

The role of civil society organizations in evaluating and estimation educational and training curricula as a mean of promoting human rights

عنوان المقال (دور منظمات المجتمع المدني في تقييم وتثمين مناهج التعليم والتكوين كوسيلة لترقية حقوق الإنسان)

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Abstract:

This article aims to clarify the role of civil society organizations in evaluating and estimation human rights education curricula, in return it reveals the obstacles that hinder the tasks of civil society organizations in promoting and protecting human rights in education and training fields at the formal and informal levels.

This study also concluded in order to reach conclusions centered on the need to acknowledge and incorporate human rights values in educational curricula and programs, also at the informal level, such as adult education, and to spread the culture of human rights among the owners of liberal professions such as doctors, lawyers and some employees, and this can only be done with the participation of civil society organizations to contribute to modernizing educational curricula related to human rights, removing obstacles that hinder the work of these organizations in human rights education and the training of some groups of society.

Keywords: (Civil society organizations, Human rights, Formal education, Training, Education curriculum).

ملخص:

يرمي هذا المقال لتوضيح دور منظمات المجتمع المدني في تقييم وتثمين مناهج تعليم حقوق الإنسان، بالمقابل يكشف عن العقبات التي تعترض مهام منظمات المجتمع المدني في ترقية وحماية حقوق الإنسان في مجال التعليم والتكوين على مستوى الرسمي وغير الرسمي.

كما خلصت هذه الدراسة للوصول إلى نتائج تتمحور حول ضرورة إقرار وإدراج قيم حقوق الإنسان في المناهج والبرامج التعليمية، وأيضا على المستوى غير الرسمي كتعليم الكبار ونشر ثقافة حقوق الإنسان لدى أصحاب المهن الحرة كالأطباء والمحامين وبعض الموظفين، ولا يكون هذا إلا بإشراك منظمات المجتمع المدني للمساهمة في تحديث المناهج التربوية المتعلقة بحقوق الإنسان، وإزالة العقبات التي تعترض عمل هذه المنظمات في التربية على حقوق الإنسان وتكوين بعض فئات المجتمع.

كلمات مفتاحية

منظمات المجتمع المدني، حقوق الإنسان، التعليم الرسمي، التكوين، مناهج التعليم.

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I- Introduction:

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No two people disagree about God's blessing on human beings with regard to human rights, but the latter was wasted in the Old Testament because power was prevalent in the clan or tribe, and the rulers were the ones who monopolized it rather than the public(فرحات، 2017). Today, however, the term "human rights" has been widely circulated in general and specific tongues, and if their orientations differ and they have different references and purposes, all speeches speak in the name of human rights.

The increasing concern of individuals, governments and civil society organizations with human rights, made them included in the curricula of formal and non-formal education, and taught by specialists, to raise human dignity. In this context, civil society organizations try to achieve greater knowledge of the human rights issues of individuals due to their importance, as they carry out some types of public awareness or educational and teaching work. This type of education may result in individuals acquiring knowledge of human rights issues and defending them, and obtaining the quality of sophisticated, civilized individuals who contribute to building their society, their country, and humanity as a whole.

According to the foregoing, we wonder: How can human rights and basic freedoms be promoted through activating the role of civil society organizations in evaluating and estimation education and training programs ?, To solve this problem, we address the promotion of civil society organizations for human rights through activating education curricula (first), then upgrade Civil society organizations for human rights through activating training curricula (Second).

There is no doubt that civil society organizations strive to advance human rights by evaluating and evaluating education and training programs in relation to the human rights curriculum, especially when we find that the major role of some civil society organizations is determined in the education and teaching of human rights, but the matter is not easy, especially in contrast of obstacles hindering the work of civil society organizations in promoting human rights and fundamental freedoms, but what if cooperation with these organizations is carried out instead of hindering their work? It is certain that their role amounts to achieving greater results in terms of teaching human rights and evaluating and estimation education and training programs. Consequently, the culture of human rights among individuals becomes prevalent and pervasive in quantity and quality, which is beneficial to societies, governments and humanity as a whole.

In this study we will rely on the descriptive approach according to the nature of the topic that presents to us the role of civil society organizations in evaluating and estimation education and training programs in the field of human rights, and we will also sometimes rely on the analytical approach that overcomes the difficulties and simplifies the understandable reader through conclusions, as our topic is an explanatory aspect. For educational volunteer work carried out by civil society organizations within the state to teach and evaluate human rights and to value the curricula of these rights; In order to present this study, we decided to address the two headings that were referred to in the problem, as the first main heading includes three

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sub-headings, namely, the integration of human rights into the educational curricula (first), the effectiveness of education as a means to promote human rights (second), and the improvement of the human rights environment in The education sector (third). As for the second main heading, we will deal with the effectiveness of the formation of the formal sector categories (first), the objectives of forming the formal sector categories (second), and the formation of the informal sector categories (third).

II-Main Title: Promoting human rights through activating the role of civil society organizations in educational curricula

Human rights education for civil society organizations is a preventive action that promotes awareness and understanding of the full range of human rights culture, because human rights education provides individuals with the weapon of knowledge and attitudes, following civilized behavior and human values, and implementing the necessary skills necessary to understand the meanings of human rights, dignity, freedom, the status of humanity and the duty to defend them. Within this main heading we address the incorporation of human rights into educational curricula (first), and the effectiveness of education as a means to promote human rights (second), and then improve the human rights environment in the education sector (third).

II.1. first subtitle: Integration of human rights into educational curricula

The state enjoys full sovereignty in making administrative and political decisions in all issues of concern to its citizens, and it has the right to integrate scientific and intellectual knowledge, technical skills and modern technologies into its educational curricula according to standards and values consistent with its culture, history and civilization (الإنسان ا، حقوق الإنسان) (المؤسسة التعليمية العربية، إشكالياتها وآفاق تطويرها، 2004) Among the intellectual knowledge that states are interested in is their incorporation of human rights values and principles into educational curricula, and this integration over time has become an urgent necessity for individual and group interaction, and a basic duty for state governments (الاتفاقية الخاصة بمكافحة التمييز في مجال التعليم، 1960).

In the context of human rights education at the school level, it can be said that the human rights curriculum means “the set of educational experiences that the school prepares for its students under its supervision - inside or outside it - with the aim of providing them with information and knowledge related to human rights, and enabling them to appreciate and respect these rights, and thus to practice them with Others, whether at the local, regional or international level, and in this field there are two opinions, namely: The first opinion considers the necessity of the existence of individual curricula specialized in human rights education that are directly focused. That human rights are taught within the different educational curricula - which is what the Algerian legislature has adopted (The1) - so that the benefit is more general and scientific activities are devoted to it accompanying the subjects it teaches and activities related to these rights in particular, and the argument for that is the ease with which it is understood and understood when it is included in other subjects such as social materials. Or awakening activities and it may be difficult for pupils at an early age to grasp the implications of international human rights conventions(نزوية، 2018).

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However, the question that comes to mind, how can civil society organizations intervene in the preparation of educational curricula not only at the school level, but also in all settings in which human rights education is taught? Especially when we know that this matter falls to governments and political systems in society, the duty to integrate and teach human rights and fundamental freedoms in an orderly manner in all stages of the study and education curricula and to provide an educational environment in which human rights subjects are important and recognized among other basic educational subjects (gouvernementales, 2004).

The Ministries of education, through their respective departments, prepare programs, adjust curricula, and outline goals and directives for the various stages of pre-university education. Usually, specialized committees participate in the development of these programs, which include those related to each subject of the teaching material, such as inspectors, mentors, educational researchers, teachers and direct professors, as well as some professors from higher education, and in almost the same way, the review and amendment process is carried out, as it is based on the reports of related specialists. To develop programs or write books and produce educational aids. (الإنسان ا، دور التربية والتعليم في تعزيز حقوق الإنسان في العالم العربي، 2000)

As for civil society organizations, especially human rights organizations, they are almost absent, whether in defining the goals of the educational system, in setting up programs, or in writing books and producing various educational means of communication, and even if their call occurs sometimes, their participation is very limited and does not go beyond some sessions and does not exceed some issues. Partial, meaning that it is absent in the stage of conception, specifying choices, and adjusting the teaching strategy. It is no secret that many human rights organizations do not enjoy legal recognition, although their activities in daily reality are of great effectiveness) *ibid*(.

Members of civil society organizations in various parts of the world are taking effective action in order to gain the support of ministries and governments and they demand that education and teaching in the subject of human rights become part of education curricula, developing and promoting them, and giving them a great interest in their governmental programs and educational reforms, and allocating appropriate hourly and quality materials and subjects for human rights. (*Ibid*)

The importance of integrating human rights into school curricula and education across the various stages is evident in the fact that respect for, protection and promotion of human rights can only be achieved through knowledge of these fundamental rights and freedoms and the extent to which individuals, groups and human rights defenders have acquired from civil society organizations, as well as this importance in how to claim these rights and defend them before the legislative, judicial and executive authorities, so that the greater the percentage of teaching and cultural awareness, the more effective means of defending human rights and general freedoms, to play the decisive role in bringing about change and stopping violations of human rights. (الفار، 1991)

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Amnesty International believes that the duty of political regimes and governments to incorporate human rights into the education curricula and teaching in all stages does not mean recognizing only the importance of a subject or a measure of human rights, but rather the necessity of providing educational institutions and programs and all human and material Possibilities such as educational facilities such as libraries, laboratories and computerized media for the benefit educators and learners. (الدولية م، دليل منظمة العفو الدولية، الصادر بالوثيقة. ORG20/2001/2002(2002 ،

II.2. Second Subtitle: The effectiveness of education as a means to advance human rights

The process of human rights education is extremely important as it mainly contributes to promoting the values of tolerance and justice in societies. From this basis, the human rights subject can be included in any educational subject. Human rights education is those multiple activities designed for individuals that help to understand and realize the essential role of citizens within a state. (ibid)

It is well known that the right to education is a right of the second generation. Within this right, students are taught and educated on human rights. It should be also noted that when a child is guaranteed the right of education, it becomes easier for him to have most of the other rights, then the first question that should be asked in this regard is why teaching is a human right?.

The United Nations answers the question raised above through its statistics on illiteracy, where it says: There are nearly a billion people living in the twenty-first century who do not know reading and writing. This number is equivalent to one sixth (1/6) of the total world population, and it is an increasing number. The right of teaching can be viewed as a “right to empowerment” that provides the individual with more control over his life, especially the influence of state actions on him. In other words, the right of teaching qualifies the individual to enjoy the benefits of other rights(2000 ، المتحدة ا.) .

Therefore, we find that the right of education has been endorsed by many international human rights conventions and declarations. Article 26 of the Universal Declaration of Human Rights stipulates the right to education and affirms that it is free and compulsory. The second paragraph of the same article states the necessity of serving human rights education and making use of it. As for Article 13 of the International Covenant on Economic, Social and Cultural Rights, it obligates states parties to ensure the full exercise of the right to education, with all the conditions it requires. This is the same content as stated in Articles 28 and 29 of the Convention on the Rights of the Child, as well as Article 11 of the African Charter on the Rights and Welfare of the Child(1990 ، رفاهية الطفل ،) . This right for girls has also been stipulated in the Convention on the Elimination of Discrimination against Women. To point out that Algeria has ratified these conventions, and therefore it is obligated to provide education for its children, especially children, just as all the constitutions of the countries of the world have enshrined the right to education and accorded it great importance (Wen), and most national laws have also done by democratizing education.

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The right of teaching is considered one of the basic rights as it is an economic, social and cultural right (Art), and this right can only be embodied in the presence of educational institutions supported by highly qualified educational programs with the possibility of teachers enrollment and access to these educational institutions and making them accessible to all without discrimination, because the effectiveness of human rights education It helps prevent violations of these rights and strengthens the national and international movements and campaigns carried out by civil society organizations, and creates a space for dialogue, tolerance and the integration of human rights into daily life. OP.Cit(الحق في التعليم، توافر التعليم والانتفاع به،

If the right of teaching for learners is classified as a basic right as an economic, social and cultural right, (FERRER, 2002) that is, one of the rights of the second generation, then it is related to all other rights, whether the rights of the first generation I mean civil and political rights, or even the rights of the third generation related to the environment, or the rights of the fourth generation represented in the right In being able to use modern technology, because the right of teaching, according to our perception, is a bridge or channel for crossing to the rest of the other rights. The individual cannot obtain most of the rights mentioned in the aforementioned human rights generations, unless he is able to sufficiently undermine his right of teaching. In other words, or as a result of saying that the right of teaching has a great impact on various practices in society.

Where the individual cannot take exclusive rights such as the freedom to obtain information, the right to choose work, equal pay, enjoy the benefits of scientific and technological progress, obtain higher education and other rights, unless he has at least the minimum level of education or the lowest level of education., or at a certain level of teaching (المجلة 1، 2005).

Therefore, we do not have to view education from the standpoint of learning to read, write and count only. The origin of the word education in languages descended from Latin means "leading a person abroad. (ibid)" Teaching, according to (Abd al-Majid al-Intissar), and we agree with him, is a major bridge or channel through which most human rights can cross in order to build a stable position for it in the personality of the individual and in society (المجيد، 2004).

II.3. third subtitle: Improving the human rights environment in the education sector

The status of human rights in educational curricula and in the education and training plans cannot be complete without being exposed to the environment in which human rights are taught. The first element of this environment is the school, and at the forefront of the school environment are the teaching staff, and then comes the local, national surroundings, and international without neglecting the family and other social institutions. (المعهد العربي لحقوق الإنسان، تونس 2000،

Teachers and the circumstances surrounding them are considered the primary actors of the school as they represent the basic of the environment in which human rights are taught. Teachers are the main pillar in the preparation and implementation of government programs related to how to integrate human rights and how to deliver knowledge and skills to individuals

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or learners, and besides teachers, we also find the other party the future or the recipient of these skills, knowledge and human values while they are learners, so it was necessary for states to pay great attention to this group and improve the surrounding conditions.(علوان ع، 2004)

Education generally aims to develop knowledge, as for what we mean in this study is education that helps enhance human values and skills for the individual concerned with respecting and promoting human rights and fundamental freedoms, so that this type of education ultimately creates an appropriate and ideal environment for human rights to take these rights The seriousness of the method of teaching performed by the teacher or teacher qualified for this task - the task of teaching - and also in the method of preparing the curriculum by the state in order to improve the environment or conditions surrounding teachers, so that they can fully carry out their educational and educational duty while feeling the responsibility entrusted to them.(علوان م، 1987)

As for civil society organizations, they exert pressure on governments to improve the living conditions of teachers, such as the right to a fair wage in line with its true value in society, the right to adequate housing within the basic conditions that preserve the teacher's dignity and humanity, the right to social security and the right to rest and leisure. In particular, a reasonable limitation of teaching work hours, and the state's concern for teachers 'right to trade union, political and cultural participation. (اتفاقية الحرية النقابية وحماية حق التنظيم النقابي، الاتفاقية رقم 87 اعتمها المؤتمر العام لمنظمة العمل الدولية ، 1948)

For example, Amnesty International urges and recommends all ministries interested in education and education in all stages to establish inspection and monitoring committees that take into account the extent to which the guardianship authority respects teachers in their professional lives and their human dignity, especially in the relationship that links teachers with the administration, and verifies the latter's interest in the opinion of teachers in decisions related to reforms or The general policy of educational institutions and educational programs and ensuring equal treatment by the state towards all teachers without discrimination, taking into account the conditions in force in the law, such as based on promotion of professional performance, good conduct and discipline away from personal considerations and political backgrounds. (عمر، 2005).

Civil society organizations also focus on improving the relationships that bind teachers with students or teachers by preventing violence on the part of students, moral insults, or threats towards their teachers, and therefore the state must address these deviant behaviors by all legal, material and judicial means, and also seek to promote the relationship that Connecting teachers with students' parents.(المتحدة ا).

Promoting human rights in education is not limited to government curricula and programs, and taking care of the frameworks that ensure their implementation, but also includes improving the conditions surrounding the main party in the process of human rights education, who are the learners. Their role has become essential in the educational learning process, so the learner is no longer limited to receiving and indoctrination as it was in the past. Rather, the learner has become the focus of the educational learning process with the ideas and creativity

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he expresses in participating in building learning, and the teacher or professor no longer has a role but guidance. And extension.(التركي)

We do not exaggerate if we say that students or teachers in general who receive the principles and human values and the foundations of democracy and human rights are the cornerstone of the future of the state. The people are advanced and civilized, which constitutes one of the guarantees to reach an advanced state of justice, peace and respect for human rights within society(الدولية، دليل تعليم حقوق الإنسان، 1996). Consequently, the contribution to its progress and prosperity and to the service of humanity as a whole, albeit indirectly.

Among the forms of improving the human rights environment is the necessity to provide schools, universities, educational, religious and professional institutions, and to prepare ministerial programs with the possibility of joining these institutions for all individuals without discrimination. So that education is accessible to everyone financially by the presence of educational institutions in a suitable geographical location near the residence or through what is available of modern technology such as distance education. OP.Cit(التركي،

Civil society organizations seek to present recommendations to governments in order to pay attention to education from an economic point of view, such as ensuring free primary education, serious and progressive work on the introduction of free secondary and higher education, or the so-called democracy of education, and attention to the possibility of acceptance and adaptability according to the quality and scientific specialization in the field of protection And the promotion of human rights and fundamental freedoms in line with the national culture of individuals and their local, ethnic and religious environment, while preserving the essence and goal of improving the conditions surrounding the learners, which is the education and awareness of human rights; Those rights that are characterized by universality and indivisibility without forgetting the peculiarity of these peoples and nations according to their different cultures. (الدولية، دليل تعليم حقوق الإنسان، 2000).

Communication between schools and their social environment, including association actors, is an important indicator of the realization that the advancement of a culture of human rights cannot take place through specific and sectoral activities. Although creating synergies within the framework of projects in which the various partners are involved is difficult to achieve. The impact of such synergies is undoubtedly more important. In Morocco, for example, the experience led by the Regional Academy for Education and Training, in partnership with the Democratic Association of Moroccan Women, made it possible for many high school students to sensitize the issue of violence against women, through various activities in which many high schools were involved, and some organizations exposed and criticized policies and practices Italy, which leaves the Roma population living in isolated and largely insufficient housing conditions and depriving them of the minimum conditions of life, such as the right to education, for example. Greenpeace activists set up the Bonvol chemical waste site near "Basel, Switzerland", demanding chemical companies to dispose of the waste And the activists themselves announced that they will occupy the site until the chemical companies

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themselves commit to cleaning the site in a way that does not leave any additional danger to human health and the environment (Ibid.).

This type of partnership requires the commitment of three parties: First, the educational authority, which facilitates the access of civil society organizations to school institutions. Second, the associative actors invited to adapt their intervention; Finally, the direct officials of the institutions, especially the directors and the teachers, who thanks to their involvement the incidental nature of human rights is realized (الإنسان ا.، 2014).

However, there are features that characterize the environment for teaching human rights, as the values of science, reason, freedom and democracy are constantly confronted with opposing values based on myth, myth, and occultations, especially education on the recognition of absolute truths. These are inherited negative values. (الإنسان ا.، دور التربية والتعليم في تعزيز حقوق الإنسان في العالم العربي، 2001)

As for the second feature, it is represented in the great changes that have taken place on the scale of social values, the manifestations of which are the declining value of knowledge and the reverence of knowledge. During the last two decades, the phenomenon of consumer society has prevailed, the maximization of the value of money and the increasing feeling that education is a waste of time, and that partial openings in the economy have not been accompanied by sufficient openings towards democracy and political pluralism, which has helped the expansion of commercial trends in consumer services and the existence of various opportunities for rapid social profit and discrepancy. Away from production and hard work, this helped in a change in the perception, appreciation and appreciation of education that manifested itself in a negative outlook less respectful of science and work, which led to alienation between science and work and the dissociation of the positive relationship between them. (Ibid.)

On a third level, we point out that the national environment itself is full of many and expressive examples of the violation of human rights. Children in the family hear stories about electoral fraud, they hear about arrests, and they watch the mass media present the activities of the various state agencies, and they do not mention anything about the opposition parties and the work of associations. The effectiveness of teaching human rights may be lost in the crowd of violating these rights in school and in society. (Ibid.)

If the educational environment improves and develops in many countries, especially the advanced ones, where civil society organizations intervene to promote education in general and human rights in particular, the matter is not the same for weak countries or those that live in poverty, crises and conflicts, as these countries face obstacles to human rights education. Some of them refer to the learner who rejects human rights education as a practice, and this is evident through the behavior of our children inside or outside the walls of the school. Some obstacles are also due to the state and its institutions that oversee education, as some educators or teachers still study in halls that are not suitable for teaching, not to mention On the massive overcrowding of students in the classroom or room in which the average exceeds 40 students, in addition to the low social level of the teacher. (Ibid.)

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Many Arab countries, for example, live with very limited financial resources, and that most of them are experiencing a significant increase in population growth, as they are witnessing rates of population growth, as we consider them two factors that constitute obstacles to educational achievements and human rights education, and as it is known that it is to maintain educational levels of quality. The quantity requires comprehensive development, massive financial envelopes, and highly efficient educational frameworks. In addition to this, the issue of financial inflation and facing the difficulties of development and the burden of indebtedness at a time when the number of graduates doubles, increases the pressure on the labor market, and only a small percentage of them find work in the fields in which they formed. (Ibid.)

These factors were reflected in the education, which has not yet solved the problem of overcrowding in classrooms and the lack of laboratories and specific means, in addition to the material conditions of the teaching staff, which increases the size of the difficulties in the way of achieving educational goals in general, including failure in the various educational levels and dropping out of studies at an early age sometimes without obtaining a minimum amount of training and immunization against illiteracy and its dangers. (Ibid.) All of these matters are obstacles for civil society organizations to advance and promote human rights education.

III-main Title: Promote human rights by activating the role of civil society organizations for training curricula

The scrutiny of human rights education is, in essence, a broad public project to enable people to become familiar with the basic knowledge necessary for their liberation from the images of tyranny and oppression, and to instill a sense of responsibility towards the rights of individuals and the public interest of the state, and the acquisition of human rights that include a set of values, mental and behavioral structures, cultural heritage, traditions and norms that In harmony with human rights principles, methods, and institutions that transfer this culture to the family, school, and civil society units. (إعلان طهران، الصادر من طرف المؤتمر الدولي لحقوق الإنسان بطهران، 1996)

That is why spreading a culture of human rights is a broad and continuous process that pervades all forms of personal, professional and social life, and it is necessary for all professions to be linked to performance measures that adhere to the values of human rights, and the broad concept of human rights education does not include education in schools and educational bodies, but includes other groups such as doctors and journalists. Labor unions, prison officials, judges, lawyers, and others in the field of protecting and promoting human rights. The teaching of these groups of human rights principles falls within the concept of training related to the protection of human rights. (المبادئ الأساسية بشأن دور المحامين، اعتمدها مؤتمر الأمم المتحدة الثامن لمنع الجريمة ومعاملة المجرمين ، 1990)

Training means educational and training courses in which trainers and participants from different groups are active with the help of civil society organizations using methods and methods of education based on understanding the culture of human rights and the extent of its protection and defense. These training courses related to human rights education are theoretical

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presentations or development of educational skills in the field of rights The human being and his basic freedoms.(الدولية، دليل تعليم حقوق الإنسان، المرجع السابق، 1996)

The promotion of human rights through activating the role of civil society organizations for training curricula is divided into two types: the first type falls under training in the education sector for formal categories such as training and training courses for members of military institutes, security and police institutions, and national service centers, while the second type falls under training in the education sector For informal groups such as journalists, lawyers, doctors, and human rights activists, to address this main topic, we address the effectiveness of forming formal sector categories (first), and the objectives of forming formal sector categories (second), and then forming informal sector categories (third).

III.1. first subtitle: The effectiveness of forming the formal sector groups

Training in the formal education sector means the programs prepared by states, international organizations, and civil society organizations interested in protecting and promoting human rights within civil society, and these programs are studied in accordance with human rights standards, values and principles to increase cultural awareness among groups belonging to the state that carry out their work in accordance with the laws as their representatives. (المبادئ لحماية جميع الأشخاص الذين يتعرضون لأي شكل من أشكال الاحتجاز أو السجن، اعتمدت ونشرت بموجب قرار الجمعية العامة للأمم المتحدة 43/37 ، المؤرخ في 1988/12/9، 1988)

Includes training courses and training in the field of human rights and basic freedoms for categories of formal education such as employees of institutes and military institutions, police and security forces, prison administration officials, judiciary officials and other individuals who carry out their duties under the authority of the state and are obligated to implement and implement its laws, and this implementation has a direct relationship and actual contact with rights And the freedoms of others.) *ibid*(

This is why civil society organizations, with the help and funding of the state, seek to organize training sessions for the aforementioned groups in order to increase cultural awareness in the field of human rights and respect for human dignity.

III.2. second subtitle: The objectives of forming the formal sector groups

The objectives of forming formal education categories are to urge these groups to implement the laws in force within the state in a transparent manner without resorting to physical or moral force and violence, for example, security and police personnel must be calm and sober when they deal with citizens or foreigners, especially when they search and arrest Detention and placement in temporary detention, and even inside prisons, must treat the prisoner according to the principles and human values.(والثقافة، 2012)

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For this reason, civil society organizations urge these groups to be directly related to ensuring respect for human rights through their professional roles, whether in the army, police, judiciary, prison administration, or any state entity, and this respect can only be achieved with an understanding and knowledge of the principles and values of human rights and the mechanisms that Lead to strengthening and defending it. المرجع الدولية، دليل تعليم حقوق الإنسان، المرجع (السابق، 1996)

However, despite the importance and objectives of the training carried out by civil society organizations interested in the field of protection and promotion of human rights and fundamental freedoms for the benefit of public education groups, and the attempt to prepare training programs and training courses for official employees of the state. However, in reality, civil society organizations face difficulties in carrying out these tasks, especially in third world countries, as the latter does not accept civil society organizations at all to conduct lectures or training courses for state personnel in the police or army, which they consider as interference in their affairs. The Interior Ministry seeks to preserve its professional secrecy with its security forces, which oblige them to respect order and implement orders, even if the matter relates to a flagrant violation of human rights. Consequently, training in the formal sector is often absent or almost non-existent in these countries. (الإنسان م.)

III.3. third subtitle: Formation of the informal sector groups

Training in the informal sector is directed at different groups that have a direct link to the rights and freedoms of individuals such as members of the press, doctors, lawyers, human rights activists and independent professionals in their duties who are responsible for their actions. (ibid)

Civil society organizations contribute to the formation of the informal sector groups and with the assistance of their human rights observers and pressure groups present in civil society, especially since this type of training does not necessarily require arranging procedures for obtaining prior authorization from the authority because these groups are independent in their work and do not represent Country. ((ibid))

For example, the training courses for lawyers include in their programs the most important ideas, standards and procedures related to defending the rights of others, monitoring courts, monitoring the administration of judicial affairs, and getting acquainted with international standards for fair trials. (UNDP) As for the other categories, training programs are prepared for them according to their professional nature and their relations with human rights, and to give lectures and organize study days and national and international forums.

Through the formation of these groups of lawyers, doctors, trade unions and others in the field of human rights, civil society organizations aim to create a coalition and alliance between these groups, for the sake of peaceful change, limiting violations of human rights and basic freedoms, defending the rights of others, and assisting human rights activists. To realize the possibility of their joint cooperation succeeding in achieving the goals of protecting and promoting (الدولية ا، 2003)

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Civil society organizations also seek, through these training and training courses, to direct contact between non-formal education groups with trainers and human rights professors from various countries, especially in international forums and also with members of regional and international organizations to establish close relations with officials in these mechanisms, and these mixed courses contribute to in it, executives and representatives of civil society participate in the exchange of expertise and professional experiences, which is considered a real enrichment of the balance of each participant from these groups in the field of human rights. (الإنسان، 1، 2014)

IV: Conclusion

Based on all of the above, we can conclude that the promotion of human rights through activating the role of civil society organizations for education and training curricula relates to the culture and values of the human being, and this promotion aims to bring about harmony between national and international human rights principles and rules, and also to integrate this culture into the educational systems of In terms of reviewing education and training programs and curricula for law enforcement officials, judicial assistants, institutions and departments that ensure respect and protection of human rights and education on its universal principles.

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Despite the efforts of civil society organizations in their attempt to participate with state institutions and coordinate with them in preparing educational curricula, especially those related to human rights, and trying to pressure countries to create an educational environment for the success of teaching in general and human rights education in particular by providing recommendations such as improving the social level of the teacher and seeking to create a relationship It is good between him and the learner, and the establishment of education according to the principles of democracy, such as free and equal, and urging the abundance of structures and pedagogical and educational methods. However, we can consider that the role of civil society organizations is very limited in terms of evaluating and estimation human rights curricula, as it faces many obstacles in this process, such as the state's response to these organizations and not letting them prepare curricula or education on human rights for learners or employees who ensure the implementation of state laws Under the pretext of interference in its security affairs and political sovereignty. In addition to some material obstacles encountered by civil society organizations, reducing their role in this regard.

In the context of this study, we do not claim that we have encompassed all aspects of the topic. Rather, we can say that it dealt modestly with the role of civil society organizations with regard to teaching human rights, evaluating and estimation curricula for these rights, and revealing the obstacles that confront human rights teaching, especially those that face civil society organizations in these the mission. Perhaps the reason for this may be the nature of states where they sometimes invoke the principle of sovereignty, and at other times the lack of financial resources, seeking from behind that to preserve their interests, and this is what makes human rights education and the role of civil society organizations in this aspect vulnerable to criticism, so we found it necessary to express our opinion And he presented some of the proposals that we reached through this study as follows:

- 1- Endorsing the principle of human rights education in educational programs and textbooks and defining their objectives, which is the essential and indispensable step.
- 2- Inclusion of human rights values in development plans, literacy programs and adult education, as well as in the activities of the mass media and civil organizations.
- 3- Involving civil society organizations, especially human rights organizations, and the regional branches of UNESCO, especially in Arab countries, such as the Arab Institute for Human Rights, and opinion-holders with relevant specializations in defining the directions of human rights education in the various stages of education.
- 4- Removing legal barriers to the establishment of associations and organizations concerned with human rights and facilitating their tasks and providing legal guarantees to protect their independence so that they can support, strengthen and cooperate with the school in human rights and democracy education.
- 5- Preparing methodological guides on how human rights education can be done by workers and activists in this field, especially civil society organizations.

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