

# Human Rights, Global Education and Sustainable Education -Transforming Education-



**Earth Ethics Institute**

Miami Dade College

Colleen Ahern-Hettich,  
Director

# Human Rights, Global Education and Sustainable Education

“**Human Rights** are essentially moral rights; they relate to how we should behave in civil society... they represent a limited set of specific, public high-priority moral norms of behavior without which society would fall apart.”

“It is a commonly held view that the protection of human rights transcends national interests and provides the fundamental moral imperative for regulating the contemporary political world order and justifying international intervention in cases of human rights abuse.”

“Human Rights transcend national interests and provide the fundamental moral imperative for regulating the contemporary political world order and justifying international intervention in case of human rights abuse.”

(Hilary Landorf, 2009, Toward a Philosophy of Global Education)

“Most Education contributes daily to unsustainability, partly by default. At the same time, it does little to sustain the ‘whole person’ –sprit, heart, head and hands.”

(Stephen Sterling, 2001, Schumacher Briefings –  
Sustainable Education: Re-visioning Learning and Change)

# Human Rights

1215	Magna Carta
1579	Union of Utrecht
1689	English Bill of Rights

**18<sup>th</sup> Century –**  
**Philosophers Locke, Kant, Rousseau developed concepts of natural rights –**

– Rights that belonged to a human being (Life, liberty, property)

**Inspire Global and Environmental Education**

1776	US Declaration of Independence
1789	US Bill of Rights
1789	French Rights of Man and Citizen

# Human Rights Global Education

**1948**  
**Universal Declaration of Human Rights (UDHR) – United National Assembly** -  
1<sup>st</sup> international body to present a standard of basic civil, political, economic, social and cultural rights to all human beings

**-First Generation Rights –**

Humans are entitled to basic civil and political rights

**-Second Generation Rights –** Humans are entitled to cultural, social, and economic rights

**-Intent to promote and protect rights for individuals**

# Nature/Environment Sustainable Education

**1948 Paris –**  
**International Union for the Conservation of Nature and Natural Resources (IUCN) Meeting–**

1<sup>st</sup> use of the term  
Environmental Education

**1950 United Kingdom**  
**Begins “Environmental Studies” – with local history and geography**

**1960s First Stage of Global Education**  
**Emphasizes Equity, Interconnectedness, and Common Values**

# Human Rights Global Education

**1961-**  
**United States government** –  
essential that US students learn to understand  
and respect people from other economic,  
political, social and cultural contexts. –  
– **First Stage of Global Education** –  
Equality, Interconnectedness, Common  
Values

**1961**  
**Mutual Educational and Cultural  
Exchange Act**

1966  
International Education Act in 1966.

**1968**  
**Foreign Policy Association** – (Funded by US  
Office of Ed) –  
role of a human being is as an individual faced  
with an increasingly globalized world (Global  
Education)

# Environment Sustainable Ed

**1961**

**1962**  
**Rachel Carson writes and publishes**  
***Silent Spring*** – impact of humans on  
nature (and humans)

**1968**  
**UK establish the Council for  
Environmental Education in England**

**Human Rights  
Global Education**

**Environment  
Sustainable Ed**

**1970s-1980s Education for Change –  
Transformative Role of Education**

**1970s**

**Global Education addresses human rights and begins to focus on both the rights and responsibilities of the individual within the greater world system.**

-Emphasized the world as a system with the goal that the individual would learn to take care of his or her world

**1970**

**US- United Nations Educational, Scientific and Cultural Organization (UNESCO) / IUCN Conference adopt first definitions of Environmental Education. –**

-Includes Urban Studies, with an interest in social and political education

# Human Rights Global Education

**1970s**

**Global Education**- emphasize values, empowerment, participation, democratization and social action

(Sterling, Chap. 4, in *The Sustainability Curriculum*)

- Human Rights Education
- Anti-racist Education
- Peace Education
- Development Education –  
(create the ‘Transformative Intellectual’)
- Futures Education

# Environment Sustainable Ed

**1970s**

**1972**

**United Nations Conference on the Human Environment -**

-Identify education playing a role in addressing environmental issues

- Recognize Third Generation Rights** (still evolving) – **Solidarity rights**
- The right to peace
- The right to a clean environment
- The right to participate in and benefit from the Earth
- The right to development

# Human Rights Global Education

**1972**

**UNESCO report –**

***Learning to Be:***

***The World of Education Today and Tomorrow***

-Adds to the “Learning to know” and “Learning to do” focus of education

**1980 – Second Stage of Global Ed**

Focus on communities and cultures with an emphasis on respect for all

# Environment Sustainable Ed

**1972**

***Limits to Growth* published –**

Donello Meadows, Dennis Meadows, Jorgan Randers

**1977**

**UN Intergovernmental Conference on Environmental Education (Tbilisi)**

Goal –” create new patterns of behavior of individuals, groups, and society as a whole towards the environment”



# Human Rights Global Education

## **Second Generation Global Ed Advocates more active role**

Students should seek knowledge and understanding so they can participate in the power dynamics of our interdependent cultures, societies and economies

**1986  
UN Declaration on the Right to  
Development**

**1990 –  
Third Stage of Global Education  
Emerges and focuses on  
Solidarity Rights**

# Environment Sustainable Ed

**1987  
Brundtland Report of the World  
Commission on Environment and  
Development  
– Sustainable Development**

# Human Rights Global Education

**2000**

## **Global Education-Discussion**

A field of Study

A Curriculum

An approach to Learning

Components and Objectives

# Environment Sustainable Ed

**1992 UN Conference on  
Environment and Development**  
(First Earth Summit in Rio)-Agenda 21

**1994 Earth Charter Drafting Begins**

**2000**

## **Terminology Discussion**

Education about Sustainability

Education for Sustainable Development (ESD)

Education for Sustainability (EFS) Education for  
Sustainable Futures (ESF)

## **2000 -- Earth Charter Launched**

Declaration of fundamental principles for building a just,  
sustainable and peaceful global society in the 21<sup>st</sup> Century.

# Human Rights Global Education

**2000**

**Fourth Generation of Rights Surface –**

- Women's Rights
- Rights for Future Generations
- Rights of Access to Information
- Rights to communication

# Environment Sustainable Ed

**2002 UN World Summit on  
Sustainable Development (WSSD)**

**2005 -2014  
UN Decade of Education for  
Sustainable Development**

# Sustainable Education

**Transform –  
Education about the environment or sustainability is insufficient  
to encourage personal and social change.**

**Education for the Environment  
or Sustainability**

**Most interested in the Environment or  
Sustainability**

Education about and for the environment  
(education for becoming)

**Sustainable Education**

**Most interested in Education**

Education for Being