

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

Joseph Zajda



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 Resources in Education, 1997 **Human Rights Education**, 1994 Report of a European Teachers seminar held at Rostov on Don November 4 6 1993 **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 **Children's Human Rights** Mark Ensaiaco, 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 **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

Fourth International Handbook of Globalisation, Education and Policy Research Joseph Zajda, 2024-12-04 This handbook provides a global synthesis of on going research in education and policy change during the last decade It examines discourses of globalisation from the perspectives of the global North and global South Major theories of globalisation and education policy reforms employed in the handbook are classified into two broad categories structuralist and post structuralist The handbook while examining the impact of global trends in different societies cultures and educational settings attempts to synthesise different meta theories of globalisation and their impact on societies and educational systems It discusses the continued interaction of global national and local forces and influences especially the importance of standards and quality driven education reforms the need to overcome inequality of access to quality schools and aims at providing quality education for all students In addition the impact of neo liberal ideology on education is examined in terms of its impact on ongoing standards driven education reforms globally The handbook analyses neo liberalism in education and its focus on increasing global competitiveness accountability efficiency quality standards driven policy reforms and educational stratification The impact of globalisation on education policy and reforms is a strategically significant issue for us all The unifying conceptual framework used in the handbook to critique strategic significance of globalisation is grounded in discourse CDA and critical theory The work offers the latest findings concerning major issues in education and policy directions such as global social and economic inequality neo liberal standard driven education and policy reforms performing schools in the performing culture education for human rights and social justice new perspectives on education for sustainability dominant and effective models of values education in schools and the ubiquitous impact of ICTs on education systems

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

Social Studies and Diversity Education Elizabeth E. Heilman, Ramona Fruja, Matthew Missias, 2010-01-21 The preparation of social studies teachers is crucial not only to the project of good education but even more broadly to the cultivation of a healthy democracy and the growth of a nation's citizens This one of a kind resource features ideas from over 100 of the field's most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers can learn to teach thus illuminating the careful planning and deep thinking that go into the preparation of the social studies teachers While concentrating on daily teaching realities such as lesson planning and meeting national state or provincial standards each contributor also wrestles with the most important current issues on educating teachers for today's increasingly diverse complex and global society Features of this unique teaching resource include Volume sections that are arranged by both disciplinary organization and approach or activity Thoughtful introductory section essays that conceptualize each theme providing a conscientious theoretical overview and analysis of each individual section Rich and concrete examples of best practice from some of the field's most diverse and highly regarded scholars and teacher educators An index that identifies the appropriate teaching level and teacher education context and links the strategies and ideas that are presented in the essay to the relevant INTASC and NCSS standards for quick reference in classroom planning as well as institutional development and implementation A much needed addition to the field this comprehensive volume will be of value to any teacher interested in social studies or diversity education across age groups and educational contexts

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

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 Globalization of Education Joel Spring, 2014-08-01 Continuing Joel Spring's reportage and analysis of the intersection of global forces and education this text offers a comprehensive overview and synthesis of current research theories and models related to the topic Written in his signature clear narrative style Spring introduces the processes institutions and forces by which schooling

has been globalized and examines the impact of these forces on schooling in local contexts Significant conceptual frameworks are added to this Second Edition specifically the economization of education corporatization of education and the audit state These concepts are embedded in the global educational plans of major organizations such as the World Bank the Organization for Economic Development and Cooperation OECD World Economic Forum and multinational corporations Globalization of Education Second Edition features new and updated information on The World Bank OECD and the United Nations The World Trade Organization and the Global Culture of Higher Education Corporatization of Global Education Religious and Indigenous Education Models The Global Workforce Migration and the Talent Auction Globalization and Complex Thought 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 **Social Justice, Peace, and Environmental Education** Julie Andrzejewski, Marta Baltodano, Linda Symcox, 2009-04-01 The concept of standards seems antithetical to the ways critical educators are dedicated to teaching but what would standards look like if they were generated from social justice perspectives and through collaborative and inclusive processes Such is the central question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice peace and environmental preservation Challenging education that promotes consumerism careerism and corporate profiteering they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy Rather than just talking about coalition building within and across educational communities they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco justice Social Justice Peace and Environmental Education will be required reading for educators and students who want to envision and practice living acting and teaching for a better world *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 Qa ida 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

Globalisation and Education Reforms Joseph Zajda, 2018-02-27 This book explores the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in light of recent shifts in quality and standards driven education and policy research The book critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally With this as its focus the book's individual chapters highlight hand picked scholarly research on major discourses in the field of comparative education A compendium of the very latest thinking on the subject the book like the other volumes in the series offers a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture they also outline future directions that education and policy reforms could take By doing so they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research they address globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change As such they provide an informed critique of models of quality and standards driven education reforms that are informed by Western dominant ideologies and social values

Sharing Catholic Social Teaching, 1998 In this thoughtful reflection the bishops present a compelling explanation of how Catholic social teaching is central to keeping the Church strong

Regional Contexts and Citizenship Education in Asia and Europe Kerry J. Kennedy, Andreas Brunold, 2015-10-05 This book is concerned with the social and political aspects of regional groupings particularly how citizenship education fares in regional contexts The European Union EU has revolutionised its political and economic aims into more encompassing social and political goals The Association of Southeast Asian Nations ASEAN on the other hand is still moving towards fuller integration in social and economic terms as South East Asian nations seek a greater role on the global stage and particularly in the global economy Both the EU and ASEAN have drawn up educational frameworks that collectively work to harness educational achievements which in turn work to fulfill social and

economic objectives at the regional level This book portrays citizenship issues affecting the two regions and describes the way citizenship education can reflect and address these issues Case studies on EU and ASEAN member countries make up the book s two parts which analyse among other issues The Changing Landscape of Citizenship Education in England Political Didactics and Political Education in Germany Rethinking a Conceptual Framework for Citizenship Education in ASEAN Countries Education for ASEANness A tool to build an ASEAN community This book explores new ideas on citizenship and comparative education in regional contexts and will be of interest to researchers concerned with the impact of regionalism on social development and to citizenship educators studying the influence of contexts on the construction of citizenship education

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