

Introduction and Methodological Background

Human rights

COURSE FOR EXPERTS

GE4Youth /Global Education for Youth Workers

HUMAN RIGHTS

Area introduction

Human rights are those rights to which all people are entitled simply because they are human beings. These rights are recognised in various international treaties, such as the Universal Declaration of Human Rights, and in the constitutions of many countries.

Human rights encompass a wide range of issues, including the following:

+Civil and political rights: include the right to liberty and security of person, the right to life, the right to equality before the law, the right to a fair trial, the right to freedom of expression, the right to freedom of religion, the right to vote, among others.

+Economic, social and cultural rights: these include the right to work, the right to education, the right to health, the right to housing, the right to food, the right to culture, among others.

+Rights of vulnerable groups: include the right of women, the right of children, the right of indigenous peoples, the right of migrants, the right of persons with disabilities, the right of the LGBTIQ+ community, among others.

+Environmental rights: these include the right to a healthy environment, the right to the conservation of biodiversity, the right to information and participation in environmental decisions, among others.

It is important to note that all human rights are interdependent and interrelated. Furthermore, human rights must be protected and respected by governments and societies, and individuals must be aware of their rights and responsibilities to assert these rights.

Human rights encompass a wide range of issues, as I mentioned earlier, and their importance in global education is fundamental. Human rights education aims to sensitise and raise awareness of the importance of human rights and to promote their protection and respect.

Human rights education can contribute to:

- + Preventing and combating discrimination and social exclusion.
- + Promote equality and non-discrimination.
- + Foster dialogue and tolerance between cultures and communities.
- + Promote citizen participation and democracy.
- + Strengthen the culture of peace and peaceful conflict resolution.
- + Promote social justice and equity.
- + Raise awareness of the importance of the environment and sustainability.
- + Human rights education can also contribute to the promotion of other rights, such as the right to education, the right to health, the right to decent work, among others.





In short, human rights education is fundamental to sustainable human development and the construction of a just and equitable society. Human rights education in schools can help create informed, critical citizens committed to the protection and promotion of human rights, both locally and globally.

In our activities we will work on the charter of human rights as a way to address **social justice and solidarity**.

On the other hand, in another series of activities we will work on **peace and conflict transformation, security and peacebuilding**.

Methodology background

The methodology used in the study of human rights is directly related to the objective of making young people aware of the importance of defending human rights.

To this end, a multidisciplinary approach has been adopted, using mainly individual and collective, participative dynamics, encouraging critical analysis, understanding and assimilation of theoretical and doctrinal concepts.

Among the different approaches taken into consideration, we should highlight the following:

Historical approach: This methodology focuses on the study of the evolution of human rights over time, from their origin to their current development. This approach allows us to understand the evolution of human rights and the struggles that have been carried out for their recognition and protection.

Normative analysis: This methodology focuses on the study of national and international legal instruments that recognize and protect human rights. It provides insight into international norms and standards for the protection of human rights and their application in different national contexts.

Comparative approach: This methodology focuses on the comparative study of the legal and political systems of different countries with respect to human rights. It provides insight into the similarities and differences in the protection of human rights in different contexts and how they are applied in different cultures and legal traditions.

Empirical research: This methodology focuses on conducting empirical research to understand the actual human rights situation in a specific context. This methodology allows for the identification of barriers and obstacles to the protection of human rights and best practices for their promotion and defense.

Interdisciplinary approach: This methodology focuses on the study of human rights from an interdisciplinary perspective, which integrates knowledge and perspectives from different disciplines, such as philosophy, sociology, anthropology, law and politics. This methodology makes it possible to understand human rights from different angles and perspectives.



During implementation, it is important that facilitators use the selected methodologies appropriately and that the theoretical contents are presented in a clear and understandable way. It is important to create an atmosphere of trust and respect so that participants feel comfortable and willing to participate actively.

Evaluation: Finally, the training action should be evaluated in order to know if the established objectives have been achieved. Evaluation can be quantitative (through questionnaires and tests) and qualitative (through observation and feedback from participants). It is important to collect the results of the evaluation and use them to improve future training actions.

The methodology used is based on "read, understand and act", a pedagogical approach that seeks to encourage the active participation of students in their learning process and in the practical application of the knowledge acquired.

This methodology is based on three main steps:

Read: In this first step, students should carefully read information related to the topic or issue to be addressed. This may include texts, news, official documents, testimonies, among others.

Activity Understanding Human Rights

Understand: Once students have read the information, they should analyse and understand it thoroughly. To do this, they can use different study techniques, such as underlining, synthesis, summarizing, among others. **Activity Film Forum**

Act: The third and final step is the practical application of the knowledge acquired. In this case, students must identify opportunities to put what they have learned into practice, either individually or collectively, and take concrete actions to solve the problem or improve the situation in question. **Amnesty International's Urgent Actions**

The methodology based on "read, understand and act" encourages critical thinking, active participation and creativity of students, and provides them with the tools to apply the knowledge acquired in real situations. In addition, this methodology also contributes to the development of social and emotional skills, such as empathy, social responsibility and leadership skills.

Human rights are fundamental to ensuring the dignity and equality of all people, regardless of their cultural, educational, social or economic status. It is therefore important to explain human rights in a way that is relevant to their knowledge and skills in Global Education.

The methodology has been adapted to the two types of levels Beginners and Experts.

The expert level approach consists of a deepening of the knowledge of human rights and has been approached from the treatment of legislative documents taking into account the socio-cultural context as well as the global education approach.



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