



THE HUMAN RIGHTS EDUCATION HANDBOOK

*Effective Practices for Learning,
Action, and Change*

BY
NANCY FLOWERS
with Marcia Bernbaum, Kristi Rudelius-Palmer, and Joel Tolman

HUMAN RIGHTS EDUCATION SERIES

Topic Book 4

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The Human Rights Education Handbook Effective Practices For Learning Action And Change

Weihong Liang



The Human Rights Education Handbook Effective Practices For Learning Action And Change:

The Human Rights Education Handbook Nancy Flowers, Marcia Bernbaum, Kristi Rudelium-Palmer, Joel Tolman, 2000
Conveying the common language of humanity is the whole purpose of human rights education. Concerned citizens need to understand and embrace the fundamental principles of human dignity and equality and accept the personal responsibility to defend the rights of all people. This handbook is intended to help people who care about human rights to become effective educators able to share both their passion and their knowledge. To further human rights education in its many forms, the handbook lays out the basics: why, for whom, what, where, who, and how. It draws on the experience of educators and organizations illustrating their effective practices and distilling their accumulated insights. The handbook is designed to be used as a ready reference and tool: easy to read, easy to use, easy to photocopy. Each chapter can stand alone. The handbook is divided into the following parts: Introduction, Part 1: An Introduction to Human Rights Education, Part 2: The Art of Facilitation, Part 3: Essential Components of Human Rights Education, Part 4: Methodologies for Human Rights Education, Part 5: Planning Presentations for Human Rights Education, Part 6: Evaluating Human Rights Programs, Part 7: Human Rights Education Resources. i.e. printed and electronic resources, media resources, organizations engaged in human rights education, Web sites for human rights education, and Index of Methods, Techniques, and Activities. BT

Human Rights Education in China
Weihong Liang, 2022-04-25. The book provides new research highlighting perspectives, perceptions, and practices regarding human rights and human rights education in China. It traces the emergence and evolution of the human rights conception and human rights education from comparative perspectives. China's deeply embedded philosophical and cultural traditions shed light on its ideas of human rights and human rights education. The efforts to construct an independent and strong nation-state since the mid-to-late nineteenth century fashioned the Chinese thinking of rights and citizenship and the reciprocal relation between the individual and community-state. With the help of collected data, the book unpacks that the goal-making and content selection of human rights education in China rely heavily on the provisions given by central authorities; however, the practices have different facets depending on how the people perceive and respond to those requirements in the school and classroom contexts. The book concludes by explaining the human rights education in China as a socialization project for citizenship making and suggests that China's doctrine on human rights and human rights education is closely associated with cultural relativization and social construction. Though China is just beginning to develop human rights education in its education systems, this study suggests possible directions for future research. How to live with human rights should be included further in schooling, especially how to infuse human rights education into all aspects of school day-to-day life.

Human Rights Education Sarita Cargas, 2019-12-20. In tracing the origins of the modern human rights movement, historians typically point to two periods: the 1940s in which the decade of the Universal Declaration of Human Rights (UDHR) was ratified by the United Nations General Assembly, and the 1970s during which numerous human rights nongovernmental

organizations NGOs most notably Amnesty International and M decins Sans Fronti res came into existence It was also in the 1970s Sarita Cargas observes when the first classes in international human rights began to be taught in law schools and university political science departments in the United States Cargas argues that the time has come for human rights to be acknowledged as an academic discipline She notes that human rights has proven to be a relevant field to scholars and students in political science and international relations and law for over half a century It has become of interest to anthropology history sociology and religious studies as well as a requirement even in social work and education programs However despite its interdisciplinary nature Cargas demonstrates that human rights meets the criteria that define an academic discipline in that it possesses a canon of literature a shared set of concerns a community of scholars and a methodology In an analysis of human rights curricula in Australia Canada the United Kingdom and the United States Cargas identifies an informal consensus on the epistemological foundations of human rights including familiarity with human rights law knowledge of major actors including the United Nations governments NGOS and multinational corporations and most crucially awareness and advocacy of the rights and freedoms detailed in the articles of the UDHR The second half of the book offers practical recommendations for creating a human rights major or designing courses at the university level 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

Human Rights Education for Psychologists Polli Hagenaars, Marlena Plavšić, Nora Sveaass, Ulrich Wagner, Tony Wainwright, 2020-03-12 This ground breaking book is designed to raise awareness of human rights implications in psychology and provide knowledge and tools enabling psychologists to put a human rights perspective into practice Psychologists have always been deeply engaged in alleviating the harmful consequences human rights violations have on individuals However despite the fundamental role that human rights play for professional

psychology and psychologists human rights education is underdeveloped in psychologists academic and vocational training This book the first of its kind looks to change this by raising awareness among professional psychologists university teachers and psychology students about their role as human rights promoters and protectors providing knowledge and tools enabling them to put a human rights perspective into practice providing texts and methods for teaching human rights Featuring chapters from leading scholars in the field spanning 18 countries and six continents the book identifies how psychologists can ensure they are practising in a responsible way as well as contributing to wider society with a clear knowledge of human rights issues in relation to culture gender organisations and more Including hands on recommendations case studies and discussion points this is essential reading for professional psychologists as part of continuing professional development and those in training and taking psychology courses For additional electronic resources for students and teachers see the support material tab on the Routledge book page <https://www.routledge.com/Human+Rights+Education+for+Psychologists/Hagenaars+Plavsic+Sveaass+Wagner+Wainwright/p/book/9780367222963>

Handbook of Peace and Human Rights Education in Ethiopia Habtamu Wondimu, 2008

The Journal of African American History, 2005

Learning to Live Together Margaret Sinclair, Unesco, International Bureau of Education, 2004 This study represents an attempt to interpret the aim of learning to live together as a synthesis of many related goals such as education for peace human rights citizenship and health preserving behaviours It focuses specifically on the skills values attitudes and concepts needed for learning to live together rather than on knowledge objectives On the basis of a review of the literature and an examination of a number of cases from post conflict and transition settings this study proposes what appears to work in terms of helping students learn to become politely assertive rather than violent to understand conflict and its prevention to become mediators to respect human rights to become active and responsible members of their communities as local national and global citizens to have balanced relationships with others and neither to coerce others nor be coerced especially into risky health behaviours While the focus is mainly on schools the approach advocated is also applicable to non formal education for youth and adults

Industrial and Labor Relations Review, 2012

Internationalization, Cultural Difference and Migration Reinhard Golz, 2005 This book discusses social and educational challenges in migration and integration processes in selected countries of Europe North America and Africa The authors discuss problems of human rights the increasing cultural diversity and the identity crises resulting from these processes They concentrate on pedagogical and socio psychological issues and refer to new research contexts on migration processes and their perspectives for intercultural education Reinhard Golz is a professor of educational studies at the Otto von Guericke University of Magdeburg Germany

Information Communication Technologies Craig Van Slyke, 2008 Information Communication Technologies Concepts Methodologies Tools and Applications is the essential compilation of breaking research in the pivotal areas of social adaptation to information technology This all inclusive reference source examines through case studies empirical analysis and conceptual models the

successes and consequences associated with the growth of information communication technologies in the world today

Strategien gegen Rechtsextremismus, 2005 Rechtsextremismus ist ein ebenso schwerwiegendes wie dauerhaftes Problem unserer demokratischen Gesellschaft Weder die pädagogische Arbeit mit rechtsorientierten Jugendlichen noch zivilgesellschaftliche Ansätze zur Stärkung der demokratischen Kultur haben eine deutliche und längerfristige Abnahme von rassistischen antisemitischen autoritären oder nazistischen Einstellungen bewirkt Diese Erfahrungen legen nahe sich intensiver mit der Herausbildung von Einstellungen und Verhaltensweisen auseinander zu setzen um nicht erst nachträglich auf bereits verfestigte rechtsextreme Orientierungen reagieren zu müssen Im Projekt Strategien gegen Rechtsextremismus wurde deshalb das Potenzial von meinungs- und verhaltensprägenden Institutionen untersucht tolerante Haltungen zu vermitteln und demokratiefördernd zu wirken Im Vordergrund stand die Frage wie Politik Bildungseinrichtungen und Medien präventiv gegen Intoleranz und Fremdenfeindlichkeit vorgehen können Der vorliegende Ergebnisband dokumentiert die drei Gutachten Entwicklungs- und Sozialisationsbedingungen für Toleranz Bildung für die Einwanderungsgesellschaft und Fernsehen und Rechtsextremismus **Ders kitaplarında insan hakları** Melike Türkan Bağlı, Yasemin Eşen, 2003

Official Records, 2009 **PLA Notes**, 2000 **Report of the United Nations High Commissioner for Human Rights** United Nations. Office of the High Commissioner for Human Rights, 2009 **Australian Journal of Environmental Education**, 2007 **Unesco List of Documents and Publications** Unesco, 1987 Human Rights Education, 1988

Europa World Year Book 2005 Taylor & Francis Group, 2005-07-21 First published in 2005 Routledge is an imprint of Taylor Francis an informa company

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