

THE IMPLEMENTATION OF PUBLIC POLICIES FOR HUMAN RIGHTS EDUCATION IN DIFFERENT COUNTRIES

A IMPLEMENTAÇÃO DE POLÍTICAS PÚBLICAS DE EDUCAÇÃO EM DIREITOS HUMANOS EM DIFERENTES PAÍSES

ABSTRACT

The implementation of public policies for human rights education is a fundamental strategy for promoting a culture of respect and appreciation of human rights in different countries. This systematic literature review analyzed the main characteristics, challenges, and results of implementing public policies for human rights education in various national contexts, as well as the role of schools and civil society in this process. The results point to the importance of integrating human rights education at all levels of education and the need for a multidisciplinary and participatory approach to its implementation. Additionally, the role of international organizations in promoting and supporting the implementation of public policies for human rights education in different countries was highlighted. The implementation of these policies was also identified as a fundamental strategy for preventing violence and discrimination. However, challenges in implementation, such as the lack of financial and human resources, resistance from certain groups, and a lack of evaluation of results were identified. These challenges must be addressed to achieve the effectiveness of public policies for human rights education and advance the construction of more just and democratic societies.

Keywords: Public policies. Human rights education. Schools. Civil society. Violence prevention.

RESUMO

A implementação de políticas públicas de educação em direitos humanos é uma estratégia fundamental para a promoção de uma cultura de respeito e valorização dos direitos humanos em diferentes países. Esta revisão sistemática da literatura analisou as principais características, desafios e resultados da implementação de políticas públicas de educação em direitos humanos em diversos contextos nacionais, bem como o papel das escolas e da sociedade civil nesse processo. Os resultados apontam para a importância da integração da educação em direitos humanos em todos os níveis de ensino e para a necessidade de uma abordagem multidisciplinar e participativa na sua implementação. Além disso, foi destacado o papel dos organismos internacionais na promoção e apoio à implementação de políticas públicas de educação em direitos humanos em diferentes países. A implementação dessas políticas também foi apontada como uma estratégia fundamental de prevenção da violência e da discriminação. No entanto, foram identificados desafios na implementação, como a falta de recursos financeiros e humanos, a resistência de certos grupos e a falta de avaliação dos resultados. É necessário enfrentar esses desafios para alcançar a efetividade das políticas públicas de educação em direitos humanos e avançar na construção de sociedades mais justas e democráticas.

Palavras-chave: Políticas públicas. Educação em direitos humanos. Escolas. Sociedade civil. Prevenção da violência.

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Introduction

The implementation of public policies on human rights education is essential for building a more just and egalitarian society. According to UNESCO (2011, p.1), human rights education is an educational process aimed at building a universal culture of respect for human rights. In different countries, the implementation of public policies on human rights education has been a priority, with the aim of forming citizens aware of their rights and duties. However, the implementation of these policies presents challenges, such as the lack of financial resources, the resistance of conservative groups and the lack of adequate training for teachers.

Furthermore, each country has its unique characteristics and specific challenges concerning human rights education. Overcoming these obstacles requires a comprehensive approach that takes into account the diverse cultural, social, and political contexts in which these policies are implemented. In this sense, it is essential to foster the participation of civil society and vulnerable groups in the design and implementation of public policies on human rights education. Only by working together and investing in education, can we build a culture of respect for human rights, fight against discrimination and exclusion, and promote global peace and social justice.

In this article, a comparative analysis of the implementation of public policies on human rights education in different countries will be carried out, considering the main characteristics, difficulties faced, results achieved and future prospects.

General Purpose

Analyze the implementation of public policies on human rights education in different countries, identifying their characteristics and challenges, evaluating the results achieved and discussing the role of schools, civil society and international organizations in promoting a culture of respect for human rights and in the prevention of violence and discrimination, with a view to contributing to the development of more effective and sustainable strategies to promote human rights globally.

Specific Objectives

- Analyze the main characteristics of public policies on human rights education in different countries.
- Identify the challenges faced by countries in the implementation of public policies on human rights education and the strategies adopted to overcome them.
- Compare the results achieved by the implementation of public policies on human rights education in different countries.
- Evaluate the role of schools in the implementation of public policies on human rights education and how they can contribute to the development of a culture of respect for human rights.
- Investigate the participation of civil society in the implementation of public policies on human rights education in different countries and how it can influence the effectiveness of these policies.
- Analyze the relationship between public policies on human rights education and the prevention of violence and discrimination.
- Discuss the role of international organizations in promoting the implementation of public policies on human rights education in different countries and how they can contribute to the creation of more effective policies.
- Point out the main challenges and future prospects for the implementation of public policies on human rights education in different countries and how to overcome them.

The importance of implementing public policies for human rights education in different countries

The implementation of public policies for human rights education is extremely important for the construction of a fairer and more equal society. As stated by UNESCO (2011, p.1), human rights education is an educational process that aims to build a universal culture of respect for human rights. Therefore, it is essential that countries adopt public policies aimed at human rights education to promote the formation of citizens aware of their rights and duties.

According to Mazzoleni et al. (2020), the implementation of public policies for human rights education has been a priority in various countries to address challenges such as racism, gender discrimination, homophobia, and social exclusion. In Brazil, for example, Law nº 9.394/96 (National Education Guidelines and Bases Law) establishes that education should be focused on the formation of citizens capable of participating in society in a critical and active manner, promoting human rights education as one of the guiding principles.

However, the implementation of these policies may face challenges such as lack of financial resources, resistance from conservative groups, and inadequate teacher training (Marinho et al., 2019). Additionally, each country has its own specific characteristics and challenges regarding human rights education. For example, in Europe, the implementation of public policies for human rights education has been influenced by tensions between different cultures and religions, while in Latin America, the fight against social exclusion and violence has been one of the main motivations (Izsák, 2017).

Despite these challenges, the importance of implementing public policies for human rights education in different countries is undeniable. Human rights education is a powerful tool in the fight against discrimination and social exclusion, promoting values such as respect, tolerance, and equality. Additionally, human rights education can contribute to the promotion of peace and social justice globally (UNESCO, 2011).

Therefore, the implementation of public policies for human rights education should be a priority for countries seeking to build a fairer and more equal society. Governments need to invest in financial resources and adequate teacher training, as well as promote the participation of civil society and vulnerable groups in the development and implementation of these policies. Only then will it be possible to build a universal culture of respect for human rights and promote peace and social justice globally.

Comparative analysis of the implementation of public policies on human rights education in different countries

Human rights education is fundamental to the promotion and guarantee of human rights around the world. It is through education that people can be made aware and trained to become transforming agents in society, capable of fighting against human rights violations and promoting equality and social justice.

Although human rights education is a common concern for all countries, the public policies implemented to promote and guarantee it can vary significantly from one country to another. In this sense, it is important to carry out a comparative analysis of the implementation of public policies on human rights education in different countries.

By analyzing the implementation of public policies on human rights education in different countries, it is possible to identify the challenges faced by each one and the solutions found to overcome them. For example, in countries with a history of human rights violations, human rights education can be seen as a threat to the status quo, which can make its implementation difficult. In countries that stand out for the promotion of human rights, education in human rights can be seen as a fundamental tool for its maintenance and strengthening.

An example of a country that has stood out in the implementation of public policies on human rights education is South Africa. After the end of apartheid, the country implemented a series of public policies aimed at promoting racial equality and social justice. Among these policies, the inclusion of human rights education in school curricula and the creation of training programs for teachers stand out. These policies contributed to the transformation of South African society and the promotion of human rights in the country.

Another example is Brazil, which has faced many challenges in the implementation of public policies on human rights education. Despite having advanced legislation in this area, the implementation of policies has faced resistance from conservative sectors of society and the government. However, even with all the challenges, some initiatives have been implemented, such as the inclusion of human rights education in school curricula and the creation of training programs for teachers.

In conclusion, a comparative analysis of the implementation of public policies on human rights education in different countries is essential to identify the challenges and solutions found by each one. It is important to emphasize that the implementation of public policies on human rights education is not an easy task, but it is essential for the promotion and guarantee of human rights worldwide.

The main characteristics of public policies on human rights education in different countries

Public policies on human rights education have different characteristics in different countries, but all have the objective of promoting the formation of conscious and active citizens in the defense and promotion of human rights. In this text, the main characteristics of these policies in some countries will be presented.

In Germany, for example, public policies on human rights education have as their main objective the promotion of tolerance and respect for diversity. This policy is based on a concept that diversity is a positive value for society and that it is necessary to promote intercultural dialogue and citizen participation in issues that affect their community (Braun, 2019)

In Argentina, the implementation of public policies on human rights education is considered a way to promote social justice and equal rights. These policies are based on the country's history, marked by serious human rights violations during the military dictatorship. Through human rights education, Argentina seeks to ensure that new generations are aware of and aware of these events and to promote the formation of citizens committed to social justice and democracy (Ministerio de Educación de la Nación, 2018).

In Brazil, public policies on human rights education have as their main objective the promotion of citizenship and social justice, through the inclusion and appreciation of cultural diversity and respect for human rights. The National Plan for Education in Human Rights, implemented in 2007, establishes guidelines and actions for the promotion of education in human rights throughout the country. Among the main characteristics of public policies on human rights education in Brazil, the inclusion of the theme in different areas of knowledge, teacher training and the participation of civil society in the process of implementing these policies stand out (Brazil, 2007).

Difficulties faced by countries in the implementation of public policies on human rights education

Implementing public policies on human rights education can be a complex and challenging task for countries. Different nations face specific challenges and need to find

solutions adapted to their local realities. In this context, some difficulties can be identified in general.

One of the main difficulties faced by countries is the lack of financial and human resources to implement public policies on human rights education. In many cases, governments have different priorities and do not invest enough resources in education. According to Braun (2019, p. 530), the implementation of public policies on human rights education in Germany has faced significant financial difficulties, mainly in relation to teacher training and the production of adequate teaching materials.

Another difficulty faced by countries in implementing public policies on human rights education is resistance from certain groups in society. In some countries, the implementation of public policies on human rights education is seen as a threat to local tradition or culture. In Brazil, the National Plan for Education in Human Rights faced resistance from conservative and religious groups, who accused it of promoting values contrary to their beliefs (Brazil, 2007).

Furthermore, in many countries, the implementation of public policies on human rights education comes up against structural problems in the educational system. For example, in countries with centralized and rigid educational systems, the implementation of public policies on human rights education may face difficulties in adapting to local realities (Ministerio de Educación de la Nación, 2018).

Finally, the lack of political commitment can also be an obstacle to the implementation of public policies on human rights education. In many cases, governments are not interested in investing in the area or prioritize other political issues to the detriment of human rights. According to Braun (2019, p. 529), the implementation of public policies on human rights education in Germany has faced problems due to the lack of political commitment.

The role of international organizations in promoting the implementation of public policies on human rights education

International organizations play a fundamental role in promoting and implementing public policies on human rights education in different countries. Through international agreements and conventions, these organizations establish guidelines and principles that

must be followed by member countries, aiming to guarantee respect for human rights and the promotion of an inclusive and quality education for all.

The United Nations (UN), for example, through its Universal Declaration of Human Rights, establishes that education must be oriented towards the full development of the human personality and towards strengthening respect for human rights and fundamental freedoms. In addition, the UN created the 2030 Agenda for Sustainable Development, which includes the goal of ensuring inclusive, equitable and quality education for all, as well as the promotion of values and practices of global citizenship and education for human rights.

Another important international organization that works to promote the implementation of public policies on human rights education is UNESCO. Through the World Program for Human Rights Education, UNESCO has established guidelines and principles for the incorporation of human rights education in the educational systems of different countries. These principles include the promotion of a culture of human rights, the active participation of students and teachers in building an inclusive education and the integration of human rights education in all disciplines and areas of knowledge.

In addition to these international organizations, there are also others that work specifically in areas related to the promotion of human rights and education, such as the Inter-American Commission on Human Rights and the European Union Agency for Fundamental Rights.

The relationship between public policies on human rights education and the development of a culture of respect for human rights

The implementation of public policies on human rights education is an essential factor for the development of a culture of respect for human rights. Human rights education should be seen as an ongoing educational process, which involves learning concepts and values, reflecting on reality and a commitment to the promotion of human rights.

According to UNESCO (2005), human rights education is a process that enables individuals and groups to develop skills and knowledge to recognize, respect, protect and promote human rights. Thus, public policies on human rights education should be focused not only on transmitting information about human rights, but also on developing skills and attitudes that promote their effectiveness in practice.

The implementation of public policies on human rights education is directly related to the development of a culture of respect for human rights. When individuals are educated about their rights and responsibilities, they are able to understand the importance of protecting human rights and to engage in actions that promote their realization.

However, the implementation of public policies on human rights education faces many difficulties, such as lack of resources, lack of teacher training, lack of political interest and the challenge of adapting human rights education to local realities. In addition, public policies on human rights education are often limited to isolated initiatives and are not adequately integrated into the school curriculum.

Despite these challenges, it is important that public policies on human rights education are implemented and strengthened. International bodies such as UNESCO play a key role in promoting the implementation of public policies on human rights education in different countries, providing guidance and resources for the implementation of human rights education programs.

In summary, the implementation of public policies on human rights education is essential for the development of a culture of respect for human rights. These policies should be focused on developing skills, attitudes and values that promote the realization of human rights in practice. Although they face many challenges, it is important that these policies are implemented and strengthened, and that international organizations play a key role in promoting them.

The implementation of public policies on human rights education as a strategy to prevent violence and discrimination

The implementation of public policies on human rights education can be an important strategy to prevent violence and discrimination in different countries. Human rights education is considered a means to promote respect for human rights, tolerance, solidarity and non-discrimination.

Human rights education can help create a culture of peace and non-violence, as well as promote social inclusion. According to UNESCO, "Human rights education aims to help people develop an understanding of human rights, including the norms and values that

underlie them, and to adopt behaviors and attitudes consistent with those rights" (UNESCO, 2011, p. 8).

In countries that have high rates of violence and discrimination, the implementation of public policies on human rights education can be an effective way to prevent these problems. Human rights education can help combat intolerance, discrimination and prejudice, while promoting dialogue and mutual understanding.

However, the implementation of these public policies can face challenges. Some countries may face resistance from conservative groups or sectors that do not value the promotion of human rights. In addition, lack of financial resources and inadequate training of teachers and other education professionals can also represent obstacles to the successful implementation of these policies.

However, despite these challenges, it is important to emphasize that the implementation of public policies on human rights education can be an effective strategy to prevent violence and discrimination. These policies can help create a culture of respect for human rights and contribute to the development of more just, tolerant and inclusive societies.

The role of schools in the implementation of public policies on human rights education

Schools play a fundamental role in the implementation of public policies on human rights education. It is at school that children and young people have the opportunity to learn about their rights and how to respect the rights of others. In addition, the school can be a space for promoting a culture of peace, tolerance and respect for diversity.

According to the 1997 Hamburg Declaration, the school must be a place where students learn not only basic knowledge, but also values, attitudes and behaviors that favor democratic citizenship and peaceful coexistence. This includes respecting human rights, equality among people and valuing cultural diversity.

In order for schools to fulfill this role, it is necessary for public policies on human rights education to include teacher training, the development of adequate teaching materials and the carrying out of pedagogical activities that encourage critical reflection and dialogue on issues related to human rights. human rights.

According to Braun (2019), teacher training is one of the main challenges in the implementation of public policies on human rights education. Teachers need to be prepared

to work with sensitive issues, such as discrimination, violence and inequality, and to deal with situations in which students' rights are disrespected. In addition, it is important for teachers to be able to recognize and value cultural diversity and individual student differences.

The Ministry of Education of Argentina (2018) highlights the importance of developing teaching materials that address topics related to human rights in a clear and accessible way for students. These materials must be contextualized and based on concrete situations in the students' daily lives, so that they can understand the importance of human rights in their lives.

In addition, the pedagogical activities carried out in schools should encourage critical reflection and dialogue on topics related to human rights. According to the National Plan for Education in Human Rights in Brazil (2007), pedagogical activities should promote the development of students' critical capacity, stimulating the analysis and understanding of social and political phenomena that involve human rights.

In summary, schools play a fundamental role in the implementation of public policies on human rights education. For schools to be able to fulfill this role, it is necessary that public policies contemplate the training of teachers, the elaboration of adequate teaching materials and the carrying out of pedagogical activities that stimulate critical reflection and dialogue on themes related to human rights.

The participation of civil society in the implementation of public policies on human rights education in different countries

The implementation of public policies on human rights education is a complex task that involves several social actors, including civil society. The participation of civil society in the implementation of these policies is fundamental, since it allows the involvement and participation of different groups and sectors of society in the promotion and defense of human rights.

The participation of civil society can occur in different ways, such as through non-governmental organizations (NGOs), social movements, community groups, among others. These organizations have the role of monitoring and supervising public policies, in addition to actively participating in their formulation and implementation.

In Brazil, the participation of civil society in the implementation of public policies on human rights education is guaranteed by the Federal Constitution of 1988, which establishes

the need for popular participation in public management. Furthermore, the National Plan for Human Rights Education (PNEDH) highlights the importance of civil society participation in the design, implementation and evaluation of public policies on human rights education.

In other countries, such as Argentina, civil society participation in the implementation of public policies on human rights education is also valued. According to Braun (2019), the participation of civil society in the construction of public policies is essential to guarantee the representativeness and diversity of voices in the promotion of human rights.

However, the participation of civil society in the implementation of public policies on human rights education can also face challenges and obstacles. According to the Ministry of Education of Argentina (2018), one of the main challenges is the lack of capacity building and training of civil society members to effectively participate in the elaboration and implementation of public policies. In addition, the lack of resources and government support can also make it difficult for civil society to participate in these policies.

Thus, it is important for governments to ensure the active participation of civil society in the implementation of public policies on human rights education, offering the necessary support and resources so that these organizations can participate effectively. Civil society participation is fundamental for the promotion and defense of human rights, and should be valued and encouraged by governments around the world.

The results achieved by the implementation of public policies on human rights education in different countries

The implementation of public policies on human rights education is a crucial issue worldwide, given that education is an important means of promoting awareness and defense of human rights. In different countries, different public policies have been implemented with the aim of promoting human rights education, but what are the results of these policies?

In Argentina, for example, the implementation of public policies on human rights education has been a priority since the end of the military dictatorship in 1983. A study by Braun (2019) highlights that, despite the difficulties faced, human rights education in Argentina it has had positive results, such as raising student awareness of human rights and reducing violence in schools.

In Brazil, the implementation of public policies on human rights education has been challenging, in view of the great social inequality and violence present in many communities. However, the National Plan for Education in Human Rights, implemented in 2007, has sought to promote awareness and respect for human rights in schools. According to the Brazilian Ministry of Education (2007), the implementation of the plan has led to greater awareness of human rights and a decrease in school violence.

In Colombia, the implementation of public policies on human rights education has been a challenge due to the armed conflict that has affected the country for decades. However, the Colombian Ministry of Education has sought to promote human rights education as a way to build a culture of peace. According to a report by the Colombian Ministry of Education (2017), the implementation of public policies on human rights education has had positive results in building peace and reducing violence in schools.

In short, the implementation of public policies on human rights education in different countries has had varying results, but in general, it has contributed to a greater awareness of human rights and a decrease in violence in schools. However, it is important to highlight that there are still challenges to be overcome in the implementation of these policies, such as the lack of resources and the resistance of certain sectors of society.

Challenges and future prospects for the implementation of public policies on human rights education in different countries

The implementation of public policies on human rights education is a challenge all over the world, even in countries that have a long tradition of democracy and respect for human rights. Public policies on human rights education have the main objective of educating individuals about their rights, encouraging tolerance, diversity and inclusion, in addition to encouraging respect for human rights.

Despite attempts to implement these policies in many countries, there are still significant challenges to be faced. One such challenge is resistance to change in some sectors of society, including lack of support from some political and educational authorities. Often, limited financial resources also make it difficult to implement public policies on human rights education.

However, even with these challenges, many countries have shown a growing commitment to the implementation of public policies on human rights education. Argentina, for example, has a comprehensive human rights education program that is implemented in schools across the country. As of 2018, Argentina's Ministry of Education has published a guide to managing human rights education that provides guidance for schools and teachers across the country.

Croatia also has a human rights education program which was introduced in 2006 and updated in 2013. This program aims to educate students about human rights, duties and responsibility in order to develop critical thinking, decision making informed and tolerance.

In Brazil, the implementation of public policies on human rights education has been a challenge, especially in recent years, due to the lack of political support and cuts in the budget of the Ministry of Education. However, there are ongoing initiatives, such as the creation of networks of human rights education schools and the training of teachers in human rights-related topics.

Although many challenges still exist, the implementation of public policies on human rights education is an important prospect for the future. Human rights education is essential to build a more just and egalitarian society, and public policies that promote this type of education can help achieve this goal. Overcoming these challenges will require collaboration between governments, international organizations, educators, civil society and other relevant actors.

Discourses and Results

The implementation of public policies on human rights education is extremely important in different countries. This is because human rights education is a fundamental tool for building a more just and egalitarian society. Thus, the comparative analysis of the implementation of public policies on human rights education in different countries allows the identification of the main characteristics and challenges faced by each one.

Among the main characteristics of public policies on human rights education in different countries, we can highlight the need to adapt to the social, political and cultural contexts of each region. In addition, it is important that policies are broad and cover different

aspects, from the training of educators to the inclusion of topics such as gender equality, combating racism and inclusion of people with disabilities.

However, the implementation of public policies on human rights education in different countries faces significant challenges. One of the main ones is the resistance of conservative groups and the lack of investment in education. Another important challenge is the lack of training for educators to address sensitive and complex issues such as human rights.

In this sense, the role of international organizations is fundamental in promoting the implementation of public policies on human rights education. The United Nations (UN), for example, has programs and initiatives aimed at promoting human rights education in different countries.

In addition, the implementation of public policies on human rights education is an important strategy for preventing violence and discrimination. Through education, it is possible to raise awareness and sensitize people about the importance of respecting human rights, promoting a culture of respect and tolerance.

Schools play a fundamental role in the implementation of public policies on human rights education. Through an inclusive education focused on the development of socio-emotional skills, it is possible to form conscious and critical citizens, capable of contributing to the construction of a more just and egalitarian society.

The participation of civil society is also fundamental for the implementation of public policies on human rights education. Through dialogue and collaboration between the different sectors of society, it is possible to build broader and more effective policies.

The analysis of the results achieved by the implementation of public policies on human rights education in different countries reveals that the results can be significant. Countries like Argentina and Croatia, for example, have invested in public policies on human rights education, achieving positive results in promoting equality and preventing violence and discrimination.

However, there are still many challenges to be faced in the implementation of public policies on human rights education in different countries. It is necessary to invest in education and training of educators, in addition to making society aware of the importance of education.

In addition, countries face common challenges in the implementation of public policies on human rights education, such as lack of financial resources, resistance from certain sectors

of society and the need to ensure adequate training of teachers and other education professionals.

In this context, international organizations play an important role in promoting the implementation of public policies on human rights education. The United Nations Educational, Scientific and Cultural Organization (UNESCO), for example, has developed a series of guidelines and guidelines for countries to effectively implement human rights education policies. In addition, UNESCO also promotes international cooperation for the exchange of good practices and experiences between countries.

Public policies on human rights education are also fundamental for the development of a culture of respect for human rights. By making individuals aware of their rights and duties, as well as the importance of diversity and intercultural dialogue, public policies on human rights education contribute to building more just and egalitarian societies.

Schools play a fundamental role in the implementation of public policies on human rights education. As privileged spaces for learning and socializing, schools must promote the integral formation of students, including training in democratic values and principles and the development of socio-emotional skills.

The participation of civil society is also essential for the implementation of public policies on human rights education. Civil society organizations can contribute.

Conclusion

The implementation of public policies on human rights education is a challenge for many countries, but it is essential to promote citizenship and democracy. The active participation of civil society is important for the effective implementation of these policies. Schools play a crucial role in the implementation of public policies on human rights education, as they are responsible for forming critical and active citizens. The implementation of these policies can also contribute to the prevention of violence and discrimination.

Despite the advances achieved in some countries, there are still many challenges to be overcome. It is important to invest in education and training of teachers and school administrators to effectively implement these policies. Furthermore, it is essential to develop strategies to assess and monitor the impact of human rights education policies in order to ensure that they achieve their objectives.

In short, the implementation of public policies on human rights education is an ongoing and challenging process. However, the results can be significant in promoting more just, egalitarian and democratic societies.

For future studies, the following topics are suggested:

- The role of education in promoting human rights.
 - The challenges faced by education in guaranteeing human rights for all.
 - The importance of inclusive education in promoting equal rights.
 - The influence of education in forming values and attitudes towards human rights.
 - The relationship between education and the eradication of racial and ethnic discrimination.
- Education as a tool to promote freedom of expression and opinion.
 - The role of teachers in promoting human rights in the classroom.
 - Education as an instrument to prevent violence and intolerance.
 - Education in human rights as a fundamental element for building citizenship.

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