Research Questions

- How can we build an authentic culture of human rights?
- Why do we need to reimagine human rights education?
- What role can young people play as agents of change?

*Young people and youth are used interchangeably. AEUCOG defined youth as between 18-25 years old.

Background

- In recent years, human rights education for and with youth has been increasingly identified as a strategy for preventing and tackling current global challenges. Yet, in reality, young people face innumerable challenges intertwined with their sex, gender, ethnicity, abilities and socio-economic background.
- A society that deprives young people of hope cannot expect to achieve sustainability or constitution.
- In recent years, human rights education for and with youth has been increasingly identified as a strategy for preventing and tackling current global challenges. Yet, in reality, young people face innumerable challenges intertwined with their sex, gender, ethnicity, abilities and socio-economic background.

Challenges & Opportunities

- Sustainable Development Goals: SDG 4.7 and young people

Reimagining Human Rights Education

Inner transformation
- As I consider education in the twenty-first century, I would like to assert that what is most urgently needed is a paradigm shift from looking at education for society's sake to building a society that serves the essential needs of education. (Ikeda 2000:65)
- The only way to make any progress in eradicating widespread social evil and realize peace is for each individual human being to revolutionize their own inner nature. The essential foundation must be an inner transformation taking place in the lives of each human being and steadily expanding through society. (Ikeda 2004)

Structural and Systemic Change

- Establishing regional centers for Human Rights Education and Training along the lines of the Regional Centres of Expertise in collaboration with the United Nations University to promote the UN Decade of Education for Sustainable Development [...] A similar system for human rights education could involve not only communities with demonstrated best practices in human rights, but also those that are striving to improve conditions despite severely problematic histories of human rights abuse. (Ikeda 2013)
- Adopt a convention on human rights education and training based on the UDHR would strengthen measures ensuring its implementation. Holding a UN and civil society forum on human rights education that would review achievements to date and deepen deliberations toward the adoption of such a convention. (Ikeda 2017)

Comprehensive awareness-raising

- To learn – It is essential to deepen understanding and awareness. Everything starts from grasping basic facts.
- To reflect – Education must also inspire the faith that each of us has both the power and the responsibility to effect positive change on a global scale.
- To empower – Even if we establish agreed-upon ethics and paradigms of behavior, unless an increasing number of people embody and practice these in their lives, the severe realities we face will not change.
- To exercise leadership – Unless this [awareness-raising] gives rise to empowerment, and beyond that, to the exercise of leadership, it will not generate real transformation. (Ikeda 2012)

 “…in practice”

References


For an authentic human rights culture to emerge, we must cultivate in people an inner voice that speaks to us and them of the value and importance of human rights which forms our view of ourselves and through which we lose part of ourselves and who we are if we do not uphold them. (Lamb 2018)

Conclusion

“...in practice”

“...in practice”

Transforming Lives: The power of Human Rights Education
Exibitions showing in Cene, Switzerland

“Reimagining Human Rights Education: Bridging UN initiatives and daily reality”

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Youth as agents of change...

Education for global citizenship, in particular, can provide the conditioning environment that enables people to reframe events, wherever they may occur, through a shared human perspective, and to foster action and solidarity. [...] Through education for global citizenship, learners have the opportunity to:

1. gain the experience of seeing the world through the eyes of others; 2. discover and clarify what is necessary in order to build a society where we can all live together; and 3. collaborate to give birth to spaces of security in their immediate surroundings (Ikeda 2000)