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EDUCATIONAL PLANNING IN ADDRESSING EMERGING ISSUES IN HUMAN RIGHT EDUCATION: CRITICAL REVIEW

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Abstract
Education enhanced human societies to thrive for co-operation in their productive relationship. Every individual's endeavour and involvement need to be ensured for useful social end. It is the fundamental right for everyone to realize him or herself, however imperfectly they may be and contribute meaningful to the common good of the society. To this end the paper on emerging issues in human right education seek to address key issues in human right education under the following headings; concept of human right education, concept of education, advocate for functional school curriculum on human right education, affirmation of human right, establishment of human right education culture, the culture and orientation of right promotion and protection, issues in human right education and elements of human right education. Some recommendations were made.

Keywords: Educational planning, Emerging issue, human rights and education.

Introduction
Educational planning involves foreseeing the future of educational requirement with a view to making adequate provision for them. It requires that many factors are taken into consideration to ensure that the exercise of planning process is successful (Ukpong, 2018). According to Akpan (2000) educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and the society.

The concept of a distinct set of rights called "Human Rights" and the modern struggle for these rights can be said to have started from the great intellectual movement of thought called "The renaissance" (Toyo, 2001). This

happened in Europe from 1300 to about the 1600AD. The renaissance was characterized by intensive struggle to liberate man's thoughts and society from the oppressive, pretentious, traditionalist, and conservative clip of ideas, institutions and rights which weres inherited from ancient slave and feudal society.

This period with all intents and purpose marked the starting of intellectual rebellion that stressed the need for national though and human creativity as a counter reaction to traditionalist presumption which formed the basis for objective scientific investigation instead of the unreliable and pretentious as well as unproven arrival at truth. After the Second World War, the United Nations Organisation (UNO) adopted the United Nations Declaration of human rights. This was a universal declaration of human rights, a resolution adopted unanimously in December, 1948 by the General Assembly of the United Nations. The fundamental objective of the 30 – article declaration is to promote and encourage respect for human rights and fundamental freedoms. The declaration proclaims the personal, civil, political, economic, social and cultural rights of humans, which are limited only by recognition for the rights and freedoms of others and the requirements of morality, public order, and general welfare.

The creation of human rights commission is a relatively new phenomenon, with most of the institutions established over the last ten years. The institutions if they work well, could fill an important gap in the protection of human rights in that they can deal with human rights issues in a systematic way, without cumbersome procedures, whereas using the court system often is a costly and lengthy affair (Christof andMagnus, 2011).

The introduction of human right education in schools and the programme has since been established and sustained. It is just of recent that such support is being translated into purposeful outcomes by teachers in schools. According to Enu (2007), the teaching of human rights began in United Kingdom but a narrow focus. Essentially it was on civil and political rights whichhas to do with individual freedoms such as that of speech and that of movement. These were the main thrust of study with relatively little attention given to social, political and economic rights which has to do with material and bodily wellbeing such as the rights to food and shelter.

Toyo (2001) maintain that the concept of a distinct set of rights called

"Human Right" and the modern struggle for these rights can be said to have started from the great intellectual movement of thought called "the renaissance". This renaissance was characterized by intensive struggle to liberate man's thoughts and society from the oppressive, pretentious, traditionalist, and conservative clip of ideas, institutions and rights which are inherited from ancient slave and feudal society. This period with all intents and purposes marked the beginning of intellectual rebellion that stressed the need for rational thought and human creativity as a counter reaction to traditionalist presumption which formed the basis for objective scientific investigation instead of the unreliable and pretentious as well as improve arrival at truth (Toyo, 2001).

A conscious and concerted effort has been to define human rights, Human (1983) maintained that Hyman Rights are laws and practices that have evolved over the centuries to protect ordinary people, minorities, groups and races from oppressive rulers and government. Also, the Macmillan family Encyclopedia (1980) defined Human Right as basic or fundamental political, economic and social conditions to which every individual is entitled as a human being. Put differently, human rights bear on those inalienable and inviolable civil, political, economic and cultural rights which are guaranteed by the United Nations' International Bill of Rights and enshrined in the constitution of most democratic and independent countries of the world with three of the main United Nations organs such as the General Assembly, the Economic and Social council and the Trusteeship Council as the custodians and arbiters of such rights. Human rights have become not only a national issue but also a global one. All over the world, there is a great awareness that human rights are the key to human development (Zakariya, 2002). Similarly,Bellanry (1999) noted that humanity never recognized until recently, that human rights reinforces and promotes those of others. Also that there is a human rights angle to education may still strike many as a novel concept.

Consequently, in an attempt to operationalize human rights, the chambers Encyclopedia, vol. xi, maintained that "we hold these truths to be self-evident that all men are created equal; that they are endowed by the created with certain inalienable rights; that among these are life, liberty, property, security and resistance to operation (p. 682).

Greig, Pike and Selby (1991)

opine that human rights education was an uncritical acceptance of eastern individualistic notions of rights and some reluctance to stray beyond those rights laid down in key international documents such as the population Universal Declaration of Human Rights (1948) by the General Assembly of the United Nations and these was adopted after the second world war.

The fundamental objectives of the 30 – article declaration is to promote and encourage respect for human rights and fundamental freedoms. The declaration proclaims the personal, civil, political, economic, social and cultural rights of humans, which are limited only by recognition for the rights and freedoms of others and the requirements of morality order, and general welfare (Toyo, 2001).

Greig, Pike and Selby (1991) further pointed out that the initial narrow teaching of rights focus have insufficiently appreciated that new rights with a reflection of human pre-occupation, need constantly to be identified. Similarly, on their part, those who are the proponents of broad focus rights educators have shown a preparedness to expand their teaching to include non-western concepts of rights and new rights issues that have emerged with time to the major international documents such as racism, sexism, the right to development, feminism and the rights implications of environmental abuse, child rights among others.

The third world is nothing other than the human rights of survival and liberation, following these rights come the right to cultural integrity having suffered many years ofcolonial exploitation. The people of the third world strongly advocates the prioritization of human rights so preference (Pike and Selby, 1991). When preference is given to rights of survival and liberation may perhaps be the first step towards resolving the enormous disputes among the three worlds.

Concept of human Rights Education

Human rights education has already been discerned, but the elements of the rights education have been placed for studies, based on that FountaininEnu (2007) argued that there are only three element of human rights education which include:

- Learning about the rights, is acquiring knowledge about what constitutes one's right and those of others.
- Learning through the rights, that is learning using rights-based

method, which include centred method (process).

- Learning for the right that is creating a group. Atmosphere in either the school or the society in which individual is valued and participation is encouraged and whose responsible opinion is the norm. In short, human rights education will produce a group of young people who not only grasp cognitive concepts, but also practice the skills, experience and the attitudes relevant to the promotion of the rights.

Concept of Education

Education plays significant roles in the development process of any given nation. Kingdom and Mackae (2012) maintain that education supplies the needed manpower for national development. This is supported by Afolabi and Lofa (2012) when they assert that a developed and educated polity is the one that has enough manpower and each person occupies his rightful position to enhance the growth of the society. Dauda (2010) in his study on the role of human capital development engenders economic development. Thus, it is clear that the hallmark of human capital or manpower development is embedded in education. Hence education provides theneeded manpower or human capital for national development. Offem and Edeh (2019) education is the backbone of any society and the quality of education determines the quality of human resources of a country. According to Obasansjo (2012), education trains individuals to relate to and interact meaningfully with others in the society and to appreciate the importance of effective organisation for human progress. Education provides the basic tool for controlling social upheavals in the society and ensures peace and security which are the highest goals of a developed society. Hence to advocate for functional school curriculum to enhance human right education become necessary.

Advocate for functional school curriculum on Human Right

Human rights education has long enjoyed high-level support from international organisations such as the United Nations and the Council of Europe, but only recently has that support begun to translate into good practice undertaken by real teachers with real students in real School (Greig et al., 1991).

Teaching of human rights in the United Kingdom has often applied a narrow emphasis with teaching based on

key international documents, focuses on civil and political rights, that isindividual freedoms such as freedom of speech and movement were the preoccupation of study with relatively little attention given to social and economic rights, i.e. those that ensure material and bodily wellbeing such as the rights of food and shelter. There has been a rather uncritical acceptance of western individualistic notions of rights and some reluctance to stray beyond and laid down in key international documents such as the Universal Declaration of Human Rights (1948). Those leading to a narrow rights focus have sufficiently recognised that new rights reflecting new human preoccupations, need constantly to be identified. Broad focus rights educators, in other word it have shown a preparedness to widen their teaching scope to include non-western concepts of human rights and rights issues that have come to be in existence subsequently to the major international documents, such as racism, sexism, the right to development and the rights implication of environmental abuse (that is violence either in school/educational institution or communities).

According to UNDP (1996) the denial of human rights and fundamental freedom is not only an individual and personal tragedy or problem, but it also creates conditions of political and social unrest, violence and conflict with each nation and each society and between nation and societies.

Appreciative of the importance of human rights to the modern complex societies, the teaching, understanding and experience of human rights is a vital element or factor in the preparation of all young people for life in a democratic and pluralistic society.

Affirmation of Human Right

The decelerated rights to life, liberty and security of persons; to freedom from arbitrary arrest; to a fair trial, to be presumed innocent until proved guilty; to freedom from interference with theprivacy of one's home and correspondence; to freedom of movement and residence; to asylum, nationality and ownership of property; to freedom of thought, conscience, religion, opinion and expression; to association, peaceful assembly, and participation in government; to social security, work, rest and a standard of living adequate for health and well-being; to that of education; and to participation in the social life of one's community (Enu, 2007). The declaration was conceived as the first part of an international bill of rights. The UN commission on Human Rights directed its effort to the

incorporation of the main, principles of the declaration into various international, agreements; Obi (2002), these rights are non-justiciable, implying that no one can enforce them by any form of judicial process. That apart from this non-justiciable principle, Nigeria has one of the most comprehensive arrays of fundamental rights to be foundin any nation's constitution. All these are continued in chapter IVof 1999 constitution which include the following;

a. Right to life
b. Right to human dignity
c. Right to personal liberty
d. Right to fair hearing
e. Right to privacy
f. Freedom of expression
g. Peaceful assembly
h. Freedom of movement
i. Freedom from discrimination
j. Compulsory acquisition of property
k. Access to law court

From this wide provision of rights, if made practical Nigerians would provision of rights, if made practical, Nigerians would have been living in heaven but not up to 10% of the rights are observed by both the government who is the custodian of these rights is regularly and fragrantly violate these rights let alone their promotion of human rights through an educative process. It is through a conscious process of human rights education that everybody – government, percent, students, children and the entire citizen that we can pay attention to what we expect to be the right thing.

Furthermore, the General Assembly in 1955 authorized two human rights covenants, that relationship to civil and political rights, and other to economic, social and cultural rights. After a long struggle for ratification, both of these covenants become effective in January, 1976. Rancham (2003) affirm the need for the protection of human right, stating that human rights ten years after the Vienna world conference on human rights, addressing participants of human rights movement observed that the great accomplishment of Vienna conference was to reaffirm the universality of human rights and to reiterate that human rights and fundamental freedoms are the birth right of all human being. Their protection and sustenance through education is the first responsibility of government. It was strongly reaffirmed in explicit terms that "all human rights are universal, indivisible, interdependent and interrelated".

According to Zakariya (2002), human rights have become not only a national issue but also a global one, all

over the world, there is a great awareness that human rights are the key to human development. Moving from the issue of universality to the issue of enjoyment of right in practice, according to Ranchan Millions of people the world over the basic human rights of the universal declaration remain illusory. As there have been increasing resorts to independent experts on issues such as the right of food, health, education, and adequate standard of living including human rights and extreme poverty. Ranchan observed that the recent reform agenda is the wider recognition these days that human rights must be integrated into strategies and activities for conflict prevention, peacemaking, peace-keeping peace-building, humanitarian operations and development

Towards Establishment of Human Right Education Culture

Humanity never recognised until recently, that human rights are indivisible and that the fulfillment of one's rights reinforces and promotes those of others (Bellanry, 1999). Also that there is a human rights angle to education may still strike many as a novel concept. Greg, Pike and Selby (1991) assert that human rights education has large enjoyed high level support from international organisations such as the limited Nations and the council of Europe, but only recently has that support begun to translate into good practice undertaken by real teachers with real students in the real schools. In expanded scope and reformed programme of human right, to achieve its overall gal, it calls for proper tailored, consciously articulated body of knowledge in the form of formal curriculum for the people. Enu (2007) states that the enjoyment of civil, economic, social and political rights, should be noted arbitrary and summary misapplication of judicial processes, for their enforcement and voluntary disappearance of innocent people, arbitrary detention, violence against women and freedom of expression in some cases, deprivation of citizens a comfortable life style through deliberate obnoxious economic policies are brazen areas of concern. This is due to ignorance of the fundamental importance of human right to the people.

The Culture and Orientation of Human Right Promotion and Protection

The rapid transformation, and the conform to the global acceptance of the university of human right, our present generation of people should be made to

imbibe the culture of rights through an education process.

Christof (2011) add that the major prerequisite for implementation of human rights is the existence of a human right culture that respect for human rights norms and initiatives among members of the government and the citizens alike. Only when a threshold level of spontaneous acceptance of these norms and initiatives in all sectors of society – state and private has been achieve can the effective realization of human rights norms through legal mechanisms be achieve (Christof, 2011).

Issues in Human Right Education

There are approximately 140 laws faculties offering legal education in Africa today presented as courses on undergraduate as well as post-graduate levels. The 1990 EFA conference held in Jomtien for example called for university quality education, with particular focus on the world poorest citizen. However, without a major change on the approach to delivering schooling and ensuring learning, it will be impossible for most poor countries to deliver education for all.

The world now have a much better understanding of how children learn, what kind of schooling are most likely to promote this and also how to deliver this more effectively.

Christof (2011) maintain that the importance of including human right law in the curriculum at university level lies in the fact that lawyers are the ones who advise the public on legal remedies in respect of human right violations and argue the assess in court. Also the development of legal science depends heavily on capacity in this area at university level. There are practical proofs of human right education. According to Zakariya (2002) principles are now broadly understood and shared and whose central elements are merging in varying configuration around the world. The human rights education provides a framework by which quality education must be assessed.

It provide a guide towards a more child centered model of teaching and learning, one in which learners participate actively, thinking and solving problems for themselves and in this way developing self-esteem that is essential for learning and decision making through life.

Human rights education will produce a group of young people who not grasp cognitive concepts, but also practice the skills and experience and the attitudes relevant to the promotion of the rights. Education process is not a one-way street from educator to learner. The

best education informs both those supposedly teaching and those learning. Therefore, for every situation of education, we are all constantly leaners. This should particularly be the case in human right education (Retish, 2003).Human rights is itself a developing area of learning moving from a relatively narrow origin in a particular political, cultural and historical set of rots to embrace and find its sustenance of growth and therefore evolving to share in the character of literally many worlds of human culture and experience while transforming us, we are constantly learning our understanding and knowledge of its subject matter.

Elements of Human Right Education

The status of human rights laws as an academic discipline differs greatly among institution of learning. Retish (2003) comment on human right education and transformation learning noted that education too often, is taking about a subject and avoiding the practice of the subject. In human rights education, this is extremely important and in education difficult.

In illustrating USA education, Retish states that they have a system that must run smoothly sometimes at the expense of the students, teachers, parents and other's rights. He further states that until there exist a system that shows, on a daily basis, that human rights are the core of what is happening, we will hance difficulty getting the message across the stakeholders.

Zakariya (2002) grouped human rights education elements into the following elements; universal access, equal opportunities, the appropriate contents, positive and the role of teachers, parents and the community. Similarly, Bellary (1999) highlighted five elements of human right education to include; learning for life, accessibility, equality and flexibility, gender sensitively and girls education, the state as they partner and care for the young child.Fountain (1993) argued that there are only three elements of human rights education which include:

- Learning about the right, i.e. acquiring knowledge about what constitutes one's rights and those of others.
- Learning through the rights, i.e. learning using right based methods, which is child centered method (process).
- Learning for the rights, i.e. creating a group atmosphere in either the school or the society in which the individual is valued and participation is encouraged and

whose responsible opinions is the norm.

- But Zakariya (2002) has grouped human rights education elements into following items of elements. There are:
- Universal access
- Equal opportunities
- The appropriate content
- Positive and the role of teachers
- Parents and the community

Similarly, Bellamy (1999) identified five elements of rights education to include:

- Learning for life
- Accessibility
- Equality and flexibility
- Gender sensitivity and girls education

Conclusion

Issue in human right education has made the citizens of any nation to know and fully aware of their obligations to the society. Human right education has also come to address issues that led to situation that hamper the development and co-existence of human being in the society. Therefore, human right education is an essential education which call for all stakeholders and general public to doa lot to assist in the promotion of such education whichserves as a bridge builder to peaceful society for societal development.

Recommendation

Based on the study, it was recommended that

- Government should focus on human right education as a priority to national development, since human right educations enhance peace and co-existence of the society.
- Human right education should be introduce has a core course of general school study in our tertiary institutions
- Adequate manpower should be train in this area of education to boost harmony in our society.

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