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Human Rights Education for the Twenty-First Century

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HUMAN RIGHTS EDUCATION FOR THE TWENTY-FIRST CENTURY

George J. Andreopoulos and Richard Pierre Claude
Philadelphia: University of Pennsylvania Press, 1997.

In this basic reference source, Professors Andreopoulos and Claude have compiled thirty-three views on human rights education. After an introduction, the first section is labeled "Theories and Contexts." This general, catch-all opening covers the post cold war situation, human rights as linked to peace, human rights as linked to development, pedagogy for empowerment, human rights and conflict resolution, women's rights, and other views that resist easy summation.

A second section, "Approaches to Teacher-Training, College, and Adult Education," contains six essays ranging from comments on university courses on human rights to "adult education."

A third section, "Specialized Human Rights Training for Professionals," deals with human rights "advocates," law enforcement officials, the military, the police, health practitioners, scientists, and journalists.

The next section, "Community-Based and Nonformal Human Rights Education," contains seven chapters. Some of these deal with informal education, or socialization and human rights in general. Others take a regional approach by dealing with Africa or Latin America. One chapter focuses on women. Another uses a comparative approach for three countries in eastern Europe.

There is a final section, "Resources and Funding," in which one finds a discussion of telecommunications, setting up human rights centers, and how to go about fund raising to support human rights education.

A useful reference section and select bibliography rounds out the volume.

A work such as this presents no central theme. Rather, it offers a rich menu of choice that will prove useful to a wide variety of those interested in internationally recognized human rights. In my own university, we have recently created a new interdisciplinary program on "Human Rights and Human Diversity." Several of the chapters in the volume reviewed here will be helpful as we plan that graduate and faculty program. Other readers, with different interests, are likely to find at least some helpful insights from this volume.

Human rights specialists in North America will recognize a number of the authors who have contributed to this publication, beyond the two editors: Betty A. Reardon, Stephen P. Marks, Upendra Baxi, Rhoda E. Howard, Edy

Kaufman, Audrey Chapman, J. Paul Martin, and others. The other contributors also present interesting views, making this work a valuable reference source.

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