

# compasito



Manual on human rights  
education for children

# Compasito Manual On Human Rights Education For Children

**Julian Fifer, Angela Impey, Peter G.  
Kirchschlaeger, Manfred  
Nowak, George Ulrich**

## **Compasito Manual On Human Rights Education For Children:**

**Compasito** Nancy Flowers, Maria Emília Brederode Santos, Zsuzsanna Szelényi, 2007-01-01 Living among other people in their families and communities children become aware from a very early age of questions related to justice and they search for the meaning of the world By fostering an understanding of human rights shaping opinion and developing attitudes human rights education strongly supports this natural interest and learning process This is what human rights education is about and this is what **Compasito** manual on human rights education for children is for **Compasito** is a starting point for educators teachers and trainers who are ready to deal with human rights education with children of 7 13 years The book covers the key concepts of human rights and children s rights and provides substantial theoretical background to 13 key human rights issues such as democracy citizenship gender equality environment media poverty and violence The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment They help children to develop critical thinking responsibility and a sense of justice and help them learn how to take action to contribute to the betterment of their school or community The manual also gives practical tips on how it can be used in various formal and non formal educational settings **COMPASITO - Manual on human rights education for children** ,2008 Living among other people in their families and communities children become aware from a very early age of questions related to justice and they search for the meaning of the world By fostering an understanding of human rights shaping opinion and developing attitudes human rights education strongly supports this natural interest and learning process This is what human rights education is about and this is what **Compasito** manual on human rights education for children is for **Compasito** is a starting point for educators teachers and trainers who are ready to deal with human rights education with children of 7 13 years The book familiarizes the reader with the key concepts of human rights and children s rights and provides substantial theoretical background to 13 key human rights issues such as democracy citizenship gender equality environment media poverty and violence The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment They help children to develop critical thinking responsibility and a sense of justice and help them learn how to take action to contribute to the betterment of their school or community The manual also gives practical tips on how it can be used in various formal and non formal educational settings *COMPASITO* ,2021 *Compasito* Annette Schneider, Ellie Keen, Laure De Witte, Rui Gomes, Zsuzsanna Rutai, 2021-09-07 Children are young citizens of the present living in the here and now rights holders and competent in many issues related to their lives Human rights education aims to establish a culture of human rights Human rights education should have a key role in any educational processes The United Nations Convention on the Rights of the Child offers an invaluable opportunity for introducing human rights to children Learning about and experiencing children s rights helps children to understand what human rights are about to understand that they are rights holders themselves and to adapt and apply their rights in everyday life These are the key aims of human rights

education with children **Compasito** is a manual designed to facilitate the practice of human rights education with children Its primary users are adults active in formal and non formal education with children **Compasito** provides ideas inspiration and practical help to explore human rights with children It looks at children as young citizens of the present and as rights holders who are competent in many issues related to their life It builds on children s motivations experiences and their search for solutions In **Compasito** children s rights are presented within the wider context of human rights as a whole Thus universal human rights and children s rights are jointly presented in such a way that by understanding their own rights children also understand that all human beings have human rights The educational process builds on children s active participation by which they learn about human rights and understand human rights issues acquire skills and abilities to be able to defend human rights and develop attitudes of respect for equality and dignity Practitioners of human rights education will find inspiration and practical ideas in this manual to make human rights education a reality for children and for the benefit of our societies

**COMPASITO** Annette Schneider (Dr. iur), Ellie Keen, Laure de Witte, Rui Machado Gomes, Zsuzsanna Rutai, 2023 **Compasito** is a manual designed to facilitate the practice of human rights education with children Its primary users are adults active in formal and non formal education with children It provides ideas inspiration and practical help to explore human rights with children It looks at children as young citizens of the present and as rights holders who are competent in many issues related to their life It builds on children s motivations experiences and their search for solutions In **Compasito** children s rights are presented within the wider context of human rights as a whole Thus universal human rights and children s rights are jointly presented in such a way that by understanding their own rights children also understand that all human beings have human rights The educational process builds on children s active participation by which they learn about human rights and understand human rights issues acquire skills and abilities to be able to defend human rights and develop attitudes of respect for equality and dignity Back cover

**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

**Empowering Students for Just Societies** UNESCO, UNODC (United Nations Office on Drugs and Crime), 2024-05-31

**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](http://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

**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

The Routledge Companion to Music and Human Rights Julian Fifer, Angela Impey, Peter G. Kirchsclaeger, Manfred Nowak, George Ulrich, 2022-05-30 The Routledge Companion to Music and Human Rights is a collection of case studies spanning a wide range of concerns about music and human rights in response to intensifying

challenges to the well being of individuals peoples and the planet It brings forward the expertise of academic researchers lawyers human rights practitioners and performing musicians who offer critical reflection on how their work might identify inform or advance mutual interests in their respective fields The book is comprised of 28 chapters interspersed with 23 voices portraits that focus on individuals intimate experiences with music in the defence or advancement of human rights and explores the following four themes 1 Fundamentals on music and human rights 2 Music in pursuit of human rights 3 Music as a means of violating human rights 4 Human rights and music intrinsic resonances

**Autobiography of intercultural encounters through the internet** Martyn Barrett, Michael Byram, 2022-11-30 A guide to help you analyse a specific encounter you had with one or more people from another culture through an online interaction for example in a social network forum or blog In the contemporary world encounters with people from other cultural backgrounds have become part of our everyday lives These intercultural encounters may be used as an opportunity to learn about other cultures to develop our capacities for effective and respectful communication to think about our own cultural affiliations and to reflect on ways in which we might take action for the common good The Autobiography of intercultural encounters AIE is an educational resource that can be used by learners to achieve all of these outcomes It supports learners in thinking about and learning from intercultural encounters that they have experienced either face to face through visual media such as television films magazines or through the internet The present volume contains an updated and revised edition of the original Autobiography of intercultural encounters through the internet AIETI which supports learners reflections on intercultural encounters that take place through the internet There are two versions of the AIETI a standard version for those who can complete it on their own and a younger learners version for use by children who need support from an adult in thinking about intercultural encounters Both versions are accompanied by notes for facilitators which explain in detail how the AIETI may be used These new editions have been fully updated and aligned with the Council of Europe s Reference Framework of Competences for Democratic Culture and may be used by educators and learners in primary secondary and higher education and in non formal and informal education

*The Roles of Independent Children's Rights Institutions in Advancing Human Rights of Children* Agnes Lux, Brian Gran, 2022-05-09 The contributors to this edited collection provide first hand experiences in directing working for and studying ICRIs and detail their unique in depth accounts of factors shaping ICRIs efforts to monitor and advance children s rights

**Integrated Working with Children and Young People** Nadia Edmond, Mark Price, 2012-03-23 This interdisciplinary core textbook looks at learning and development from birth to 19 years providing an accessible introduction to the common areas of study across the many roles supporting learning and development in the young people s workforce There is coverage of common themes and issues and theory is closely integrated with practice throughout Chapters cover physical development cognitive development social and emotional development professionalism leadership quality and effectiveness working with families safeguarding and promoting well being transitions equality and

inclusion Reflection points workplace activities and professional development planners are all included and these challenge readers and students to critically engage with theory in their own practice The book focuses on the key areas of knowledge that all those working with children are required to study and places them firmly in the context of working together to support children and young people Nadia Edmond is Assistant Head of School Teaching and Learning CPD at the University of Brighton Mark Price is Principal Lecturer and Foundation and Honours Degree Programme Leader Working with Children and Young People at the University of Brighton

*Manual for facilitators* László Milutinovits, Anca-Ruxandra Pandea, Stefan Manevski, Rui Gomes, Sabine Klocker, 2022-03-23 The Council of Europe youth sector aims at enabling young people across Europe to actively uphold defend promote and benefit from the Council of Europe's core values of human rights democracy and the rule of law notably by strengthening young people's access to rights deepening youth knowledge and broadening youth participation The activities of the European Youth Centres of Budapest and Strasbourg play a central role in the education and training of young multipliers of Council of Europe values The core of these activities is the programme of study sessions week long intercultural non formal learning activities that are held in cooperation with European youth organisations and networks These activities bring to the Youth for Democracy programme of the Council of Europe the unique experiences expectations and concerns of young people regarding contemporary issues and challenges that affect their access to rights and of participating in all spheres of society The study sessions of the European Youth Centres have been trendsetters in European youth work and remain a benchmark for intercultural youth activities This manual is published to support the quality of study sessions and other educational activities in the Youth for Democracy programme Preparing facilitators and developing their competences is one of the essential prerequisites for enabling exchanges of views and dialogical learning preparing the participants to act as multipliers in their day to day lives and ultimately contributing to the values and priorities of the Council of Europe and its youth sector This Manual for Facilitators provides essential information insights and practical tips in the planning and delivering of non formal education intercultural activities while taking into account essential approaches of intercultural learning human rights education and youth participation This manual is a contribution to the quality of intercultural non formal education activities of youth organisations and at making those activities a truly learning experience for young people in the Council of Europe

**Autobiography of intercultural encounters** Martyn Barrett, Michael Byram, 2022-11-29 Intercultural encounters are part of our everyday lives with or without globalisation and internationalisation In the contemporary world encounters with people from other cultural backgrounds have become part of our everyday lives These intercultural encounters may be used as an opportunity to learn about other cultures to develop our capacities for effective and respectful communication to think about our own cultural affiliations and to reflect on ways in which we might take action for the common good The Autobiography of intercultural encounters AIE is an educational resource that can be used by learners to achieve all of these outcomes It supports learners

in thinking about and learning from intercultural encounters that they have experienced either face to face through visual media such as television films magazines or through the internet The present volume contains an updated and revised edition of the original AIE which supports learners reflections on face to face intercultural encounters There are two versions of the AIE a standard version for those who can complete it and a younger learners version for use by children who need support from an adult in thinking about intercultural encounters Both versions are accompanied by notes for facilitators which explain in detail how the AIE may be used These new editions have been fully updated and aligned with the Council of Europe s Reference Framework of Competences for Democratic Culture and may be used by educators and learners in primary secondary and higher education and in non formal and informal education

*Autobiography of intercultural encounters through visual media* Martyn Barrett, Michael Byram, 2022-11-30 A guide to help analyse a specific image encountered in the media e.g. on television in a book on the internet that shows a person or people from another culture In the contemporary world encounters with people from other cultural backgrounds have become part of our everyday lives These intercultural encounters may be used as an opportunity to learn about other cultures to develop our capacities for effective and respectful communication to think about our own cultural affiliations and to reflect on ways in which we might take action for the common good The Autobiography of intercultural encounters AIE is an educational resource that can be used by learners to achieve all of these outcomes It supports learners in thinking about and learning from intercultural encounters that they have experienced either face to face through visual media such as television films magazines or through the internet The present volume contains an updated and revised edition of the original Autobiography of intercultural encounters through visual media AIEVM which supports learners reflections on intercultural encounters that take place through visual media There are two versions of the AIEVM a standard version for those who can complete it on their own and a younger learners version for use by children who need support from an adult in thinking about intercultural encounters Both versions are accompanied by notes for facilitators which explain in detail how the AIEVM may be used These new editions have been fully updated and aligned with the Council of Europe s Reference Framework of Competences for Democratic Culture and may be used by educators and learners in primary secondary and higher education and in non formal and informal education

**Human Rights Education** Monisha Bajaj, 2017-05-02 Bringing together the voices of those deeply engaged in the politics and possibilities of human rights education Monisha Bajaj s Human Rights Education shapes our understanding of its practices and processes and demonstrates how it has come to be a meaningful field of scholarship policy curricular reform and pedagogy

Competences for democratic culture Council of Europe, 2016-04-04 A new Council of Europe reference framework of competences for democratic culture Contemporary societies within Europe face many challenges including declining levels of voter turnout in elections increased distrust of politicians high levels of hate crime intolerance and prejudice towards minority ethnic and religious groups and increasing levels of support for violent extremism



These challenges threaten the legitimacy of democratic institutions and peaceful co existence within Europe Formal education is a vital tool that can be used to tackle these challenges Appropriate educational input and practices can boost democratic engagement reduce intolerance and prejudice and decrease support for violent extremism However to achieve these goals educationists need a clear understanding of the democratic competences that should be targeted by the curriculum This book presents a new conceptual model of the competences which citizens require to participate in democratic culture and live peacefully together with others in culturally diverse societies The model is the product of intensive work over a two year period and has been strongly endorsed in an international consultation with leading educational experts The book describes the competence model in detail together with the methods used to develop it The model provides a robust conceptual foundation for the future development of curricula pedagogies and assessments in democratic citizenship and human rights education Its application will enable educational systems to be harnessed effectively for the preparation of students for life as engaged and tolerant democratic citizens The book forms the first component of a new Council of Europe reference framework of competences for democratic culture It is vital reading for all educational policy makers and practitioners who work in the fields of education for democratic citizenship human rights education and intercultural education

Schooling for Social Change Monisha Bajaj, 2011-11-24 Schooling for Social Change offers fresh perspectives on the emerging field of human rights education in India 60 years after independence the Indian schooling system remains unequal Building on over a year of fieldwork including interviews and focus groups with policymakers educators parents and students Monisha Bajaj examines different understandings of human rights education at the levels of policy pedagogy and practice She provides an in depth study of the origins and effects of the Institute of Human Rights Education a non governmental program that operates in over 4 000 schools in India This enlightening book offers an instructive case study of how international mandates and grassroots activism can work together Bajaj shows how the Institute of Human Rights Education has gained significant momentum for school based adoption textbook reform and policy changes in a nation state still struggling to ensure universal access to education Schooling for Social Change provides a wealth of analysis from the frontlines of education reform and will be of interest to all those working in international and comparative education human rights and South Asian development

**Handbook on Teaching Social Issues** Ronald W. Evans, 2021-05-01 The Handbook on Teaching Social Issues 2nd edition provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom This second edition re frames the teaching of social issues with a dedicated emphasis on issues of social justice It raises the potential for a new and stronger focus on social issues instruction in schools Contributors include many of the leading experts in the field of social studies education Issues centered social studies is an approach to teaching history government geography economics and other subject related courses through a focus on persistent social issues The emphasis is on problematic questions that need to be addressed and investigated in

depth to increase social understanding active participation and social progress Questions or issues may address problems of the past present or future and involve disagreement over facts definitions values and beliefs arising in the study of any of the social studies disciplines or other aspects of human affairs The authors and editor believe that this approach should be at the heart of social studies instruction in schools

**ENDORSEMENTS**

At a time when even the world's most stable democracies are backsliding towards autocratic rule Ronald Evans has pulled together an essential guide for teachers who want to do something about it The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines Joel Westheimer University Research Chair in Democracy and Education University of Ottawa The Handbook on Teaching Social Issues 2nd edition is a fantastic resource for teachers teacher educators and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum The chapters are focused on the most important contemporary thinking about what social issues are why they are so important for young people to learn about and what research indicates are the most effective pedagogical approaches The wide ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating Diana Hess Dean UW Madison School of Education Karen A Falk Distinguished Chair of Education Democracy both as a form of governance and a reservoir of principles and practices faces an existential threat The Handbook on Teaching Social Issues is a perfectly timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum social inquiry for democratic life The authors provide conceptual frames classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship Education like that conceptualized and described in this volume is a curative so needed at this critical moment Ron Evans and his colleagues have delivered assembling an outstanding set of contributions to the field The Handbook underscores John Dewey's now haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth William Gaudelli Dean and Professor Lehigh University This volume is so timely and relevant for democratic education Instead of retreating to separate ideological corners the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all Gloria Ladson Billings Professor Emerita Department of Curriculum I am excited to use the 2nd edition with my teacher education students LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director CARTER Center for K 12 Black history education University of Missouri Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues The Handbook on Teaching Social Issues 2nd edition articulates the historical definitional and conceptual foundations of social issues education It offers clear presentations of general guidelines for unit planning discussion methods

and assessment It identifies specific teaching strategies resources and sample lessons for investigating a range of persistent and contemporary social issues on the elementary middle and secondary levels through the social studies disciplines Updated with perspectives on education for social justice that have emerged since the first edition this edition effectively situates social issues education in the contemporary sociopolitical milieu The Handbook on Teaching Social Issues is a timely accessible and practical guide to involving students in a vital facet of citizenship in a democracy William G Wraga Professor Dean s Office Mary Frances Early College of Education University of Georgia The Handbook on Teaching Social Issues 2nd edition is a long awaited welcome and timely volume It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years given the growth of social issues scholarship showcased in this new edition Notable is the re framing and presentation here of scholarship through a social justice lens I appreciate the offering of unique tools on an array of specific critical topics that fill gaps in our pedagogical content knowledge This volume will sit right alongside my dog eared 1996 edition and fortify many methods courses theses and dissertations to come Sincere thanks to the editor and authors for what I am certain will be an enduring catalyzing contribution Nancy C Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire Helping students understand how to investigate and take action against problems is essential to developing a better world The articles in this handbook provide explanations and reasonings behind issues centered education as well as strategies to employ at every age level of learning I look forward to using this edition with the K 12 social studies teachers in my district in order to better prepare our students for future learning and living Kelli Hutt Social Studies Curriculum Facilitator Dallas Center Grimes CSD Grimes Iowa Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996 During the last few years social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology economics geography government history sociology and psychology in order for students to make sense of the world around them and develop their own voices This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades the inclusion of issues pertaining to human rights genocide and sustainability to be addressed in the secondary grades and addressing issues related to disabilities Mark Previte Associate Professor of Secondary Education University of Pittsburgh Johnstown Chair NCSS Issues Centered Education Community

Uncover the mysteries within is enigmatic creation, **Compasito Manual On Human Rights Education For Children** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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