

Educating for Human Dignity

Learning About
Rights and
Responsibilities

A K-12 Teaching Resource

Betty A. Reardon

Educating For Human Dignity Learning About Rights And Responsibilities

Gloria T. Alter, William R. Fernekes



Educating For Human Dignity Learning About Rights And Responsibilities:

Educating for Human Dignity Betty Reardon, 1995 Reardon human rights educator presents a theory and pedagogical approach to human rights education followed by curriculum samples presented by grade level The final section offers resources to help teachers educate themselves and prepare their own materials Paper edition unseen 24 95 Annotation copyright by Book News Inc Portland OR [Human Rights Education for the Twenty-First Century](#) George J.

Andreopoulos, Richard Pierre Claude, 1997-04 I Theories and contexts [Human Rights, Education & Global Responsibilities](#) James Lynch, Celia Modgil, Sohan Modgil, 2014-07-10 First published in 1992 This is Volume 4 of a series of four on Cultural Diversity and the Schools and focusses on Human Rights Education and Global Responsibilities One of the major problems facing societies in almost all parts of the world is the inadequate accommodation of social equity with cultural diversity The crisis emanating from neglect of this issue can be seen in societies as different and wide apart as the Soviet Union India Pakistan the United States and the United Kingdom This series seeks to contribute through joint publication and the stimulation of greater discourse to identify the pathways to a less selfish and parochial response to the continuing dilemma of equity and diversity not solely within the nation state but also internationally **Betty A. Reardon: A Pioneer in**

Education for Peace and Human Rights Betty A. Reardon, Dale T. Snauwaert, 2014-08-26 Betty A Reardon is a world renowned leader in the fields of peace education and human rights her pioneering work has laid the foundation for a new cross disciplinary integration of peace education and international human rights from a gender conscious global perspective This collection of reflective inquiry and ongoing research gathers essential works on peace education and human rights 1967 2014 and provides access to Reardon s key works These texts have been foundational to the field of peace education during the past five decades of her practical experience The unique conceptualization of a holistic framework for organizing content and the practical and specific descriptions of pedagogies for the practice of critical peace education in schools and universities have made them essential resources for peace educators around the world several have already become standard texts for basic courses in the field The book also includes an overview of Reardon s career and a bibliography of her publications [Human Rights Education](#), 1994 Report of a European Teachers seminar held at Rostov on Don November 4 6

1993 **Human Rights and Social Justice** Joseph Wronka, 2016-07-19 Offering a unique perspective that views human rights as the foundation of social justice Joseph Wronka s groundbreaking text outlines human rights and social justice concerns as a powerful conceptual framework for policy and practice interventions for the helping and health professions This highly accessible interdisciplinary text urges the creation of a human rights culture as a lived awareness of human rights principles including human dignity nondiscrimination civil and political rights economic social and cultural rights and solidarity rights The Second Edition includes numerous social action activities and questions for discussion to help scholars activists and practitioners promote a human rights culture and the overall well being of populations across the globe

Intended Audience This text is applicable for courses in social work psychology sociology public health law medicine philosophy political science as well as newer disciplines like peace studies world citizenship and environmental sustainability Scholars activists and practitioners will find it a valuable reference for years to come The Development of Human Rights Law by the Judges of the International Court of Justice Shiv R.S. Bedi,2007-01-18 The jurisprudence of the International Court of Justice generally demonstrates that no rule of international law can be interpreted and applied without regard to its innate values and the basic principles of human rights Through its case law the ICJ has made immense contributions to the development of human rights law and in so doing continues to provide solutions to mounting international problems such as terrorism and unilateral use of force Part I of the book argues that the legislative spirit of contemporary international law lies in the doctrine of human rights and that the spirit of human rights doctrine lies in the principle of human dignity Furthermore it argues that the processes of international legislation and international adjudication are inseparable and that there is no norm of international law which does not intertwine the fundamental principle of human dignity with human rights doctrine Hence human rights law is more a school of law than merely a normative branch of international law and the ICJ s willingness to engage in the development of human rights law depends upon which judicial ideology its judges subscribe to In order to evaluate how this human rights spirit is manifested or occasionally not manifested through the vast jurisprudence of the ICJ Parts II and III critically examine the Court s principal contentious and advisory cases in which it has treated human rights questions The legal reasoning of the Court and the opinions appended to its decisions by its individual judges are analysed in light of the principle of human dignity and the doctrine of human rights *Human Rights in Children's Literature* Jonathan Todres,Sarah Higinbotham,2016 How can children grow to realize their inherent human rights and respect the rights of others This book explores this question through children s literature from Peter Rabbit to Horton Hears a Who to Harry Potter The authors investigate children s rights under international law identity and family rights the right to be heard the right to be free from discrimination and other civil political economic social and cultural rights and consider the way in which those rights are embedded in children s literature This book traverses children s rights law literary theory and human rights education to argue that in order for children to fully realize their human rights they first have to imagine and understand them Compass - Manual for Human Rights Education with Young People (2012 edition - fully revised and updated) Council of Europe,Collectif,2015-06-01 Human rights cannot be defended by legal measures alone They need to be protected and safeguarded by everyone including young people Human rights are best respected and appreciated when we know them stand up for them and apply them in our lives COMPASS provides youth leaders teachers and facilitators of human rights education activities whether professionals or volunteers with concrete ideas and practical activities to engage involve and motivate young people in living learning and acting for human rights It promotes a comprehensive perspective on human rights education and sees young people as actors for a culture of universal human

rights COMPASS was originally published in 2002 and is now available in more than 30 languages A version specifically designed for human rights education with children COMPASITO enjoys a similar success This fully revised and updated edition includes new activities and information about human rights issues such as disability and disablism migration religion remembrance war and terrorism COMPASS is a practical tool and resource for citizenship and human rights education It is an essential companion for all those who are curious and interested in making the right to human rights education a reality for everyone

Toward an Imperfect Education Sharon Todd,2015-11-17 The theory of cosmopolitanism is built on a paradoxical commitment to a universal idea of humanity and to a respect for human pluralism Toward an Imperfect Education critiques the assumed goodness of humans that underwrites the idea of humanity and explores how antagonistic human interactions such as conflict violence and suffering are a fundamental aspect of life in a pluralistic world This book proposes that the inescapable difference between humans compels our ethical and political observations in education Todd persuasively argues that facing humanity in all its complexity and imperfection ought to be a central element of the cosmopolitan project to create a more just and humane education Informed primarily by poststructural philosophy and feminist theory she focuses on how sexual cultural and religious difference intersect with universal claims made in the name of humanity Individual chapters develop a novel framework for dealing with antagonism in relation to human rights democracy citizenship and cross cultural understanding

Resources in Education ,1997 *Children's Human Rights* Mark Ensalcado,Linda C. Majka,2005-06-22 Children s human rights are regularly violated around the world We hear about graphic examples including child soldiers child prostitutes and children sold into slavery but hungry sick and orphaned children are equally at risk and more prevalent In the United States children suffer similar abuses but some are unique to the U S justice system Unlike most of the rest of the world the U S is a well developed western nation in which juvenile offenders can be tried as adults and sentenced to death This book brings together a wide array of original essays from a variety of academic and practitioner perspectives on human rights and the status of children The details are disturbing the message powerful We must vigorously extend the Universal Declaration of Human Rights to the most vulnerable humans of all the children of the world starting at home in the United States

The Human Rights Imperative in Teacher Education Gloria T. Alter,William R. Fernekes,2022-10-05 Human rights education HRE is a worldwide movement designed to place human rights at the center of K university educational theory and practice providing a critical foundation for global citizenship education social justice and diversity education and equity based schooling reforms Readers will learn how 1 HRE content supports core values of U S education including those focused on liberty justice and social equality for all educators and students 2 HRE concepts and illustrative learning strategies support inclusive education and promote peace tolerance and cross cultural understanding and 3 the theoretical foundations of HRE are compatible with recognized teacher preparation standards and program goals Pre service educators seeking teaching licenses and practicing classroom

educators desiring to expand their focus into human rights education will find this book very helpful as will professors teaching methods courses and courses dealing with social justice multicultural education and diversity in education The book blends theory and practice to help educators make human rights education a central focus of their daily practice providing sample HRE units concerning the rights of global migrants Indigenous peoples and LGBTQ communities Readers will not only apply what they learn but also become part of a non partisan movement supporting human rights across the globe

Social Studies and Diversity Education Elizabeth E. Heilman, Ramona Fruja, Matthew Missias, 2010-01-21 This one of a kind resource features ideas from over one hundred of our nation s most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers learn to teach **Books, Blackboards, and Bullets** Marcel Lebrun, 2009 Please visit our website to check out other Rowman Littlefield Education publications <http://www.rowmaneducation.com>

Encyclopedia of Human Rights Issues Since 1945 Winston Langley, 2013-04-03 This comprehensive and up to date encyclopedia on human rights issues from 1945 to the present includes more than 400 entries on incidents and violations instruments and initiatives countries and human rights activities Its scope is global and its purpose is both to sum up the accomplishments in human rights in our time and also to point out and describe the violations that continue to be perpetrated around the world Entries cover major issues incidents and violations concepts and terms activists organizations and human rights instruments Entries cover more than 50 countries from Afghanistan to Yugoslavia Entries conclude with suggestions for further readings and a timeline of significant dates since 1945 and the text of the Universal Declaration of Human Rights are also included

How Educational Ideologies Are Shaping Global Society Joel Spring, 2014-04-08 In this book Joel Spring explores three major international educational ideologies that are shaping global society neo liberal educational ideology human rights education and environmentalism Neo liberal ideology reflects a rethinking of nationalist forms of education as the nation state slowly erodes under the power of a growing global civil society Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state whereas the goal of neo liberal educational ideology is to change nationalist education to serve the needs of the global economy These changes are fueling a clash between the ideas of free market and consumer based neo liberals and those of human rights and environmental educators Human rights education is concerned with creating activist global citizens It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought including capitalism and communism Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society In the concluding section he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations NGOs and the Decline of the Nation State features a

critical exploration of the transition of schooling from a function of the nation state to a globalized economic and political system a discussion of the major organizations and trading blocs shaping the future globalization of educational policies an analysis of the major competing global ideologies of education including national and corporate models that emphasize training workers for a competitive global free market the worldwide network of human rights and peace educators who are teaching a global set of ethics and the environmental movement's efforts to create a common set of educational standards for sustainable development and sustainable consumption and an exploration of the possible future of global educational policy and school organizations By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society Spring raises important questions for researchers professionals and students in history and philosophy of education educational policy educational studies comparative education multicultural education curriculum studies critical media studies global studies human rights education and related areas

Nonviolence Senthil Ram, Ralph Summy, 2008 The so called war on terror has gone badly for the West playing directly into the strategy of al Qaeda and the rest of the terrorist network Why did this happen Were there other approaches that might have been implemented with better prospects of success This edited collection of perspectives on the non violent counter to terrorism opens the topic to serious consideration The development of a non violent paradigm brings into sharp focus the deficiencies of present thinking and paves the way for comprehending how non violence might overcome those deficiencies and introduce viable alternatives Since there is a general ignorance about the history theory and operational dynamics of non violence these aspects are featured throughout the book and related to the special case of terrorism To understand empathetically the background and mind set of the opponent without condoning his actions to study his culture to avoid the strategic trap he has set to examine the different gender reactions of a Muslim Society to differentiate between non violent Islam and Islamic Terrorism to jettison the misinformed baggage we carry about violence to appreciate the positive role education and aesthetics can play and to investigate ways in which a non violent counter to terrorism might be staged including a Gandhian response These are just some of the tasks that the contributors have collectively pursued Their ideas excitingly open up a whole new set of possibilities for a more peaceful world

Compass Ellie Keen, Laure De Witte, Rui Gomes, Patricia Brander, Nazila Ghanea, Anastasia Nikitina, Justina Pinkeviciute, 2023-06-01 Human rights cannot be defended by legal measures alone They need to be protected and safeguarded by everyone including young people Human rights are best respected and appreciated when we know them stand up for them and apply them in our lives COMPASS provides youth leaders teachers and facilitators of human rights education activities whether professionals or volunteers with concrete ideas and practical activities to engage involve and motivate young people in living learning and acting for human rights It promotes a comprehensive perspective on human rights education and sees young people as actors for a culture of universal human rights COMPASS was originally published in 2002 and is now available in more than 30

languages A version specifically designed for human rights education with children COMPASITO enjoys a similar success This edition is fully revised and updated to include new activities and information about human rights issues such as disability and disablism migration religion remembrance war and terrorism In this reprint chapter 5 has been revised and the full texts of the background information moved to www.coe.int/compass COMPASS is a practical tool and resource for citizenship and human rights education It is an essential companion for all those who are curious and interested in making the right to human rights education a reality for everyone

Globalisation, Human Rights Education and Reforms

Joseph Zajda,Sev Ozdowski,2016-09-23 This book the seventeenth instalment in the 24 volume series Globalisation Comparative Education and Policy Research explores the interrelationship between ideology the state and human rights education reforms setting it in a global context The book examines major human rights education reforms and policy issues in a global culture It focuses on the ambivalent and problematic relationship between the state globalisation and human rights education discourses Using a number of diverse paradigms ranging from critical theory to historical comparative research the authors examine the reasons for and the outcomes of human rights education reforms and policy The authors discuss discourses surrounding the major dimensions affecting the human rights education namely national identity democracy and ideology These dimensions are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation building identity politics and human rights education globally With this as its focus the chapters represent hand picked scholarly research on major discourses in the field of human rights education reforms The book draws upon recent studies in the areas of globalisation equality and the role of the state in human rights education reforms Furthermore the perception of globalisation as dynamic and multi faceted processes clearly necessitates a multiple perspective approach in the study of human rights education This book provides that perspective commendably It also critiques current human rights education practices and policy reforms It illustrates the way shifts in the relationship between the state and human rights education policy In the book the authors who come from diverse backgrounds and regions attempt insightfully to provide a worldview of current developments in research concerning human rights education and citizenship education globally The book contributes in a very scholarly way to a more holistic understanding of the nexus between nation state human rights education both locally and globally

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