



Human rights education as a link between global citizenship and sustainable development in the 21st century: a hub for curriculum integration in Nigerian education

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Abstract

Human rights education as a link between global citizenship and sustainable development in the 21st century is predicated on the premise that schools and classrooms should be equipped to tackle diversity, promote tolerance and acceptance, bridging the gap between the local and global community. The 21st century is emerging with new trends in educational theory and practice. Its unfolding new opportunities, needs and challenges that require a 'new paradigm' shift in education. Nigerian Education should go beyond mere acquisition of numeracy and literacy skills, it should develop global citizens with multiple and global perspectives. The embedding of human rights education within the totality of all that is planned in the school curriculum will help to prepare learners for the rapid changing world, while also ensuring that young people become active participants in their local communities, and understand their roles within the wider world.

This paper presents a concise exposition on the theoretical and practical relevance of human rights education to global citizenship and sustainable development. It postulated that the integration of human rights education into existing school curriculum will develop more global citizens who will make positive contributions to the global community for sustainable development. Contextually, the concepts of "human rights education", "global citizenship", and the nexus between curriculum integration and sustainable development were articulated. The paper also presents a model for the integration of human right education into the school curriculum. Relevant implications and recommendations were proffered at the end of the paper.

Keywords: human right, human right education, global citizenship, sustainable development, global competence

1. Introduction

Human rights education as a link between global citizenship and sustainable development in the 21st century is predicated on the premise that schools and classrooms should be equipped to tackle diversity, promote tolerance and acceptance, bridging the gap between the local and global community. Learners should develop skills and identify ways their lives are connected to the local and global community and make attempts to provide solutions to identifiable problems. Human right education is becoming a necessity in schools and outside school programs. The issues of diversity, globalization and changes that occur in our planet desperately calls for the need to create a safe, tolerant, and accepting learning environment for all. But contrary to the growing flatness that Friedman (2005) ^[15] reports, cultural diversity remains apparent among learners, perhaps owing to deeply rooted cultural values and modes of thinking that are difficult to separate from learning processes (Nisbett, 2003) ^[30]. Additionally, one can recognize a strong desire to preserve diversity in response to the threat of loss of cultural identity in the face of globalization and because of the benefits of community cohesiveness through unique cultural expression (Mason, 2007) ^[26].

Attaining global citizenship is a possibility only when students acquire knowledge of multiple historical and multicultural perspectives. In order to protect, defend, and implement the philosophy of universal human rights, the knowledge of what human rights are is essential. People must know what inalienable rights they have before they can demand protection or redress. Additionally, full enjoyment of fundamental rights such as political participation, freedom of expression, right to equal treatment at work, and cultural

rights minimally require a basic level of education (Smith, 2005) ^[47]. A student's success in today's world requires not only basic academic skills but also social and collaboration skills, higher order and critical thinking skills, problem solving skills, fluency in communicating in many modes and media, technical skills and the skill to initiate action (Fulton & Honey, 2002) ^[16]. Human rights are fundamental for the functioning of a free and secure populace and the prosperous growth of a nation. Not everyone who receives human rights education will become a full-time activist, but everyone needs to know that human rights can and must be promoted and defended on an individual, collective and institutional level (Flowers, Bernbaum, Rudelius-Palmer, & Tolman 2000) ^[13].

Human rights education integrated into the existing school curriculum for the acquisition of global citizenship would enable learners acquire the right knowledge, skills, values and the appreciation of the existence of humanity and its interdependence for a sustainable future. There is a growing need for education to transcend beyond borders and learners developing global perspectives. Through global perspectives we seek to demonstrate the relationships between local actions and global consequences, highlighting inequalities, helping us reflect upon major issues such as global warming, world trade, poverty, sustainable development, human migration, and promoting a response based on justice and equality not charity." (Killick 2006a, p.4) ^[21]

Human rights education for global citizenship will enable learners to develop the core competencies needed for their active participation in the global community, and their contributions to make it a more just and sustainable society. It is important for learners to recognize injustices around

them and ways to tackle and prevent prejudice, discrimination, and stereotyping of people. This paper is an attempt to alert educators, administrators and all stake holders in the education sector on the need for human rights education and the viability of linking it to the development of global citizenship and sustainable development. The paper, utilizes the literature review methodology, begins by highlighting the relationship between human rights education, global citizenship for sustainable development and proceeds to examine the roles and need for human rights education. The paper further draws on current literatures on human rights education, global citizenship and sustainable development to show how its integration into the Nigerian school curriculum may effectively be used to promote the ideals of a just and fair society. The paper examined Human rights education as a link between global citizenship and sustainable development in the 21st century calls for a curriculum that is student-centered engaging students, improving learning, increasing student's interest and motivation in local and global issues.

2. Methodology

This paper employs the literature review methodology. Friedman (2006) and Keeble-Allen and Armitage (2008) ^[20] maintains that the literature review methodology allows the researcher to synthesize previous and current knowledge such that new insights emerge and is based on the basic assumption that knowledge accumulates and that we learn from and build on previous studies. This paper is a buildup of ideas drawn from various publications of current literature on the need for human rights education and the viability of linking it to the development of global citizenship and sustainable development. The paper, utilizes the literature review methodology, begins by highlighting the relationship between human rights education, global citizenship for sustainable development and proceeds to examine the roles and need for human rights education. The choice of this method is based on the objective to show clearly, through a synthesis of existing knowledge on human rights education, global citizenship and sustainable development to show how its integration into the Nigerian school curriculum may effectively be used to promote the ideals of a just and fair society.

3. Conceptual clarification of terms

Human Right

Human rights are the basic freedoms and protections that all people are entitled to. They are rights that we all have whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, sexual orientation or any other status. We are all equally entitled to our human rights without discrimination. These rights are all related to one another, dependent upon one another and indivisible from one another (Murphy & Ruane 2003) ^[29].

Human rights education

According to the Plan of Action: World Programme for Human Rights Education, First Phase (2006) ^[34], Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human

rights education fosters the attitudes and behaviors needed to uphold human rights for all members of society (p.1).

Global citizenship

UNESCO (2014) referred global citizenship to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. Despite differences in interpretation, there is a common understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity, promoting a 'global gaze' that links the local to the global and the national to the international (Marshall 2005) ^[24]. It is also a way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism.

Sustainable development

The Bruntland Commission, (1987) ^[5] defined sustainable Development as "the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs." In another definition by Munasinghe (2004) ^[28], sustainable national Development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. Anadi (2006) ^[1] described sustainable national development as the prolonged and continued movement of a nation towards social justice, economic growth, religious tolerance, political dynamism and technological advancement. Sustainable development according Okpala (2000) ^[35] is hinged on three related concepts which include service, qualities and productivity.

Curriculum integration

Campbell and Henning (2010) ^[6] believed that an integrated curriculum is learning organized around problems and issues of the students. Shriner, Schlee, and Libler (2010) ^[45] believed that an integrated curriculum applies skills and vocabulary from more than one subject area to examine a central topic. Beane (1997) ^[2] contended that an integrated curriculum "is concerned with enhancing the possibilities for personal and social integration through the organization of curriculum around significant problems and issues, collaboratively identified by educators and young people, without regard for subject-area lines (p. 55).

4. Discussions

Evolution of human rights education

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an "initial attempt to teach human rights in formal school settings". The first formal request for the need to educate students about human rights came about in UNESCO's 1974 article Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. The participants of the International Congress on the Teaching of Human Rights eventually met in 1978 to

form a specific definition of what would be required application of the education in formal curricula. The aims at which the Congress agreed upon including the encouragement of tolerant attitudes with focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations, and finally developing awareness of human rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights into everyday life is the Universal Declaration. This declaration was adopted by the General Assembly in 1948, making December 10 annual Human Rights Day ever since. To this day the 30 article compilation is seen as "a common standard of achievement for all peoples and all nations".

Literature reviews

Human rights education aims to build an understanding and appreciation for human rights through learning about rights and learning through rights. McLeod & Reynolds (2010) ^[12] Human rights education is inextricably linked with the pedagogy of teaching. It requires not just imparting knowledge about human rights but also applying a human rights-based pedagogy to ensure young people learn in a rights-respecting environment – an environment that respects their rights and promotes the rights of others. Professionals wishing to stay current or students wanting to develop specialized skills that match the needs of a rapidly changing world demand access to proper educational opportunities, even if this requires international travel or distance learning approaches (Berge, 2007) ^[3].

Human rights education is an international movement to promote awareness about the rights accorded by the Universal Declaration of Human Rights (UDHR), and the procedures that exist for the redress of violations of these rights (Reardon 1995, 4) ^[40]. This core mission of human rights education-concerning awareness and advocacy-is supplemented by an effort to promote attitudes and skills of an even greater breadth. The United Nations declared 1995-2004 as the Decade for Human Rights Education. In the United Nations Plan of Action, human rights education is defined as training, dissemination and information effort aimed at building a universal culture of human rights. This culture should:

- Strengthen the respect for human rights and fundamental freedoms;
- Fully develop the human personality and sense of dignity;
- Promote understanding, tolerance, gender equality, and friendship among nations, indigenous peoples and racial,

national, ethnic, religious and linguistic groups;

- Enable all persons to participate effectively in a free society;
- Further the activities of the United Nations for the maintenance of peace (office of the high commissioner for human rights 1995, p. 7).

There are no restrictions on who is entitled to the protection of human rights. According to Donnelly (2002), human rights are "literally, the rights that one has because one is human" (p.7). As a human being, each individual is entitled to human rights. Human rights are essential "for a life of dignity" (p. 7), which every person is entitled to possess. Article 26 of the Universal Declaration of Human Rights (UDHR) stresses that everyone has the right to an education and the right to human rights education and training is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights (United Nations, Draft United Nations Declaration on Human Rights Training and Education, Recommendation 4/2, 2010). Learning about human rights will not only help students discover the rights to which they are entitled, as human beings, it will also encourage them to be advocates. On December 10, 2004, the General Assembly of the United Nations (UN) announced the creation of the World Programme for Human Rights Education (WPHRE), designed to "advance the implementation of human rights education programmes in all sectors" (UNESCO/OHCHR, 2006b). The WPHRE outlines the foundational tools necessary for the program to succeed. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights. (Office of the High Commissioner for Human Rights [OHCHR], Human rights and inclusiveness education is always evolving and as such, it is often referred to as the "living tree," meaning that our knowledge of human rights will change over time.

The global dimension of citizenship has been defined as follows by Carabain, Keulemans, Van Gent, & Spitz, (2012) ^[7] "The global dimension of citizenship is manifested in behavior that does justice to the principles of mutual dependency in the world, the equality of human beings and the shared responsibility for solving global issues. Ledou, Derriks, Heurter, & Pater, (2011) ^[22] argue that the attention to global citizenship should be anchored within the existing curriculum by seeking to integrate it into various subjects. For secondary education, this means a substantive focus on subjects related to (global) citizenship such as geography, economics, cultural education and social studies. Leenders, Veugelers and De Kat (2007) ^[23] discovered that the subject influences the importance teachers attach to different values of citizenship. Scholars characterize global citizenship by rights, responsibilities, morals, virtues, ethics and competencies transposed from a local, regional and national reality onto the international stage. These characteristics are universal and transcend territories, boundaries, ethnicities,

religions and cultures. In a sense, global citizenship is a means of creating an inclusive world whereby we, as global citizens, make choices in the political, economic and social spheres that take into account broader global realities (Stewart, 2008; p: 8) ^[48].

The essential elements of global citizenship are

- The wisdom to perceive the interconnectedness of all life and living.
- The courage not to fear or deny difference; but to respect and strive to understand people of different cultures and to grow from encounter with them.
- The compassion to maintain an imaginative empathy that reaches beyond one’s immediate surroundings and extends to those suffering in distant places (keeping and Shapiro, 2008).

The role of human rights education for global citizenship and sustainable development

Developing global citizenship remains a myth without adequate knowledge on human rights education. Becoming a global citizen is imperative due to globalization and the migration of people it is necessary to identify universal and acceptable rights of people in order to ensure a smooth transition from our local communities to the global community. Human rights education encourages using human rights as a frame of reference in our relationships with others. It encourages inquiry, forming arguments, deciding, cooperating, evaluating, sharing and living according to values (Frantzi 2004) ^[14]. Human rights education encourages us to critically examine our own attitudes and behaviors and, ultimately, to transform them in order to advance respect for the rights of all (Equitas International Centre for Human Rights Education 2008) ^[11].

The understanding of this basic human necessity has the potential to instill values in our youth, such as the importance of human dignity. Human rights education promotes democratic principles, communication skills, and informed critical thinking. Further, it affirms the interdependence of the global community. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided. Human rights education promotes respect and develops the core values of human dignity, self-determination, diversity, tolerance of differences, acceptance of those who look different, and non-discrimination, which in turn can help prevent violence. It teaches one to recognize and act against violations of human rights and promotes attitudes of solidarity across issues, communities, and nations, which leads to a greater awareness of the need for social justice.

The Plan of Action for the Decade further defines human rights education as "training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;
- c. The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

- d. The enabling of all persons to participate effectively in a free society;
- e. The furtherance of the activities of the United Nations for the maintenance of peace”.

Huiit (2012a) elucidated that the rapid change in sociocultural context resulting from the spreading of industrialization, the movement to a digital, information-based economy, and the mass migrations of human beings has produced a keen interest in defining what it means to be a citizen. According to UNESCO (2014) there has been a shift in education discourse and practice. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. The role of education is moving beyond the development of knowledge and cognitive skills to the building of values, soft skills and attitudes among learners.

Education is expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world. In an increasingly interconnected and interdependent world, there is a need for transformative pedagogy that enables learners to resolve persistent challenges related to sustainable development and peace that concern all humanity. These include conflict, poverty, climate change, energy security, unequal population distribution, and all forms of inequality and injustice which highlight the need for cooperation and collaboration among countries which goes beyond their land, air, and water boundaries (UNESCO 2014).

In a globalized and interconnected world, education should transcend beyond borders, laying more emphasis on equipping individuals with the right knowledge, skills, attitudes and character they need to be well informed and responsible citizens in their national communities and the global community at large. With the emergence of information and communication technologies (ICTs) and social media, it creates great opportunities for educational collaboration, cooperation, shared learning and developing global competencies.

Human rights education, training and public information is considered essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace” (United Nations, 2006). Effective human rights education can result in numerous beneficial outcomes, such as:

- Produce changes in values and attitude.
- Produce changes in behavior.
- Produce empowerment for social justice.
- Develop attitudes of solidarity across issues, communities, and nations.
- Develop knowledge and analytical skills.
- Encourage participatory education (Flowers *et al.*, 2000, pp.9-10) ^[13].

Additionally, human rights education has the potential to create a better international community. If every person in the world were made aware of their rights and in turn defended those whose rights were being violated, the world would become a safer place to live in; a place free of violence, wants, or fears. As expressed in the Plan of Action (2006a), “Human rights education contributes to the long-term

prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development (by fostering social cohesion and empowering people to become active participants in social transformation) and the enhancement of people's participation in decision making processes within a democratic system."

It is imperative that, as educators responsible for the development of learned, socially conscious and well-rounded citizens, human rights education is implemented locally through the classroom. The education system plays a vital role in fostering respect, participation, equality and non-discrimination in our societies. Yet for the education system to play such a role, a comprehensive approach to implementing human rights education ... is needed" (UNESCO/OHCHR, 2006b).

Why we need to integrate human right education into the curriculum

Osler (2002, p. 2) writes "We live in an increasingly interdependent world, where the actions of ordinary citizens are likely to have an impact on others' lives across the globe. In turn, our lives, our jobs, the food we eat and the development of our communities are being influenced by global developments. It is important that young people are informed about the world in which they live and are provided with the skills to enable them to be active citizens and to understand how they can shape their own futures and make a difference. Education for living together in an interdependent world is not an optional extra, but an essential foundation". This in turn supports the integration of human rights education for developing well-grounded global citizenry.

Discussions of global citizenship are a critical element of a young person's education. Case (1997, p. 76) ^[8] maintains, "the aim in developing a global perspective is to expand and enrich students' perspectives, so that their views of the world are not ethnocentric, stereotypical or otherwise limited by a narrow or distorted point of view. If we neglect to nurture a global perspective students are likely to continue viewing the world narrowly through the lenses of their own interests, location and culture". Pike and Selby (2000, p. 12) adds, "World mindedness is no longer a luxury but a necessity for survival in the new millennium. Encountering diverse viewpoints and perspectives engenders, too, a richer understanding of self".

Growing awareness of the interconnectedness of our everyday lives with others throughout the world has prompted discussion about the tensions and contradictions that accompany diverse allegiances to one's community, culture, nation, and now, a global context (Huntington 1996) ^[18]. The world is changing, and there is evidence that we are entering a "post-international environment": borders are weakening, multiple citizenships are more commonplace, migration has reached record levels, and we have encountered the "death of distance". "We are increasingly living next to, working alongside, sharing our leisure with, choosing our partners from people with different cultural backgrounds" (Walker 2010: 69).

Through the teachings on human rights education, learners develop skills to approach problems globally. Cogan and Kubow's four year, nine-nation study (1997) identified eight key characteristics that will be required of citizens for the 21st century, and provides guidelines for educational policy-makers based on these characteristics: 1. Ability to look at

and approach problems as a member of a global society. 2. Ability to work with others in a cooperative way and to take responsibility for one's roles (and) duties within society. 3. Ability to understand, accepts, appreciate, and tolerate cultural differences. 4. Capacity to think in a critical and systemic way. 5. Willingness to resolve conflict in a non-violent manner. 6. Willingness to change one's (way of life) and habits (of consumption) to protect the environment. 7. Ability to be sensitive towards and to defend human rights. 8. Willingness to participate in politics locally, nationally, and internationally. All these skills are important for global citizenship and sustainable development.

Merryfield (1997) ^[27] suggests that educating for citizenship within the global context should embrace a holistic approach that allows students and teachers to better understand themselves and their relationship to the global community. Classroom practices, according to Merryfield, must attend to "teaching and learning globally oriented content in ways that support diversity and social justice in an interconnected world" (p. 12). Instructional practices should address holistically: • Self-knowledge (identity, heritage, privilege). • Cross-cultural experience and skills (listening, cooperation, conflict management). • Perspective consciousness (multiple perspectives on a range of local and global issues). • Values analysis (analyze values, beliefs and attitudes that underpin public information). • Authentic learning and authentic applications.

An outward awareness of the wider world and an inner awareness of one's role in that world are often cited as important attributes of a global citizen (Oxfam, 2006; Schattle, 2008) ^[42, 37]. Global awareness refers to, in part, a growing understanding of the interconnectedness of our everyday lives with others throughout the world (Evans & Reynolds, 2004) ^[12]. It refers to having the knowledge and understanding of the history, origins, and patterns of global issues (Case, 1997) ^[8], or in other words an understanding of how the world works in social/cultural, political, economic, and environmental terms (Oxfam, 2006) ^[36]. It entails personal qualities such as understanding complex issues from multiple vantage points, recognizing sources of global interdependence, and a shared fate "that implicates humanity and all life on the planet" (Schattle, 2009, p. 210) ^[44]. It is believed that with global awareness comes an understanding of moral duties and obligations to humans all over the world and a greater willingness to act to make the world a more equitable and sustainable place (Oxfam, 2006, p. 3) ^[36].

Human Rights Education engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action. Human Rights Education affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

The role that education can play in contributing to sustainable development is recognized by the UN's goal is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. (UN, 2009c: 1).

Approaches to integrating human rights education into the Nigerian education curriculum

Cross-curricular/Interdisciplinary approach: human rights education can encourage and benefit from teacher collaboration across disciplines. In these contexts, related topics can be addressed in different subjects. Motivate and encourage students' learning with wider life experiences and interactions; it promotes meaningful cooperation and collaboration among teachers. It also provides active and experiential learning. Interdisciplinary/cross-curricular teaching is often seen as a way to address some of the recurring problems in education, such as fragmentation and isolated skill instruction. It is seen as a way to support goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students (Marzano, 1991; Perkins, 1991) ^[25, 38].

Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989) ^[19]. The process of integrating human rights education into the Nigerian curriculum should follow the following patterns: When developing an integrated curriculum, three foundations should be taken into consideration:

Psychological, sociological, and philosophical (Vars, 2001) ^[52]. The psychological foundation includes students' motivation to learn. When the curriculum is related to the students' lives, they learn more effectively. The curriculum takes into account the students' needs, problems, concerns, interests, and wants. The psychological foundation helps develop higher-order thinking skills. The learning styles, age readiness and mental level of diverse learners in the classroom should be considered in the integration of human rights education. The learning content must be complete, unbiased and accurate, acknowledging and supporting perspectives of all groups. It is important to rid all teaching and learning materials should be examined to ensure there is no bias, prejudice, discrimination or stereotype. This will facilitate the awakening of student's inquiry skills and foster local, global and social interaction to enable students acquires multiple perspectives on diverse issues.

The sociological foundation includes concepts and processes of the subject areas. The integration of human rights education into the school curriculum should make the teaching and learning process realistic, relevant, and stimulating for learners. Learners should be helped to understand and affirm their community cultures, identify similarities and differences of other cultures and ethnic groups. Teachers need to see how ideas connect across fields and to everyday life (Shulman, 1987) ^[46].

The philosophical foundation provides a framework for values and a core for learning. These values are important and essential for all citizens in a democracy. Various teaching and appropriate learning methods should be employed to meet the diverse and unique needs of learners. The use of traditional teaching methods and non-traditional methods may be employed to facilitate better understanding of each learner and also meet the learning needs of all.

5. Conclusions

Human rights education is not an additional school subject, it is an ethos. It is best implemented through the existing school subjects as themes and topics; it involves the whole teaching

and learning community (teachers, students, parents, community leaders and school administrators). It can also be taught in the classroom through the existing school curriculum in ways that promotes aspects such as human rights, social justice, injustice, oppression, the appreciation of diversity and the cooperation of humanity for sustainable development. It should be integrated into every school subject where possible and practical. There is no seemingly right or wrong ways to go about integrating human rights education into the curriculum; the important issue is that educators try to find ways to include it in their teaching process.

Human rights education as a link between global citizenship and sustainable development in the 21st century calls for a curriculum that is student-centered engaging students, improving learning, increasing student's interest and motivation in local and global issues. Human right education prepares students for lifelong learning and it is a continuous process. It enables learners to link their experiences in the classroom to the real world and make sense of experiences from their lives. According to Bolak, Bialach, and Dunphy (2005) ^[4], when students get the opportunity to discover new knowledge and apply that knowledge, they are more likely to succeed.

This paper seeks to advocate for the integration of human rights education into the existing school curriculum for global citizenship and sustainable development. This paper also aims at seeking ways to make the Nigerian education more global in outlook, this is necessary because various findings has shown that education across the globe, particularly school history and curriculum areas such as civics or citizenship education, tends to remain profoundly national in focus (Reid, Gill, & Sears 2009) ^[41].

There is a growing need in Nigeria with multiethnic and multi-religious groups found in the learning environment to teach students on their fundamental human rights as well as the rights of others, while broadening their knowledge in seeking nonviolent means of conflict resolutions and management. This paper asserts the responsibility to respect, protect and promote the rights of all people in a classroom free from bias, prejudice and discrimination. Human Rights Education promotes democratic principles, widens the need for attaining global citizenship for sustainable development, and provides multiple perspectives on the universal struggle for justice and dignity for all humanity.

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