

# Preface

Series title: *Globalisation, Comparative Education and Policy Research (24-volume series)*

*Globalisation, Human Rights Education and Reforms, Volume 17* (edited by Joseph Zajda and Sev Ozdowski) in the 24-volume book series *Globalisation, Comparative Education and Policy Research*, aims to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of human rights education.

Human rights education is essential to the full realization of human rights and the maintenance of participatory democracy, freedom, and peace. Human rights education contributes significantly to promoting equality, respect for human dignity, preventing discrimination, and enhancing participation in all democratic processes. It reflects societal standards that need to be learned by each generation and transferred to the next. During the last 70 years, human rights policies and standards were defined, and a range of education programs, curricula, and best practices were developed, both internationally and locally, to advance human rights education. The Millennium Declaration recognized the “interdependence of social development, human rights and global peace” (MacNaughton and Koutsoumpas 2016). By now, the human rights education is not only about UN pronouncements, or officially endorsed standards and pedagogy, but is also an important political and social movement with many grass roots activities aiming to make a difference by making human rights accessible to all.

Some recent research suggests that human rights education does not address our growing diversity and interdependence, which is needed to help students address global complexities affecting their lives (Spren and Monaghan 2015). We need to explore research dealing with the recent shift from HRE to Global Citizenship Education (GCE) (Rapoport 2010; Dill 2013; Spren and Monaghan 2015; Rapoport 2016).

By examining some of the major education policy issues in HRE in a global culture, particularly in the light of recent shifts in HRE and policy research, the volume aims to provide a comprehensive picture of the intersecting and diverse discourses of globalization, HRE, and policy-driven reforms. Globalization, eco-

nomic, cultural, and social change have affected the nature of the debate in human rights education. The impact of globalization on HRE and policy is a strategically significant issue for us all. The volume is focussed on the importance of HRE, both locally and globally. It presents an up-to-date scholarly research on *global* trends in HRE curricular initiatives and policy research. It provides an easily accessible and practical yet scholarly source of information about the international concerns in the field of globalization, HRE, and policy research. The volume, as a sourcebook of ideas for researchers, practitioners, and policy-makers in globalization and HRE developments, provides a timely overview of current developments in HRE reforms and policy research.

Melbourne, VIC, Australia

Joseph Zajda

## Reference

- MacNaughton, G., & Koutsoumpas, K. (2016). Universal Human Rights Education in the Post-2015 development agenda. In J. Zajda & S. Ozdowski (Eds.), *Globalisation, human rights education and reforms*. Dordrecht: Springer.

Globalisation, Human Rights Education and Reforms

Zajda, J.; Ozdowski, S. (Eds.)

2017, XX, 275 p. 1 illus., Hardcover

ISBN: 978-94-024-0870-6