



INVITATION to CONFERENCE for TEACHERS, RESEARCHERS and STUDENTS. MARCH 15 2018

Human rights, peace and sustainability in education

Global citizenship education (GCED) with the ideals of human rights, peace and sustainability is highlighted today in guidelines for schooling. Not least the current Swedish curriculum stresses the importance of these ideals. But how students are taught to "become" global citizens, and the opportunities and challenges to teach *about*, *through* and *for* human rights, peace and sustainability have so far not been investigated and discussed in a systematic and comparative way.

At this Conference, scholars from different parts of the world will discuss the implementation of GCED in Sweden, South Africa, United States, India, Germany, France, England and New Zealand. Questions of *what*, *how* and *why* you can and should teach about sustainability, peace and human rights may be handled in different ways – which allows and prohibits various forms of learning. The conference will highlight the interplay of different dimensions of human rights, peace and sustainability in education today from a global perspective. Data that makes visible what students have learned in school in different parts of the world will be presented and discussed.

Presentations will be given in English by the following researchers with the provisional title:

Keith Barton, Indiana University Bloomington: *Citizenship education in a global perspective.*

Felisa Tibbitts, Columbia University: *Global Citizenship and Teacher Education.*

Thomas Potthast, Tübingen University: *Ethics of educating for sustainability.*

Paul Enright, Logan High School, Dunedin: *Putting the Curriculum into Practice.*

Anamika, University of Delhi: *Human rights, peace and sustainability in education: A Case of India.*

Johan Wasserman, University of Pretoria: *Teaching and learning controversial issues.*

Oakleigh Welply, Durham University: *Comparative studies of knowledge, skills and attitudes in classrooms.*

David Kronlid, Uppsala University: *Normative versus biased approaches in education for sustainability.*

Thomas Nygren, Uppsala University: *The complexity of implementing international understanding.*

Time: 2018-03-15. 10:15-16:00. Lunch on your own 12-13:15.

Cafeteria and restaurant are located in the House. Location: Blåsenhus, von Kraemer Allé 1, Uppsala. Betty Petterson Hall.

The Conference is free of charge and organized with the support of Riksbankens Jubileumsfond and the Department of Education, Uppsala University.

Please register [here](http://doit.medfarm.uu.se/kurt11246) with name and e-mail: <http://doit.medfarm.uu.se/kurt11246> RSVP: 2018-02-15.



Presenters:

Anamika, PhD, is currently teaching in the Department of Education (CIE), University of Delhi. She has also taught in Lady Shri Ram College for Women and Jamia Millia Islamia. Her Ph.D. is on "Pedagogy of Human Rights Education in the Elementary Schools of Taipei and New Delhi" done at the Department of Education, National Chengchi University, Taiwan. She is a recipient of grants from Taiwan Government Scholarship, Australian Aid (AusAID) and Georg Eckert Institute. Her recent publications include "Exploring the notion of inclusive education among B.El.Ed pre-service teachers", *Indian Journal of Teacher Education*.

Felisa Tibbitts, Senior lecturer, Teachers College, Columbia University, has previously studied human rights, (global) democratic citizenship and peace education; education in post-conflict and transitional societies; curriculum development and reform; critical pedagogy; and social change theory. Current projects in global citizenship education and teacher preparation, political contexts and grassroots human rights education strategies; human rights education in secondary schools; and the infusion of human rights education within the training of professionals.

Keith Barton, professor, is currently vice-dean of education at the school of education, Indiana University Bloomington. He is currently conducting international research in human rights, civics and history education. He is interested in curriculum theory and practical classroom applications, especially through portraits of exemplary teachers.

Johan Wasserman, Professor, Department of Humanities Education, University of Pretoria, has previously studied the teaching of controversial issues; minorities and the minoritised in colonial Natal; violence and history teaching; human rights in history and social studies teaching.

Oakleigh Welply, Assistant Professor, School of Education, Durham University, has studied the experiences and identities of immigrant-background children in primary schools in France and England from a cross-national perspective and the interplay between global, national and local dimensions. Her current research focus on the relationship of education to issues of language, religion, immigration, integration, globalisation, identity, gender and citizenship.

Paul Enright, Head of Department of Humanities, Logan Park High School, New Zealand, where he has a long term experience from teaching history and social studies. His previous work has been published in the *New Zealand Teachers' History Journal*, books on history education and as resources for history teachers.

Thomas Potthast, Professor, International Centre for Ethics in the Sciences and Humanities (IZEW), Tübingen University. Professor Potthast studies moral philosophy, bioethics, environmental ethics. In his research he is interested in for instance "Epistemic-moral hybrids": About the relation of empirical sciences and evaluative/normative dimensions and ethics and Sustainable Development in selected areas of practice such as global change and preservation of nature.

David Kronlid, Associate Professor, Department of Education, Uppsala University and research advisor at SWEDESD (the Swedish International Center of Education for Sustainable Development) and previously employed at CEMUS. He has previously studied environmental ethics, ecofeminism, and holistic mobility with a focus on its existential, ethical and environmental ethical aspects. Recently his research focuses on climate change justice, mobility and education for sustainable development.

Thomas Nygren, Associate Professor, Department of Education, Uppsala University, has previously analyzed the complexity of implementing international understanding (1927-2002) in guidelines and in students' knowledge construction; investigated in classroom practices critical thinking and universal values in human rights education in Sweden and USA; and also analyzed the Swedish curriculum in light of theories of peace education.