



INTERNATIONAL STANDARDS CONCERNING EDUCATION IN THE FIELD OF HUMAN RIGHTS AND THEIR SIGNIFICANCE IN THE CONTEMPORARY PERIOD

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Annotation: *the article is devoted to the issues of human rights education. The author gives an overview of international documents on human rights education, notes the role and importance of human rights education, as well as the need for its development in Uzbekistan.*

Human rights education is important for developing a culture of human rights in society and for raising the legal culture in general. The importance of human rights education ensures the correct understanding and interpretation of international human rights standards, and this is a necessary condition for their effective application.

The first efforts in this direction were made within the framework of UNESCO, back in the 1970s. An important milestone was the holding of the 1993 World Conference on Human Rights, and declaring the decade of the UN human rights education.

It is important to note that all international human rights treaties impose on States obligations to take measures to raise awareness in this direction.

Keywords: *human rights education, culture of human rights, UN, UNESCO, World Program for Human Rights Education.*

Аннотация: *мақола инсон ҳуқуқлари бўйича таълим масалаларига бағишланган. Муаллиф инсон ҳуқуқлари бўйича таълим доирасида қабул қилинган халқаро ҳужжатларни таҳлил қилиб, инсон ҳуқуқлари бўйича таълимнинг роли ва аҳамияти, шунингдек Ўзбекистонда уни ривожлантириши заруратини ёритилади.*

Инсон ҳуқуқлари бўйича таълим жамиятда инсон ҳуқуқлари маданиятини шакллантириши ва ҳуқуқий маданиятни оширишида муҳим аҳамият касб этади. Инсон ҳуқуқлари бўйича таълим инсон ҳуқуқларига оид стандартларини тўғри тушуниши ва талқин қилинишини таъминлайди, бу эса ўз навбатида уларни самарали қўлланилиши учун зарур шартдир.

Илк бор бу борадаги ҳаракатлар ЮНЕСКО доирасида 1970 йилларда қўрилган. 1993 йилда Инсон ҳуқуқлари бўйича Бутунжаҳон конференциянинг ўтказилиши ва 1995 йилда БМТ томонидан Инсон ҳуқуқлари бўйича таълим декадаси эълон қилинганлиги муҳим босқич бўлди.

Таъкидлаш жоизки, инсон ҳуқуқлари бўйича халқаро шартномалар давлатларга бу борада хабардорликни ошириши мажбуриятини юклайди.

Калит сўзлар: *инсон ҳуқуқлари бўйича таълим, инсон ҳуқуқлари маданияти, БМТ, ЮНЕСКО, инсон ҳуқуқлари бўйича таълим соҳасидаги бутунжаҳон дастур.*

Аннотация: *статья посвящена вопросам образования в области прав человека. Автор предлагает обзор международных документов, посвященных образованию в области прав человека, отмечает роль и значимость образования в области прав человека, а также необходимость его развития в Узбекистане.*

Образование в области прав человека важно для развития культуры прав человека в обществе и повышения правовой культуры в целом. Значимость образования в области прав человека обеспечивает правильное понимание и толкование международных стандартов по правам человека, а это необходимое условие для их эффективного применения.

Первые усилия в этом направлении были приняты в рамках ЮНЕСКО, еще в 1970-х годах. Важной вехой стало проведение Всемирной конференции по правам человека 1993 г. и объявление декады ООН по вопросам образования в области прав человека.

Важно отметить, что все международные договоры по правам человека налагают на государства обязательства принимать меры по повышению осведомленности в данном направлении.

Ключевые слова: *образование в области прав человека, культура прав человека, ООН, ЮНЕСКО, Всемирная программа образования в области прав человека.*

Education is the process of learning and enlightenment in order to develop those personality traits that are needed by it and society. The main objectives of education are training and learning. Of paramount

importance is legal education as well as ensuring the development of a culture of human rights and human rights education. Human rights education is a learning process during which knowledge of human rights is replenished, skills are acquired, the beliefs and behavior of participants change. It is a process of empowerment that begins with an individual and spreads to the whole society.

Human rights education is defined as the process of learning, teaching, training and informing in order to build a universal culture of human rights. This process is associated not only with the knowledge of the essence of human rights and the mechanisms for their protection, but also with the acquisition and consolidation of skills for the practical implementation of human rights in everyday life, the development of values, beliefs and behaviors that support human rights, as well as actions to protection and promotion of human rights.

Human rights education is aimed at developing an understanding of the shared responsibility of everyone for the enjoyment of human rights in every community and in society as a whole. In this sense, it contributes to the long-term work of preventing violations of human rights and the emergence of violent conflicts, in support of equality and sustainable development, and in broader participation in decision-making in a democratic society [1].

Human rights education is needed to develop the capacity of public officials and institutions to fulfill their obligations to respect, protect and fulfill the human rights of all persons under their jurisdiction. Human rights education also sets the goal of increasing the inner strength and capabilities of individuals, that is, women and men, girls and boys, as well as their communities, so that they can critically evaluate their human rights problems and look for solutions that are consistent with human rights values and standards.

The importance of human rights education is evidenced by the adoption of a number of documents at the international level within the UN framework. The first efforts in this direction and documents were adopted back in the 1970s within the framework of UNESCO. UNESCO General Conference in 1974 adopted a Recommendation concerning education for international understanding, cooperation, peace and education related to human rights as well as fundamental freedoms. The recommendation calls on the participating countries to take steps to ensure that the principles of the Universal Declaration on Human Rights become an integral part of the developing personality of the child, adolescent, as well as part of the psychology of an adult through everyday education in all forms and at all levels.

In 1978 UNESCO held its first congress in Austria dedicated to human rights education. During the congress, it was noted that education and teaching in the field of human rights should be aimed at fostering relations of tolerance, respect and solidarity, providing knowledge in this area and developing an individual's awareness of the ways and means by which these rights can become part of the public and political reality.

In 1993 the International Congress on Human Rights Education and Democracy was held jointly by UNESCO and the United Nations Center for Human Rights, in collaboration with the Canadian UNESCO Commission in Montreal. The main result of the Congress was the World Action Plan on Human Rights Education and Democracy. The ultimate goal of the Plan was to create a culture of human rights and the development of democratic societies.

In 1993, the World Conference on Human Rights was held, the most important achievement of which is the recognition of the special importance of human rights education. The World Conference stressed that education and training in the field of human rights, as well as public information, are an important element in promoting and achieving stable and harmonious relations between different societies and for strengthening tolerance, mutual understanding and peace.

The 49th Session of the General Assembly, in its resolution 49/184, declared the 10-year period, starting on January 1, 1995, as the United Nations Decade on Human Rights. The Resolution stated, "education in the field of human rights and democracy is in itself a human right and a prerequisite for the realization of human rights, democracy and social justice".

In 1994, the international community came to an agreed definition of the concept of "education in the field of human rights". It is reflected in the "Action Plan for the United Nations Decade for Human Rights Education for 1995-2004. This definition was then clarified and developed in the World Program for Human Rights Education. On 10 December 2004, the UN General Assembly proclaimed the World Program for Human Rights Education (Resolution 59/113 A).

It should be noted that the obligation to develop human rights education is not only an important area of international cooperation, but also an obligation of states in the framework of key international human rights treaties.

Today, human rights education (HRE) lies at the heart of advancing the human culture of human rights and is enshrined in many central human rights documents. The preamble to the Universal Declaration of Human Rights of 1948, which is considered the starting point of all human rights instruments, states that "every person and every organ of society" should strive "through education and education to promote respect for these rights and freedoms...". In addition, the Universal Declaration of Human Rights is the first document in which Article 26, paragraph 2, requires that "Education should be directed towards the full development of the human personality and increased respect for human rights and fundamental freedoms. It should promote mutual understanding, tolerance and friendly relations among all nations, racial or religious groups, and further promote the UN's work to consolidate peace".

This wording was reiterated in Article 4 of the Convention against Discrimination in Education (1960). In Article 13 of the International Treaty on Economic, Social and Cultural Rights (1966), the parties confirmed that "... education must be aimed at the full development of human awareness of self-esteem and should strengthen respect for human rights and fundamental freedoms. They also confirmed that education should allow all people to participate successfully in the life of a free society and mutual understanding, tolerance and friendly relations". The Convention on the Elimination of All Forms of Racial Discrimination (1965) in Article 7 imposes on the Parties to the Treaty an obligation to take immediate and effective measures, especially in the field of education, culture and information, in order to combat prejudice, racial discrimination, while the Convention on the Elimination of All Forms of Discrimination against Women (1979) in Article 10 requires Parties to take appropriate measures to eliminate discrimination against women to ensure to them equal rights with men in the field of education. In a broader sense, the obligation to promote human rights education is formulated in Article 19 of the Convention on the Rights of the Child, which, apart from "increasing respect for human rights and fundamental freedoms and principles requested in the UN Charter, requires" preparing the child for a conscious life in an open society in a spirit of mutual understanding, peace, tolerance, gender equality and friendly relations between all people, ethnic, national and religious groups and people of indigenous nationalities.

The provisions of the mentioned international treaties also imply that human rights education is one of the key human rights. International documents also stipulate that education in the field of human rights should be non-discriminatory and unifying in nature, aimed primarily at vulnerable groups of the population. Moreover, general comment No. 13 to the 1999 International Covenant on Economic, Social and Cultural Rights states that access to education is both a human right in itself and an indispensable tool for the exercise of other rights, and adds that education it is a means of empowering marginalized and vulnerable groups in order to break out of poverty and acquire the means to fully participate in society [2].

The importance of human rights education is also emphasized by regional documents. Thus, special place among the international documents relating to education in the field of human rights and freedoms, occupy the documents of the Conference on Security and Cooperation in Europe (CSCE / OSCE). Thus, in the Final Act of the CSCE (Helsinki, 1975), the member states, declaring the principles of mutual relations, emphasized that "they confirm the right of individuals to know their rights and obligations in this area and act in accordance with them". Since the signing of the Final Act of the Helsinki Meeting, the OSCE participating States have repeatedly affirmed the human right to know their rights and obligations and to act in accordance with them. Human rights education allows each individual to learn about human rights and develop the values and skills necessary to act in defense of these rights. This is one of the most important components and results of human rights education.

Subsequently, this right was repeatedly affirmed in the framework of the Helsinki process: at the Madrid meeting of 1980, at the Vienna meeting of 1989, at the Copenhagen Meeting of the Conference on the Human Dimension of the CSCE in 1990, in the Paris Charter for New Europe in 1990. At the Moscow meeting of the CSCE Human Dimension Conference, held in autumn 1991, thirty-eight participating States concluded that human rights education is of fundamental importance [3].

In 1999, the Council of Europe adopted the "Declaration and Program for Educating Citizens in the Spirit of Democracy, Based on the Recognition of Their Rights and Responsibilities". The Declaration states that education aimed at fostering democratic citizenship should be an integral component of all policies and practices in the field of education, teaching and culture. In 1997, the Council of Europe initiated a comprehensive project "Educating Democratic Citizenship through Education", also aimed at human rights education. The year 2005 was declared by the Council of Europe European Year of Citizenship through education with the motto "Live and learn democracy".

In addition, as an example, Article 25 of the African Charter on Human and Peoples' Rights provides that participating States are obliged through the system of education, education and printed materials to promote and ensure respect for the human rights contained in the Charter. In 2010, the Council of Europe

Charter on the Education of Democratic Citizenship and Human Rights Education came into force, containing detailed recommendations to European countries on rights education. In addition, Article 13 of the Additional Protocol to the American Convention on Human Rights in the field of economic, social and cultural rights proclaims that education should contribute to the expansion of respect for human rights, ideological pluralism, fundamental freedoms, justice and peace.

In accordance with the above documents, human rights education is defined as efforts for education, training and information, which are undertaken to create a universal culture of human rights by sharing knowledge, developing skills and forming positions that are aimed at: a) strengthening respect for human rights and basic freedoms; b) the full development of the human personality and human dignity; (c) Promoting mutual understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (d) Ensuring that all people have the opportunity to participate effectively in a free and democratic society in which the rule of law prevails; e) building and maintaining peace; (f) Ensuring sustainable development in the interests of society and social justice.

The UN Declaration on Human Rights Education and Training (2016) states the following: “Education and training in human rights encompass all types of educational, vocational, educational, informational, educational and training activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and, consequently, contributing, among other things, to the prevention of violations of human rights and their abuse by creating appropriate knowledge in individuals perceptions and through the development of their abilities and behavior in order to enable them to contribute to the creation and promotion of a universal culture of human rights” [3].

The Declaration also contains the following provisions:

“Education and training in the field of human rights encompass: a) human rights education, which includes ensuring knowledge and understanding of the norms and principles of human rights, their underlying values and mechanisms for their protection; b) education through human rights, which includes teaching and teaching in ways that respect the rights of both teachers and students; c) education in the name of human rights, which includes empowering individuals to enjoy and exercise their rights, as well as to respect and support the rights of others [3].

Therefore, human rights education should:

1. Strengthen knowledge and skills, work with attitudes and values.
2. To lead to actions and changes aimed at creating and promoting a universal human rights culture.
3. To contain clear references to the human rights protection system, its tools and standards and to be guided by them.
4. Promote active citizenship and help empower citizens.
5. Promote the idea of accountability of the authorities and the rule of law.
6. Promote the principle of non-discrimination, equality and the protection of vulnerable groups.
7. Put the learner in the center of the educational process (the principle of a student-centered approach).
8. Take into account the specifics of the national context, understandable and close to students.
9. Build on interactive educational methodologies.
10. Be well planned and organized [4].

Thus, human rights education is a system of effective measures for the transfer of knowledge and enrichment of skills in the human rights system, awareness of human rights, the formation and development of culture in this area, the teaching of these rights, and the promotion of these rights. In this sense, human rights education is an inalienable human right. The significance of this right is due to the fact that human rights education contributes to having more effective observance of human rights; reducing the facts of human rights violations, creating an effective system for the prevention of such offenses; the formation of a democratic state of law and a just society; the formation of a common culture in the field of human rights, the strengthening of the international legal worldview in the field of human rights.

Despite the unconditional progress made in the promotion and development of human rights education by the UN system, states, international governmental and non-governmental organizations, national institutions, additional efforts are increasingly required to overcome existing obstacles and shortcomings, as well as to solve new problems. Currently, the topic of human rights is rarely found in school curricula for subjects such as history, geography, social studies, or the study of languages. With the exception of law colleges and faculties, subjects related to human rights rarely and with certain difficulties appear in universities, which means that teachers and journalists are not prepared to actively participate in human rights education. Making relationships and behaviors requires not only knowledge and training in

the field of human rights, but also daily practice in classroom and extra-curricular work and social life. A culture of human rights cannot be built without the full participation of all actors in society and civil society as a whole.

In the development of human rights education, States and the UN face many challenges with regard to the preparation of educational materials, innovative methods and equal level of teachers. However, the present process in human rights education is closely related to the need to present information through radio and television, which is not received either because of remoteness or due to lack of access, as well as familiarizing it with a wide section of illiterate people and millions of children who are not able to get even basics of education. From this point of view, emphasis should be placed on “learning for all,” and the possibility of “lifelong learning,” as well as the promotion of “learning without borders,” which is the object of greatest importance [5].

As to human rights, education is important in Uzbekistan, it should serve the following goals:

- Building and strengthening respect for human rights;
- All-round development of feelings of universal value in a person, a citizen;
- ensuring the effective participation of everyone in the socio-economic, political and cultural life of society.

At the same time, human rights education can contribute to the realization of these noble goals only when it is supported by proper methodological support and is important and meaningful for students to truly enrich their knowledge and enhance their potential. Such an impact on the participants of educational activities and, accordingly, on their communities needs to develop special methodologies for evaluating all stages of the process of education and training, starting with the development of the program and ending with its implementation and implementation of control measures. [6].

It should be noted that there should be a differentiated approach to improve the legal education of the population. Based on the heterogeneity of social groups in society, taking into account age, education, profession and other features. [7]. Given the above, today it is important to take measures to develop training courses and programs for various categories of students: for preschool institutions, schools, universities (both legal and non-legal), public servants, law enforcement agencies, NGOs, human rights trainers. This has been repeatedly recommended by the UN human rights treaty bodies after reviewing the national reports of Uzbekistan. To this end, it is important to enrich the content of training courses, apply interactive methods, organize distance courses on human rights, open resource centers for human rights, and also intensify the preparation of publications on human rights issues.

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