EQUAL RIGHTS AND OPPORTUNITIES
IN EDUCATION

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ABSTRACT

The main objective of this research paper is to acquire an understanding of significance of equal rights and opportunities in education. In educational institutions, the educators, students and the staff members are different from each other in terms of various factors. These include, caste, creed, race, religion, ethnicity, gender, age, educational qualifications, competencies and socio-economic background. It is important to make provision of equal rights and opportunities and not discriminate against any factors. When the members of the educational institutions are provided with equal rights and opportunities in education, then they are able to benefit in number of ways. These include, incurring satisfaction, developing motivation, diligence, and conscientiousness and feeling pleasurable and contented, particularly towards the implementation of their job duties. The main areas that have been taken into account in this research paper include, understanding human rights education, characteristics of equal rights and opportunities in education, rights-based approach to the achievement of educational goals, factors promoting equality of opportunity in education.

Keywords: Education, Educational Goals, Human Rights Education, Opportunities, Rights

Equal rights and opportunities in education is one of the factors that is of utmost significance for enhancing the system of education, promoting effective growth and development of the students and facilitating the achievement of goals and objectives. Equality in education is a complex issue that exceeds the field of education and is subject to political, economic, social and cultural factors (Zhang, Chan, & Boyle, 2014). When all the members of the educational institutions, including educators, staff members and students are provided with equal rights and opportunities and are not discriminated against, then it is adequately understood that within the system of education, there are provision of equal rights and opportunities to all. It is apparent that all the members of the educational institutions are different from each other in terms of factors such as, caste, creed, race, religion, ethnicity, gender, age, educational qualifications, skills and socio-economic background. When the individuals are assigned tasks and functions in accordance to their skills and abilities and are given promotional opportunities as well on the basis of their performance, then it is regarded as appropriate. But there should not be any kind of discriminatory treatment on the basis of the above stated factors.

Equal education is an interdisciplinary concept that needs a multi-perspective interpretation (Lincoln, n.d.). It is an important social activity and is concerning every individual within the society. For instance, when an individual is employed as a teacher in school, then he or she has to get engaged in continuous learning regarding lesson plans, modern and innovative teaching-learning methods and so forth. He is required to conduct research on a regular basis in terms of developments taking place in the system of education. On the other hand, when a woman is unemployed and is a homemaker,

then also, it is vital for her to generate awareness in terms of various aspects that are necessary to manage the household responsibilities in an appropriate manner. These include, health care and well-being, diet and nutrition, financial management, child development, taking care of the needs and requirements of elderly family members and so forth. Therefore, it can be stated that education is important for all individuals, irrespective of their job duties, categories and backgrounds.

UNDERSTANDING HUMAN RIGHTS EDUCATION

Human rights protect the dignity and freedom of every human being. Learning is regarded as the lifelong concept. The individuals get engaged into learning throughout their lives. It takes place from cradle to grave. Human rights education is also regarded as the lifelong process that continues to take place throughout the lives of the individuals. The major aspects that need to be taken into account regarding human rights education are stated as follows: (Aurora, 2016).

Knowledge and Skills

When the individuals reach the age of two plus, they are enrolled in pre-schools. In pre-schools, learning begins with play. Apart from providing playthings and games to the students, they are provided knowledge and skills in terms of various concepts. As, they complete pre-schools, they are enrolled in formal schools. In formal schools, they acquire elementary, secondary and senior secondary education. Upon the completion of senior secondary education, they make a selection of a field and get enrolled in higher educational institutions. Higher education is regarded as optional. The individuals may or may not get enrolled in higher educational institutions. Hence, all levels of education, pre-schools, elementary, secondary, senior secondary and higher education make provision of knowledge and skills. As the individuals begin to grow, it is essential on their part to make use of knowledge and skills to promote well-being of their families and communities.

Values and Attitudes

The individuals acquire education not only to enhance their knowledge and understanding, but it is essential for the individuals to turn out to be effective citizens of the country. When the individuals get enrolled in educational institutions to pursue education, then it is vital for them to inculcate the traits of morality and ethics. Morality and ethics are regarded as aspects that enable the individuals to generate information regarding the values and attitudes that are needed to carry out various tasks and activities. The values and attitudes among the individuals are enhanced either through obtaining knowledge and information from others or on their own. Through the inculcation of these traits, the individuals depict honesty, truthfulness, and decorum in the implementation of tasks and functions as well as in dealing with others. Values and norms are regarded to be of utmost significance in enabling the individuals to accomplish their personal as well as professional goals.

Behaviour and Action

Behaviour and action are referred to as the performance, conduct, and manners. The individuals need to ensure that their behaviour and action is put into practice in such a manner that

would promote well-being of themselves as well as other individuals. Possession of effective communication skills are the ones that influences one's behaviour and actions to a major extent. From the stage of early childhood, the individuals are taught that they need to communicate with others in a polite and respectful manner. One has to ensure that their behaviours and actions should not impose detrimental consequences upon the individuals nor hurt anybody. In the implementation of good behaviour and actions, it is essential for the individuals to possess effective communication skills, amiable attitude, approachable nature, helpful and supportive nature and politeness and decorum. With the implementation of these traits, one is able to maintain good terms and relationships with others as well as achieve personal and professional goals in an appropriate manner.

CHARACTERISTICS OF EQUAL RIGHTS AND OPPORTUNITIES IN EDUCATION

The characteristics of equal rights and opportunities in education are stated as follows:

Universality and Inalienability – In the field of education, equal rights and opportunities are universal and inalienable (Aurora, 2016). For instance, within the classroom setting, students are different from each other in terms of various aspects. These include, learning abilities, natures, attitudes, behavioural traits, caste, creed, race, ethnicity, religion, gender, age and socio-economic background. Within the classroom setting, when the educators and students are working on an assignment or project or planning an event, then all students should be provided with opportunities to give their ideas and suggestions. Apart from giving ideas and suggestions, they should be allowed participation opportunities on an equal basis. Hence, rights and opportunities should be universally available to the individuals.

Indivisibility – Rights and opportunities are indivisible (Aurora, 2016). The characteristic of indivisibility is primarily referred to an inseparable, undividable and united. In educational institutions, the individuals are imparted knowledge and information in terms of political rights, cultural rights, and social rights. When the individuals attain the age of 18 years, they acquire the right to vote. They have the right to participate in cultural activities and functions and exercise cultural rights. Furthermore, they have the right to exercise social rights and socialize with individuals, within as well as outside the homes. All the individuals are equal in terms of exercising these rights and they cannot be ranked in a hierarchy.

Collaboration and Integration – In educational institutions, whether individuals are heads, principals, directors, educators, staff members or students, they cannot carry out their tasks and activities in seclusion. It is vital for the individuals to work in collaboration and integration with others. To promote collaboration and integration in an effective manner, it is vital for the individuals to establish mutual understanding and good terms and relationships with each other. The educators at all levels of education encourage students to work in collaboration with each other, exchange ideas and obtain support and assistance. This would enable them to enhance their academic performance. On the other hand, when educators and staff members work in collaboration and integration with each other, they are able to carry out their job duties appropriately and incur job satisfaction.

Consistency – In the education field, interrelatedness is referred to as bringing about regularity. When the individuals are working on a particular task, they need to ensure that they make use of resources and skills satisfactorily. When they are provided with rights, they need to inculcate the traits of diligence, resourcefulness and conscientiousness and ensure that tasks are carried out in a well-organized manner. The factor of consistency should primarily be reflected in the teaching-learning methods. When the educators are teaching students, the lesson plans and concepts should be imparted in a consistent and coherent manner.

Equality and Non-discrimination – Equality and non-discrimination is apparent, especially when imparting knowledge and information in terms of equal rights and opportunities. In simple terms, equality and non-discrimination is referred to making provision of equal rights and opportunities to the individuals and not discriminate on the basis of any factors. When there will be equality and non-discrimination, the individuals will not only feel pleasurable and contented, but they will be able to carry out their job duties in an appropriate manner. These factors are regarded to be of utmost significance in the achievement of desired educational goals and objectives and to promote enrichment in the system of education.

Participation and Inclusion – Within educational institutions, when there are organization of any events, competitions, activities or social and cultural functions, then all individuals have the right to participate. All the individuals have the right to give their ideas and suggestions and participate. Within the classroom, when there are organization of any tasks or activities, then it is the job of the teachers to ensure that all students have the right to participate. Though in some cases, students are introvert by nature and do not socialize with others to a much greater extent. But in events, activities and competitions, they are encouraged to participate, primarily to bring about improvements in their communication skills.

Improvement in Capabilities – The individuals, belonging to all age groups, categories and backgrounds are required to bring about improvements in their skills and capabilities on a continuous basis. When they will be capable, then they will be able to acquire an effective understanding of equal rights and opportunities. Within educational institutions, when individuals are provided with equal rights and opportunities, they need to take into consideration, various aspects. These are, they need to ensure that they make use of their rights and opportunities for promoting well-being of the members of educational institutions, one's actions should not cause unfavourable effects upon others, one should be helpful and assisting to others and pay adequate attention towards augmentation of one's knowledge, skills and capabilities.

Empowerment – It is essential for the individuals to attain empowerment opportunities. Acquisition of empowerment opportunities are regarded to be of utmost significance in enhancing the overall quality of lives of the individuals. When understanding empowerment, major emphasis is put upon women. In schools, in some cases, girls have experienced discriminatory treatment and they have been deprived of equal rights and opportunities. Therefore, it is vital to ensure that equal rights and opportunities should be provided to girls. These are mainly indispensable in the case of participation in activities, events, competitions and workshops, decision making matters, obtaining leadership

positions and rendering an effective contribution towards promoting goodwill of the educational institutions.

Responsibility – From the stage of early childhood, parents and teachers impart understanding among students in terms of responsibility. They are taught that they should be responsible for the implementation of own tasks and activities and should not be entirely dependent upon their parents and teachers. When the individuals are provided with equal rights and opportunities, they need to realize their responsibilities and carry out tasks and activities in a timely manner. When the individuals are vested with numerous responsibilities, then it is apparent that they assign priorities. The task, which has a high priority needs to be carried out first. Whereas, the tasks, which are not very important can be procrastinated. Hence, recognition of responsibilities is regarded as one of the crucial factors in achieving personal and professional goals.

Resourcefulness and Conscientiousness – When the individuals are provided with equal rights and opportunities, then resourcefulness and conscientiousness are crucial factors that need to be put into operation. When the individuals are carrying out certain tasks and activities, they need to take into account these factors. For instance, when teachers are putting into practice the teaching-learning methods, when the staff members are working on a document, then it is vital for them to ensure they carry out their tasks with resourcefulness and conscientiousness. These traits enable the individuals to accomplish the desired outcomes. When the individuals aspire to attain job satisfaction, then one has to put in their best abilities.

RIGHTS-BASED APPROACH TO THE ACHIEVEMENT OF EDUCATIONAL GOALS

The rights-based approach that render a significant contribution in bringing about enrichment in the processes and goals and objectives of education have been stated as follows:

Promotion of Social Cohesion, Incorporation and Constancy – The rights-based approach renders a significant contribution in the formation of the school environment that would make the members feel comfortable and motivated towards the implementation of job duties. It is vital for the members of the educational institutions to work in collaboration and integration with each other. For this purpose, they need to form good terms and relationships with each other. It has been observed in educational institutions as well as other organizations and workplaces that individuals need to interact with each other to achieve not only professional but also personal objectives. When they recognize social cohesion, incorporation and constancy, they are able to feel job satisfaction and take pleasure in the implementation of job duties. In some cases, when there are occurrence of conflicting situations or disagreements, then individuals need to ensure that they get resolved in a peaceful manner. Social cohesion can be strengthened when individuals work in integration with each other and not discriminate on the basis of any factors.

Implementation of Peaceful Conflict Resolution Methods – Within schools as well as higher educational institutions, the learning environment should be created that would enable the members

to work effectively towards promoting enrichment of the system of education and achievement of personal and professional goals. Within the course of one's job or when students are pursuing their studies, they may at some point of time get involved in conflicting situations or disagreements. When these take place in a major form, then it may impede the terms and relationships of the individuals with others and have psychological affects upon them. As a consequence, they are unable to concentrate upon their job duties and do not feel comfortable within the working environment. Therefore, it is vital for the individuals to implement peaceful conflict resolution methods. In the implementation of peaceful conflict resolution methods, the individuals or groups, who are involved in conflicts, need to possess effective listening skills, communicate in a polite and decent manner and should not make use of harsh and obscene language. In other words, in the case of occurrence of conflicts and disagreements, too, communication should take place in a polite and courteous manner.

Contribution to Positive Social Transformation – Rights-based approach brings about positive social transformation among individuals. The individuals are able to bring about changes in their attitudes, behavioural traits and in the implementation of tasks and activities. Positive social transformation is referred to bringing about empowerment opportunities among individuals. Within educational institutions, there are number of aspects that lead to contribution of positive social transformation among all members, including, heads, principals, educators, staff members, and students. These include, allowing them to give their ideas and suggestions in matters and issues, allowing to have a say in the decision making matters, providing authorities and responsibilities, generating leadership skills, development of knowledge, competencies and positive attitude, motivating the individuals to take action to recognize their rights and rights of others, implementing efforts to promote changes, bringing about modern and innovative methods in tasks and activities, formulating strategies and approaches to achieve educational goals and bringing about improvements in the overall environmental conditions. When the members of the educational institutions will carry out these tasks and activities satisfactorily, then it would lead to positive social transformation.

Promoting Economic Development – The rights-based approach to education is vital in promoting economic development. The rights-based approach to education is consistent with the comprehensive scheme of the Government (Aurora, 2016). Promoting economic development is one of the important objectives of the Government in bringing about progression of individuals, communities and country as a whole. In promoting economic development, there are number of factors that need to be taken into consideration. These are, promoting universal access to education, eliminating any forms of discriminatory treatment against girls, children with disabilities, working children, children belonging to deprived, marginalized and socio-economically backward sections of the society, and migrant children, bringing in advanced and innovative approaches in the teaching-learning methods, bringing about improvements in infrastructure and other facilities, making provision of financial assistance to the students, implementation of programs, policies and rules that are necessary to create an amiable and pleasant environmental conditions within the educational institutions. The major aspect that needs to be focused upon in promoting economic development is, encouraging children, belonging to poverty stricken and economically weaker sections of the society

to acquire education. Usually, they experience scarcity of financial resources, hence, they can be encouraged towards acquisition of education by providing financial assistance.

Training of the Teachers – When the individuals aspire to obtain teaching jobs, then they need to possess the required educational qualifications, competencies, attitudes and personality traits. When the individuals possess these skills and qualifications, they will be able to perform their job duties efficiently, acquire promotional opportunities, maintain good terms and relationships with other individuals and incur job satisfaction. Within the course of performance of their job duties also, they are required to remain updated in terms of changes, transformations and developments taking place. For instance, teachers at all levels of education are required to be well-equipped with the usage of technology. In some cases, teachers are not well-trained in terms of usage of technologies. For this purpose, they are required to get enrolled in training centres. Furthermore, in educational institutions as well, there are organization of workshops, conferences and seminars, which make provision of adequate knowledge and information regarding the up-gradations and developments that are taking place in the system of education. Pre-service and in-service training of the teachers are essential to upgrade their competencies.

Professional Development of the Individuals – Apart from possession of educational qualifications, knowledge and skills, the individuals are required to focus upon their professional development. Professional development of the individuals is the development of proficiency and expertise among individuals. The individuals are required to depict professionalism in the implementation of tasks and activities and coping with others. It is vital not only in educational institutions and workplaces, but also within home among family members. In order to depict professionalism in the implementation of tasks and activities, the individuals need to inculcate the traits of diligence, resourcefulness and conscientiousness. Furthermore, they need to depict efficiency and ensure that tasks get completed before the target date. The other aspects in terms of which individuals are required to depict professionalism are, communication and behavioural traits. Maintaining effective communication with other individuals is an integral part of one's job duties. Within educational institutions, when developments are to take place in various aspects, such as, teaching-learning methods, instructional strategies, infrastructure, amenities, materials, tools and equipment, and the environmental conditions, then too individuals are required to establish effective communication terms with each other.

Teaching-Learning Practices – When the educators are putting into practice the teaching-learning practices and instructional strategies, they need to take into account certain factors. These are, grade levels of students, subjects and concepts, learning abilities of students, availability of teaching-learning materials and skills and competencies on the part of the teachers. The teaching-learning practices should be learner centred. Usually, the educators are aware of the teaching-learning practices that would be beneficial to the students in achievement of the desired academic outcomes. But in some cases, the students may not acquire an adequate understanding of the concepts. In such cases, they are given the rights to give ideas and suggestions to the teachers in bringing about improvements in the teaching-learning practices. In the present existence, the usage of technology has gained prominence.

The educators are making use of technologies within all levels of educational institutions in not only implementation of teaching-learning practices, but also in other job duties. It is recommended that educators should bring about transformations within the teaching-learning practices within the course of time and not just implement a single teaching-learning practice. Transformations will lead to developments in the system of education and motivate students towards the accomplishment of desired academic outcomes.

Curriculum – Curriculum is referred to the program, course content and syllabus of the academic program. When the formulation of curriculum takes place, there are certain aspects, which need to be taken into account. These are, grade levels of students, subjects and the content material should be satisfactory in imparting knowledge and information regarding the concepts among students. Research has indicated that in some cases, when curriculum is complicated and is not understandable to the students, they experience set-backs in the achievement of the desired academic outcomes. It has been found that in primarily rural schools, students studying in class five are unable to read class three textbooks. The primary causes of this are, deficient teaching-learning practices, and lack of interest and motivation on the part of the students. Due to lack of interest and enthusiasm, students are unable to acquire an efficient understanding of the lesson plans and as a consequence, experience problems in the achievement of academic goals. Therefore, it is vital for the individuals to pay adequate attention towards development of curriculum. As it would assist in promoting enrichment of the system of education.

Morality and Ethics – Apart from making provision of academic concepts among students, it is the job duty of the teachers to impart information in terms of morality and ethics. It is the responsibility of the parents and teachers to impart knowledge and information to the individuals in terms of these traits from the stage of early childhood. Morality and ethics are regarded to be of utmost significance among all individuals, irrespective of their job duties, educational qualifications, competencies and abilities and personality traits. In educational institutions too, the individuals are employed in various positions. These include, clerical positions, administration, financial, teaching and so forth. Within the course of implementation of their job duties and in dealing with other individuals, it is necessary to acquire an efficient understanding of morality, ethics, norms, values, principles and standards. These traits enable the individuals to achieve personal and professional goals. The inculcation of these traits enable the individuals to be honest, truthful, sincere and genuine. As a consequence, they are able to retain their jobs, maintain effective terms and relationships with the other individuals within home, workplace and community, acquire promotional opportunities and incur job satisfaction.

Whole School Approach to Human Rights – A whole school or holistic approach to human rights ensures that all the components and processes of education, including the teaching-learning methods, teaching-learning materials, curriculum, instructional strategies, training, school policies, school governance measures and programs, participation opportunities, planning and implementation of academic programs, infrastructure facilities and overall school environmental conditions reflect the human rights values and principles (Aurora, 2016). These components and processes are

advantageous to learning and promote enrichment of the overall system of education. It is vital for all the members of the schools to pay adequate attention to these components and processes. It is vital for them to conduct research and analysis, particularly in terms of the inconsistencies, which are required to get improved. The members need to work in collaboration and integration with each other in generating the desired outcomes. The principals and directors of the schools are vested with the authority to make decisions. But it is vital for them to take ideas and suggestions from other members as well. When members within the educational institutions are allowed to express their ideas and viewpoints, they feel motivated to a major extent.

FACTORS PROMOTING EQUALITY OF OPPORTUNITY IN EDUCATION

In terms of the requirements of equality of opportunity in education, there is still unawareness among individuals (Lazenby, 2016). In other words, it is vital to identify the factors that are necessary to promote equality of opportunity in education. In the field of education, there are number of factors that promote equality of opportunity in education. These have been stated as follows:

Decision Making Processes – Decision making processes are regarded as an integral part of one's job duties in educational institutions. When the principals or directors are required to make decisions regarding certain aspects or when teachers need to make decisions regarding teaching-learning methods, lesson plans or other activities within the classrooms, then these individuals need to provide opportunities to the other individuals as well to have a say and to express their viewpoints and perspectives. When the decision making processes are implemented, it needs to be ensured that they prove to be beneficial to the individuals and lead to development of the overall system of education.

Planning – Planning is an important function that individuals need to carry out either individually or in collaboration with others. It is the function that bridges the gap between where one is in the present and where one aspires to be in future. Planning is the first and foremost function that takes place, before instigating any tasks or functions. When the members of the educational institutions are working on any task or assignment, they are required to plan certain aspects. These include, methods, strategies, approaches, materials, processes and so forth.

Organizing – Organizing is referred to as establishing, forming, shaping and consolidating. This function is regarded as vital, which may make provision of opportunities to the individuals. In the implementation of this function, particularly when organization of tasks and activities takes place, the superiors are likely to provide rights and opportunities to their subordinates. For instance, when the project is major and requires time and other resources, it is apparent that individuals are required to work in integration and co-ordination with each other. When the individuals are assigned certain tasks and activities in the organizing function, they need to make effective use of their skills and competencies.

Directing – Directing is an important managerial function that is implemented in not only educational institutions, but in various organizations. It is the job duty of the educators to ensure that they adequately direct and lead the students in the right direction. Similarly, it is up to the directors, heads and principals to direct the educators and other staff members towards the right direction. In the effective implementation of this function, it is essential for the individuals to generate awareness in terms of various aspects. Particularly, the individuals need to be aware of the processes and procedures that are required in putting into operation the tasks in an operative manner.

Controlling – Controlling is an important function that is primarily understood in terms of controlling of resources. In the implementation of tasks and activities and in the formulation of measures, policies and programs, the individuals need to control certain aspects. These include, resources, procedures and maintenance of decorum. In some cases, when the individuals are overwhelmed by job responsibilities, they tend to depict aggressiveness upon their subordinates, and colleagues. Teachers may depict strictness upon students for not completing their assignments or experiencing academic set-backs. Hence, it is vital to control one's behaviour and cope with problems and challenges in a calm and composed manner.

Generating Awareness – It is essential for all the members of the educational institutions to be aware in terms of changes and developments taking place. In some cases, educational institutions are participating in social work activities. To render an effective contribution in social work activities, such as providing free tuition classes to students, belonging to poverty stricken, deprived and economically weaker sections of the society, or collecting funds and materials for providing support and assistance to individuals, affected by natural calamities and disasters, and so forth, the educational institutions require volunteers. Therefore, it is the job duty of the staff members to put notices regarding new tasks, activities and up-gradations on the bulletin boards. Whereas, it is up to the educators too to generate awareness among students.

Leadership Skills – It is the job duty of the leaders to ensure that individuals are carrying out their tasks and activities in a well-organized manner. The leadership skills are primarily vested among heads, directors and principals of the educational institutions. Furthermore, the educators are also required to possess leadership skills, so they are able to ensure that they lead the students in the right direction and facilitate in the achievement of desired goals and objectives. The educators also need to inculcate leadership skills among students. When leadership skills are inculcated among students, they primarily co-ordinate the classroom activities in the absence of teachers and monitor other functions. To put into practice, leadership skills in an effective manner, the individuals need to possess communication skills, acquire information in terms of various aspects and ensure that they provide adequate solutions to the problems and challenges experienced by individuals.

Bringing Experiences within the Classroom Setting – In mainly higher educational institutions, adult students are provided with rights and opportunities to bring in their daily life experiences within the classroom setting. Usually in colleges, universities and training centres, when the individuals are pursuing Bachelors, masters or doctoral programs, they enrich their learning through sharing experiences. When the instructors are providing knowledge to them regarding lesson plans, they are

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provided with rights and opportunities to share their experiences. When they share their experiences, they are not only facilitating the understanding of concepts, but also are assisting their instructors to provide a better understanding of the lesson plans and concepts.

Self-Assessment – The primary objective of self-assessment is to measure progress and make provision of assistance to the policy makers to make decisions regarding the future goals and policies of the educational institutions (Human Rights Education in Primary and Secondary School Systems, 2012). The students are provided with opportunities to self-assess themselves. In self-assessment, they are required to check their test papers on their own. When test has been conducted, educators provide correct answers and students are made to check their own test papers. Self-assessment enables the students to identify their flaws and inconsistencies. They generate awareness in terms of limitations and measures that are required to get implemented to bring about improvements.

Evaluation of the Instructors – In some higher educational institutions, students are provided with opportunities to evaluate their instructors. In the evaluation of the instructors, they are provided with the survey questionnaire, comprising of multiple choice questions. The questions are primarily related to the teaching-learning methods, teaching-learning materials, instructional strategies, knowledge and competencies on the part of the instructors, ability of the instructors to provide solutions to their problems and so forth. The students are required to provide answers in the Likert scale format. This includes, agree, strongly agree, not sure, disagree and strongly disagree. This method enables the instructors to identify the limitations and make improvements in them.

CONCLUSION

The educational institutions have the major objective of imparting knowledge and information to the students not only in terms of academic concepts, but also regarding values, norms, principles, morals and ethics. When the students acquire an efficient understanding of these factors, they are able to sustain their living conditions in an appropriate manner and render an important contribution in promoting well-being of the community and nation. When acquiring an understanding of human rights education, there are three aspects that needs to be understood. These are, knowledge and skills, values and attitudes and behaviour and action. The characteristics of equal rights and opportunities in education are, universality and inalienability, indivisibility, collaboration and integration, consistency, equality and non-discrimination, participation and inclusion, improvement in capabilities, empowerment, responsibility, and resourcefulness and conscientiousness. Acquiring an efficient understanding of the characteristics would enable them to acknowledge equal rights and opportunities and this would eliminate every form of discriminatory treatment.

The rights-based approach to the achievement of educational goals are, promotion of social cohesion, incorporation and constancy, implementation of peaceful conflict resolution methods, contribution to positive social transformation, promoting economic development, training of the teachers, professional development of the individuals, teaching-learning practices, curriculum,

morality and ethics and whole school approach to human rights. The other concept that has been taken into account are the factors promoting equality of opportunity in education. These are, decision making processes, planning, organizing, directing, controlling, generating awareness, leadership skills, bringing experiences within the classroom setting, self-assessment, and evaluation of the instructors. It is essential for the superiors to ensure that subordinates are also provided with the opportunities to render an effective contribution in the implementation of these factors. The educators need to ensure that students are provided with equal rights and opportunities to develop competencies in terms of these factors. Finally, it can be stated that development of competencies in terms of these factors would enable the students and other members to achieve academic goals and develop motivation towards the implementation of tasks and activities.

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