Human Rights Education

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Human Rights Education
Recognition

- Vienna Conference in 1993
HRE in Asian countries

- Having been deprived from the progress of modernization by the “western” imperialist influences, suffer from low education indexes, as well as low Human Rights Education awareness.
- Confused terms with value, moral, civic, religious, and national education, etc.
- Limited roles of the state.
A comprehensive Human Rights Education program is indispensable for the establishment of a background of respect for human rights, respect for future generations, respect for diversity, and respect for cultural differences—qualities that are essential for an effective Education for Sustainable Development (ESD). Human Rights Education, based on the fundamental values of human liberty and dignity, is also a crucial element for peaceful fulfillment of the Education for International Understanding (EIU) through international cooperation and proper understanding of the international community. Therefore, Human Rights Education is not merely a subtopic of ESD and EIU, but an essential nucleus that must not be overlooked.
Universal Declaration of Human Rights

“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,”
Human Rights Areas

1. Civil and Political Rights:
   Classified as the Rights to Freedom;
   An individual life, freedom and security;
   Freedom from interrogation and slavery;
   Political participation, opinion, ideology, expression, conscience, and religious freedom;
   Freedom of assembly and association
2. Economic and Social Rights:
   Classified as the *droits sociaux*, or Social Rights;
   Rights to work, the right to education, to proper level of life, and food, residence, health, and welfare
3. Rights of environment, culture, and development:

   Right to live in a clean environment, and the right to cultural development
Universal Declaration of Human Rights through education:

“Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms…”
Human Rights Education is an education about, for, and of human rights.

“It refers to the collective effort for the transmission of human rights related information and education, as well as raising proper knowledge and a positive attitude, through all necessary educational means to all members of society, in order to establish a universal culture of human rights.”
The United Nations Decade for Human Rights Education foundations:

- Article 26 of the Universal Declaration of Human Rights
- Article 13 of the International Covenants on Economic, Social and Cultural Rights
- Article 29 of the Convention on the Rights of the Child
- Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women
- Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination
- Clauses 33 and 34 of the Vienna Declaration
- Articles 78 – 82 of the Vienna Program of Action
Orientation of human rights education of UNDHRE

1) The strengthening of respect for human rights and fundamental freedoms.
2) The full development of human personality and sense of dignity, regardless of social background.
3) The promotion of understanding, tolerance, gender equality, friendship among all nations, indigenous peoples, and racial, national, ethnic, religious and linguistic groups.
4) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law.
5) The building and maintenance of peace.
6) The promotion of people-centered sustainable development and social justice.
Principles of human rights education activities

1) Promote the interdependence, indivisibility and universality of human rights including civil, economic, political, social and cultural rights, and the right to development.

2) Foster respect for and appreciation of differences, and opposition to discrimination on the basis of race, sex, language, religion, political or other opinion, national, ethnic or social origin, physical or mental condition and on other bases.

3) Encourage Analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards.

4) Empower communities and individuals to identify their human rights needs and to ensure that they are met.
5) Build on the human rights principles, embedded within the different cultural context and take into account historical and social development in each country.

6) Foster knowledge of and skill to use local, national, and international human rights instruments and mechanisms for the protection of human rights.

7) Make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights.

8) Foster teaching and learning environment free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality.

9) Be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transforming human rights from the expression of abstract norms to the reality of their social, cultural and political conditions.
World Program for Human Rights Education

1) Improved quality of learning achievement by promoting child-centered and participatory teaching and learning practices and processes, as well as a new role for the teaching profession.

2) Increased access to and participation in schooling by creating a rights-based learning environment that is inclusive and welcoming and fosters universal values, equal opportunities, diversity, and non-discrimination.

3) A contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child, by introducing democratic citizenship and values.
According to the UN definition, “Human rights education” aims at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large.

- Prevention of human rights abuses and violent conflicts
- Promotion of equality and sustainable development
- Enhancement of people’s participation in decision-making processes within a democratic systems
What is to be done in Asia–Pacific Region?
HRE in schools as well as in the lifelong process in the non-formal sectors – the church, local community, media, corporations and labor unions, public sectors and all gatherings.
Stakeholders, such as individuals, local agencies, and HR Commissions, UNESCO, UNICEF, and the states should cooperate for the culture of peace and nonviolence.
From that perspective, the HRE, ESD, and the EIU share a common objective.