

## A B S T R A C T S

**Education in human rights:  
subjects and coordinates**

LUIS HUMBERTO JIMÉNEZ ALVARADO

The history of human rights from the perspective of the so called “hobbesian” tradition is founded on the certainty that international conferences and the declarations emanating from them are sufficient instruments for humankind to advance in the exercise of those rights. Within that stream, other authors question the eurocentric character of those documents and their potential to defend the dignity of people. The article suggests, however, that taking the internationally accepted legal frameworks as the starting point a lot of social actors have appropriated the discourse and the defense of human rights, in a lot cases through the experiences of nonformal education. Such is the case of civil organizations in the Latin American case. The proposal of the author is to look at historic reality from the perspective of the subjects’ condition, that is to say, out of their concrete necessities and aspirations.

**Some guiding pedagogical  
principles in human  
rights education**

ABRAHAM MAGENDZO K.

The author writes the article from the standpoint of critical Pedagogy, one of whose most tangible expressions is education in human rights. In this sense, the pedagogical principles of human rights education are: 1) the principle of integration; 2) the principle of recurrence; 3) the principle of coherence; 4) the principle of connection to everyday life; 5) the principle of appropriation; 6) the principle referring to the collective construction of knowledge. Education in human rights adopts different modalities through which such principles become operational. Such is the case of self-regulated learning, study groups and community awareness projects, among others.

**“Adolescing: this is  
being discussed now”****A training and education  
project in human rights**

DENISE QUARESMA DA SILVA

CLEBER GIBBON RATTO

The article recounts an experience in human rights education involving adolescents between 11 and 14 years old that took place at Feevale University, jointly with the municipal government of Novo Hamburgo, Brazil, during the 2010-2011 academic year. The purpose of such experience was to promote the denaturalization of discrimination, the respect for diversity and the concretion of human rights. The project took place through the development of collective discussion workshops. Their effectiveness was measured on three levels: knowledge or mastering of the topic, sensitization (identification with those who suffer discrimination), and commitment (actions intended in order to transform reality).

### **Toward a transformational education**

*The Subject, reality and social transformation* course of the Master's in Human Rights Education at CREFAL

PABLO M. TASSO

Educators in human rights are facing, as a starting point, the question concerning the assumptions and beliefs they are situated on, and from which they look to have an impact on reality. The article presents the philosophical framework that originated the Master's in Human Rights Education at CREFAL. It is essentially an educational program that encourages students to reflect about the subject and its possibilities of transformation. This is carried out in two stages: 1) a reflection on the modern subject and a problematization of the students' reality, as well as the possibilities of change in problematic situations; and 2) thinking the subject in movement, inside its historicity. The article relies on brief testimonies by some students who give an account of their findings.

### **Experiencing human rights, something more than its mere exercise.**

Women in Solidarity Action Team's schools for women promoters, Mexico

NOELIA VERONA MARTEL

The article refers to a constructivist ethnographic research about an educational experience with women carried out by a civil organization based in Morelia, Mexico: the Women in Solidarity Action Team (EMAS). The text describes the functioning of the Schools for Women Promoters, and it goes deeply into the way attendants assumed their rights through their self-revaluation as women. For them, the exercise of those rights expresses itself as a "living experience"; living those rights means to defend their dignity in all aspects affecting their lives, that is to say, deciding over their own bodies and their own lives. Within the studied case, the concept of "human right" finds its realization and full sense in everyday experience.

### **An educator for peace and human rights**

SINÚ ROMO

The article addresses the fundamental aspects of a typical peace and human rights educator's profile, which has been progressively defined throughout an experience of more than ten years by current members of the Education for Peace Collective. The profile is constructed from three premises: 1) peace is a human reality, present in most aspects of social life; 2) conflict has been a central element of study for all the disciplines that address human relations; 3) conflict is a social construct. Starting from these premises the author derives five capabilities that constitute a peace educator's profile: to see beyond a conflict; to integrate short-term answers into a long-term change; to transform conflict into an integration dilemma in order to transcend it; to identify—within the complexity of a situation—the possibilities for action and transformation; and to take into account the importance of identity.

**Let's make *matria***

JOSÉ SOTELO MARBÁN

The author defines *matria* as the place, time and circumstance from where a person gets involved and participates in a larger history, which they also affect to a greater or lesser extent. The *matria* is the space of influence and force of individuals. Through the description of an educational intervention experience with farmers, the author recovers the key results: The subjective conditions were modified, that is to say, the perception of the farmers regarding their situation; the objective conditions were modified once the powerless conditions of the farmers were modified through their union; the process was dialectical, meaning the change in the objective conditions modified the subjective conditions and vice versa. Rights are, for the author, a legacy of the struggle of people against injustice.

**Thinking of youth and adult education as a human right**

CARLOS VARGAS TAMEZ

The international acknowledgement that education constitutes a human right has been taking form since the international conventions of 1960, and it has been reapproached at the international adult education conferences of 1997 and 2009. At those conferences education was regarded from a wider perspective, as a lifelong process. However, the actualization of this right has been far from satisfying the international legal frameworks, for even nowadays the opportunities and conditions that would allow guaranteeing the exercise of this right to all the population are nonexistent. In that context, the article presents the scheme of Tomaševski's four A's (Availability, Accessibility, Acceptability, Adaptability) and a series of useful questions in order to evaluate the fulfillment of responsibilities by the States regarding their populations' right to education.

**International conferences and meetings promoted by UNESCO and their relationship to adult education and human rights (1990-2000)**

EDUARDO JORGE LOPES DA SILVA

During the 1990-2000 decade a series of conferences took place and various documents were signed in which the international community expressed its agreement regarding the importance of education in order to promote development in all respects. The article takes a journey through that decade given the international instruments that gave rise to the inclusion of education as a human right, and the conception that the acquisition of this right is an indispensable condition for the exercise of all others. International recognition in regard to the value of education and its conceptualization as a lifelong process make up the legal framework that compels States to revise and improve the issues of availability, access to and quality of educational opportunities for youths and adults.

## A shadow in the maze

*Bullying from the view of educational theater*

GERARDO GARZA GARZA

MARÍA LETICIA GALVÁN SILVA

Even though school bullying is a problematic that was conceptualized since the decade of the 1970's last century, it was until XXI Century that it became a topic of great concern for educators, and a subject of attention for public policy. The article refers to an experience in educational theater that was developed by CREFAL. It includes the staging of the play *A shadow in the maze* and a debate that takes place at the end of each presentation. The purpose of the project is to provoke an emotional experience among the attendees, which will lead to a form of "creative reflection" in order to imagine possible escapes from school harassment. The play has been presented since 2012, mainly among middle school and high school students and professors.

Traducción: Camilo Patiño Pérez

