannot be contradictory to the values and ideals upheld by these principles and must be reaffirmed through the actions of governments. These principles must be applied equally among all segments of the population with no discrimination of gender, religion, wealth, etc. This is a challenge that states need to address if they want to ensure the successful implementation and sustainable impact of HRE and peace and conflict resolution programmes. Responsibilities, both personal and professional, are a duty of every Human being. However in order for respect for human rights to exist throughout society, it is important that all, including those in a position of power, exercise respect for human rights principles.

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⁷ <http://unesdoc.unesco.org/images/0018/001870/187009e.pdf>