A Muslim Commentary On The Universal Declaration Of Human Rightsuniversal Design For Learning Theory And Practice

#Muslim commentary #Universal Declaration Human Rights #Universal Design for Learning #Inclusive education #Islamic perspective

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A Muslim Commentary on the Universal Declaration of Human Rights

Promoting Islam as a defender of human rights is laden with difficulties. Advocates of human rights will readily point out numerous humanitarian failures carried out in the name of Islam. In The Rights of God, Irene Oh looks at human rights and Islam as a religious issue rather than a political or legal one and draws on three revered Islamic scholars to offer a broad range of perspectives that challenge our assumptions about the role of religion in human rights. The theoretical shift from the conception of morality based in natural duty and law to one of rights has created tensions that hinder a fruitful exchange between human rights theorists and religious thinkers. Does the static identification of human rights with lists of specific rights, such as those found in the Universal Declaration of Human Rights, make sense given the cultural, historical, and religious diversity of the societies in which these rights are to be respected and implemented? In examining human rights issues of the contemporary Islamic world, Oh illustrates how the value of religious scholarship cannot be overestimated. Oh analyzes the commentaries of Abul A'la Maududi, Sayyid Qutb, and Abdolkarim Soroush—all prominent and often controversial Islamic thinkers—on the topics of political participation, religious toleration, and freedom of conscience. While Maududi and Qutb represent traditional Islam, and Soroush a more reform and Western-friendly approach, all three contend that Islam is indeed capable of accommodating and advocating human rights. Whereas disentangling politics and culture from religion is never easy, Oh shows that the attempt must be made in order to understand and overcome the historical obstacles that prevent genuine dialogue from taking place across religious and cultural boundaries.

A Muslim Commentary on the Universal Declaration of Human Rights

What is the role of religion(s) in a human rights culture and in human rights education? How do human rights and religion relate in the context of public education? And what can religious education at public schools contribute to human rights education? These are the core questions addressed by this book. Stimulating deliberations, illuminating analyses and promising conceptual perspectives are offered by renowned experts from ten countries and diverse academic disciplines.

The Rights of God

The author examines the theory, research, and practice linking human rights to education in order to broaden the concept of citizenship and social studies education. Osler anchors her examination of human rights in the U.N Convention on the Rights of the Child, as well as the U.N. Declaration on Human Rights Education and Training.

Human Rights and Religion in Educational Contexts

In 1948, the General Assembly of the United Nations adopted and proclaimed the International Declaration of Human Rights, a document designed to hold both individuals and nations accountable for their treatment of fellow human beings, regardless of religious or cultural affiliations. Since then, the compatibility of Islam and human rights has emerged as a particularly thorny issue of international concern, and has been addressed by Muslim rulers, conservatives, and extremists, as well as Western analysts and policymakers; all have commonly agreed that Islamic theology and human rights cannot coexist. Abdulaziz Sachedina rejects this informal consensus, arguing instead for the essential compatibility of Islam and human rights. He offers a balanced and incisive critique of Western experts who have ignored or underplayed the importance of religion to the development of human rights, contending that any theory of universal rights necessarily emerges out of particular cultural contexts. At the same time, he re-examines the juridical and theological traditions that form the basis of conservative Muslim objections to human rights, arguing that Islam, like any culture, is open to development and change. Finally, and most importantly, Sachedina articulates a fresh position that argues for a correspondence between Islam and secular notions of human rights.

Human Rights and Schooling

This book compares Islamic and Western ideas of human rights in order to ascertain which human rights, if any, can be considered universal. This is a profound topic with a rich history that is highly relevant within global politics and society today. The arguments in this book are formed by bringing William Talbott's Which Rights Should Be Universal? (2005) and Abdulaziz Sachedina's Islam and the Challenge of Human Rights (2014) into conversation. By bridging the gap between cultural relativists and moral universalists, this book seeks to offer a new model for the understanding of human rights. It contends that human rights abuses are outcomes of complex systems by design and/or by default. Therefore, it proposes that a rigorous systems-thinking approach will contribute to addressing the challenge of human rights. Engaging with Islamic and Western, historical and contemporary, and relativist and universalist thought, this book is a fresh take on a perennially important issue. As such, it will be a first-rate resource for any scholars working in religious studies, Islamic studies, Middle East studies, ethics, sociology, and law and religion.

Islam and the Challenge of Human Rights

This book presents a comprehensive overview of selected research concerning global and comparative trends in dominant discourses on human rights education. Using diverse paradigms, ranging from critical theory to historical-comparative research, the book examines major human rights education reforms and policy issues in a global culture with a focus on the ambivalent and problematic relationship between human rights education discourses, ideology and the state. Further, it discusses democracy, national identity, and social justice, which are among the most critical and significant factors defining and contextualising the processes surrounding nation-building, identity politics and human rights education globally, and also critiques current human rights education practices and policy reforms, illustrating the shifts in the relationship between the state and human rights education policy. Written by authors from diverse backgrounds and regions, the book examines current developments in research concerning human rights education, and citizenship education globally. As such it enables readers to gain a more holistic understanding of the nexus between nation-state, national identity and human rights education both locally and globally. It also provides an easily accessible, practical yet scholarly insights into international concerns in the field of human rights education in the context of global culture.

Human Rights in Islamic Societies

Even though there has been a number of works dealing with human rights and religion already, this work is different in that it avoids being a commentary or an interpreter of what the religious communities think or don't think when it comes to human rights. It allows the documents and the adherents to speak for themselves. It will be left to the reader to comment and process the information. The author's role in this work is merely to establish a context when needed and bridge the gaps when necessary. It is only at the end of the presentation of the religious and secular documents on human rights that this author will provide a critique that is intended to engage other interested parties into a debate. There is a wealth of information and I trust that this authentic information can only enhance our perspective on this matter. All views were introduced here: the Qur'anic discourse, the Prophetic tradition, the Muslim scholars' interpretation, modern humanism perspectives, international law documents, independent scholars' findings, and the official and non-official declarations by the UN and other organizations are all presented herein. stance on human rights, we have included a variety of opinions: from the views of the Shi'ite Muttaheri, to the opinions of the influential Sunni lawyer al-Mawdudi, to the conclusions of an independent working group of Muslims scholar who produced the Universal Islamic declaration of Human Rights; every opinion that has some traction in the Muslim streets has been included here for examination. Although this work was produced primarily as a textbook for students and interested individuals from the public, there is a challenging theory that ought to stimulate further discussion of human rights schemes, organs, and implementation mechanism.

Human Rights

Questions over the compatibility of Islam and Human Rights have become a key area of debate in the perceived tensions between 'Islam and the West'. In many ways, discussion over the stance of Islam in relation to such factors as gender rights, religious freedom, social and political freedoms, and other related issues represents a microcosm of the broader experience of how Muslim and 'Western' communities interact and relate. This volume seeks to engage with the various debates surrounding Islam and Human Rights, in particular, challenging assumptions of a 'standard' or 'essential' Muslim perspective on Human Rights. Through a survey of the experiences of Muslim communities across the globe (the ummah), this volume highlights the dynamic way Muslims understand and incorporate Human Rights into their personal, social and political experiences. From conceptual discussions on the issues of gender rights and religious freedom, to examining Muslim communities from South East Asia, Central Asia, the Middle East and North Africa, leading global experts bring forth key insights into the way in which Muslim communities live and experience Human Rights. The potential for deeper engagement with this issue is critical, as it opens possibilities for more profound understanding and tolerance.

Human Rights Education Globally

The Universal Declaration is the basis of the International Bill of Human Rights and the core of the contemporary international human rights system. This work documents the cooperation of authors who are all deeply involved in human rights research and documentation, providing a commentary on the

Universal Declaration. Each provision of the Universal Declaration is covered. It provides both analysis and a review of its origin, the negotiation leading up to its adoption, and subsequent conventions and other international instances.

Human Rights & Islam

"Traditional Islamic Ethics: The Concept of Virtue and its Implications for Human Rights" concentrates on the subject of Islam and modernity and Islam and human rights, a topic that has become popular and relevant with the rise of globalization and the interest in Islamic extremism and human rights. This book distinguishes itself by operating within the framework of the traditional school of thought or 'Islamic Traditionalism'. In doing so, it draws on Islam's 1400-year-old spiritual and intellectual tradition and its understanding of ethics and virtue, along with truth, justice, freedom, and equality. This book argues that Islam's pre-modern approach is indispensable in creating an organic and integral human rights model for Muslims. The first section argues that the current understanding and implementation of international human rights needs to be more flexible and inclusive if it truly aims to be universal in scope; this is because 'The Universal Declaration' and its offshoots are still underpinned by secular-liberal principles, and therefore, are at odds with other cultural traditions. To this end, this section critically explores popular human rights histories and contemporary ethical theories that attempt to justify human rights. The second section of this book provides a general overview on the subject of 'Islam and Human Rights'. After explaining some of the main problems, this section examines various solutions offered by Muslim academics and scholars, focusing on four different types of Muslim responses to modernity and human rights: liberal, progressive, traditional, and fundamentalist. It concludes that there are 'spaces of convergence' between modern-liberal ethics and traditional Islamic virtue ethics while maintaining that there are also fundamental differences and that these differences should be welcomed by human rights theorists and advocates. The book's intended audience is primarily post-graduate students and professional academics in the fields of Human Rights, Ethical Philosophy, and Islamic Studies (modern Islamic thought, Sufism, Islamic theology, Islamic Philosophy, and Traditionalism). It will also appeal to anyone interested in the subject of Islam and modernity in general and Islam and human rights in particular.

Islam and Human Rights in Practice

Educational institutions are undergoing complex and sensitive changes in the context of immigration, international mobility, globalisation, and shifting economic scenarios, making highly challenging demands on educational leaders. Leadership is increasingly being perceived and theorised as pivotal to students' achievement and institutional performance. In this book, Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings, and the resulting conceptualisations and interpretations. While educational leadership literature and research have flourished in recent years, this is predominantly informed by Western ideologies, concepts, theories and practices. Education, Leadership and Islam focuses on contemporary educational settings and practices, drawing on research and empirical evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks, particularly in relation to the growing Muslim population in the West. Chapters also discuss gender in Islam, educational expectations and Islamic faith schools to comprehensively explore education in relation to Islamism. Situating Muslims within contemporary societies, this book extends debates regarding educational philosophy and leadership, endorsing diversity and plurality through an appreciation of difference. Education, Leadership and Islam will appeal to education researchers as well as social and political scientists attempting to understand Muslim educational issues in contemporary life, both in the east and in the west. This book offers critical insight into educational theory and practice, and as such will be key reading for policy makers and educational leaders.

The Universal Declaration of Human Rights

Cosmopolitanism, as an intellectual and political project, has failed. The portrayal of human rights, especially European, as evidence of cosmopolitanism in practice is misguided. Cosmopolitan theorists point to the rise of claims-making to the European Court of Human Rights (ECtHR) among Europe's Muslims to protect their right to religious freedom, mainly concerning the hijab, as evidence of cosmopolitan justice. However, the outcomes of such claims-making show that far from signifying a cosmopolitan moment, European human rights law has failed Europe's Muslims. Human Rights, Islam and the Failure of Cosmopolitanism provides an empirical examination of claims-making and

government policy in Western Europe focusing mainly on developments in the UK, Germany, France, Italy and the Netherlands. A consideration of public debates and European law of conduct in the public sphere shows that cosmopolitan optimism has misjudged the magnitude of the impact claims-making among Europe's Muslims. To overcome this cul-de-sac, European Muslims should turn to a new 'politics of rights' to pursue their right to religious expression. This book is a theoretically challenging re-evaluation of cosmopolitan arguments through a rigorous discussion of rights-making claims by Europe's Muslims to the European Court of Human Rights. It combines sociological and legal case analysis which advances understanding of one of the most pressing topical issues of the day.

Traditional Islamic Ethics: The Concept of Virtue and its Implications for Contemporary Human Rights

Is there a basis for human rights in Islam? Beginning with an exploration of what rights are and how the human rights discourse developed, Abdullah Saeed explores the resources that exist within Islamic tradition. He looks at those that are compatible with international human rights law and can be garnered to promote and protect human rights in Muslim-majority states. A number of rights are given specific focus, including the rights of women and children, freedom of expression and religion, as well as jihad and the laws of war. Human Rights and Islam emphasises the need for Muslims to rethink problematic areas of Islamic thought that are difficult to reconcile with contemporary conceptions of human rights.

Education, Leadership and Islam

This volume outlines the approaches to human rights and responsibilities within the different world religions. Featuring contributions from over 15 scholars, the book covers such key issues as women's rights, the role of international law, and responsibility for the environment. It also includes a "Universal Declaration of Human Rights by the World's Religions\

Human Rights, Islam and the Failure of Cosmopolitanism

This book discusses the relationship between human rights and education. Education as a human right and education for human rights are currently the topics of considerable debate worldwide. In addition to their traditional role of transmitting knowledge and values, education systems are being pressed to respond to a new range of aspirations and to a wide variety of economic, political, social and cultural developments whose roots lie outside the education system. Human rights education is much wider than just teaching about human rights; it should lead to an understanding of, and sympathy for, the concepts of democracy, justice, equality, freedom, solidarity, peace, dignity, rights and responsibilities. Young people are guaranteed their right to education, and education systems should equip them with the knowledge, skills and attitudes they will need if they are to take an active part in the operation of democratic institutions.

Human Rights and Islam

Are human rights universal or the product of specific cultures? Is democracy a necessary condition for the achievement of human rights in practice? This book surveys the religious politics of human rights across the world's major regions, political systems, and faith traditions.

Islamic Education

Over the course of his distinguished career, legal scholar Abdullahi Ahmed An-Na'im has sought to reconcile his identity as a Muslim with his commitment to universal human rights. In Muslims and Global Justice, he advances the theme of global justice from an Islamic perspective, critically examining the role that Muslims must play in the development of a pragmatic, rights-based framework for justice. An-Na'im opens this collection of essays with a chapter on Islamic ambivalence toward political violence, showing how Muslims began grappling with this problem long before the 9/11 attacks. Other essays highlight the need to improve the cultural legitimacy of human rights in the Muslim world. As An-Na'im argues, in order for a commitment to human rights to become truly universal, we must learn to accommodate a range of different reasons for belief in those rights. In addition, the author contends, building an effective human rights framework for global justice requires that we move toward a people-centered approach to rights. Such an approach would value foremost empowering local actors as a way of negotiating the paradox of a human rights system that relies on self-regulation by the state. Encompassing over two decades of An-Na'im's work on these critical issues, Muslims and Global

Justice provides a valuable theoretical approach to the challenge of realizing global justice in a world of profound religious and cultural difference.

Human Rights and Responsibilities in the World Religions

A comprehensive reassessment of the idea that all humans are entitled to learning, examining existing conceptualisations and proposing a new basis for Education for All.

Human Rights & Education

Kamali is a specialist in Islamic law (or Shari'ah) and jurisprudence who teaches law at the International Islamic U. in Malaysia. The present text is a precise and orthodox explication of all aspects of the rights of people to be found in the Qur'an. Each Quranic passage considered is included (in Arabic) within the text. Kamali makes very measured comments on the relation of the Shari'ah and the Universal Declaration of Human Rights in his introduction and conclusion. Distributed in the US by ISBS. Annotation copyrighted by Book News, Inc., Portland, OR

Religion and the Global Politics of Human Rights

This book explores the Islamic tradition and Muslim contexts for educational administration and leadership. It addresses the teaching of educational administration and leadership from an Islamic perspective by raising issues of globalised educational administration and leadership teaching as it applies in Muslim contexts that vary by culture and social institutions. The book proposes alternative approaches and demonstrates that Islamic traditions have a strong foundation upon which to build in the field and are compatible with many aspects of Western theory and practices, provided that sufficient modifications and adaptations are made. The book focuses on postgraduate curricula and pedagogy, drawing on a range of theoretical foundations and approaches that are culturally and jurisdictionally appropriate in a number of Muslim countries. As such, it contributes to an emerging specialisation in international and comparative educational administration and leadership that is oriented towards a broader and more diverse set of perspectives, particularly from the non-Western world.

Muslims and Global Justice

The Australian Federation of Islamic Councils (AFIC) is proud to support Dr. Bekim Hasani's book; this is a welcome addition to the knowledge base of English readers. Dr. Rateb Jneid, AFIC President The Islamic Certification Council of Victoria (ICCV) proudly supports the great work produced in this book by Dr Bekim Hasani and urges Muslims and non-Muslims to read and understand the importance of human rights, which is set in the teachings of Islam, and how Islam established these rights from the first message in the Holy Qur'an - "read". Mohamed Koyu, ICCV Acting Head of Operations & Quality This book provides a comprehensive explanation of human rights in Islam and will benefit both Muslim and non-Muslim communities in the west to understand Islam. Naim Tërnava, Grand Mufti of Kosova

Contemporary Muslims and Human Rights Discourse

Islam and Human Rights is a probing examination of how the Islamic tradition has been exploited for political ends by regimes and institutions seeking to legitimize policies inimical to human rights. Ann Elizabeth Mayer critically appraises Islamic human rights schemes that dilute the human rights afforded by international law, comparing them with the complex Islamic legal heritage and international human rights law. Challenging stereotypes about a supposedly monolithic Islam inherently incompatible with human rights, Mayer dissects the political motives behind the selective deployment of elements of the Islamic tradition by conservative forces seeking to delegitimize demands for democracy and human rights. The fifth edition provides an updated consideration of government policies on Islam and human rights activism and how they are affecting developments in several Middle Eastern countries, and features a new chapter on the resistance of human rights for sexual minorities by the Organization of Islamic Cooperation (OIC) project to co-opt international human rights law to criminalize 'defamation of Islam' occurring in the West. The new edition also analyzes the other most recent and important issues of the region, including: The burgeoning pressures in the Middle East for human rights leading up to the Arab Spring; The ambitious campaign of the (OIC) to influence the UN human rights system by forging alliances with non-Muslim states hostile to human rights; The concerted efforts by this cross-cultural alliance to subvert international human rights law under pretenses of supporting human rights; The intensifying controversies over issues of sexual orientation and gender identity in the Middle East; The

Danish Cartoons controversy and the OIC project to co-opt international human rights law to criminalize 'defamation of Islam' occurring in the West.

Education as a Human Right

Since at least the attacks of September 11, 2001, one of the most pressing political questions of the age has been whether Islam is hostile to religious freedom. Daniel Philpott examines conditions on the ground in forty-seven Muslim-majority countries today and offers an honest, clear-eyed answer to this urgent question. It is not, however, a simple answer. From a satellite view, the Muslim world looks unfree. But, Philpott shows, the truth is much more complex. Some one-fourth of Muslim-majority countries are in fact religiously free. Of the other countries, about forty percent are governed not by Islamists but by a hostile secularism imported from the West, while the other sixty percent are Islamist. The picture that emerges is both honest and hopeful. Yes, most Muslim-majority countries are lacking in religious freedom. But, Philpott argues, the Islamic tradition carries within it "seeds of freedom," and he offers guidance for how to cultivate those seeds in order to expand religious freedom in the Muslim world and the world at large. It is an urgent project. Religious freedom promotes goods like democracy and the advancement of women that are lacking in the Muslim-majority world and reduces ills like civil war, terrorism, and violence. Further, religious freedom is simply a matter of justice--not an exclusively Western value, but rather a universal right rooted in human nature. Its realization is critical to the aspirations of religious minorities and dissenters in Muslim countries, to Muslims living in non-Muslim countries or under secular dictatorships, and to relations between the West and the Muslim world. In this thoughtful book, Philpott seeks to establish a constructive middle ground in a fiery and long-lasting debate over Islam.

The Dignity of Man

"A splendid volume . . . fused with political and philosophical insight into the fundamental concepts underlying the Declaration."--"American Journal of International Law"

Teaching Educational Leadership in Muslim Countries

This book presents the views of leading scholars, academics, and educators on the renewal of Islamic schools in the Western context. The book argues that as Islamic schools in Western contexts have negotiated the establishment phase they must next embrace a period of renewal. Renewal relates to a purposeful synthesis of the tradition with contemporary educational practice and greater emphasis on empirical research substantiating best practices in Islamic schools. This renewal must reflect teaching and learning practices consistent with an Islamic worldview and pedagogy. It should also inform, among other aspects, classroom management models, and relevant and contextual Islamic and Arabic studies. This book acquaints the reader with contemporary challenges and opportunities in Islamic schools in the Western context with a focus on Australia.

The General Principles of Human Rights in Islamic Law

Provides basic info. for teachers in primary and secondary schools who want to foster awareness and knowledge of human rights and the sense of reciprocity and universality upon which it is based and some practical activities. Chapters: human rights literacy; role-plays and brainstorming; confidence and social respect; trust; protecting life -- the individual in soc.; peace and the right to life; development and the environ.; gov't. and the law; the freedoms of thought, conscience, religion, opinion and expression; the freedom to meet and take part in public affairs; econ. develop. and well-being; soc. and cultural wellbeing; discrim. -- color or race, gender, minority group status; and disability.

Islam and Human Rights

While the notion of "human rights" is sometimes thought to be a product of the Western Enlightenment, human rights as a subject for philosophical enquiry and a basis for government in fact have a long and rich heritage within Arab thought. In this anthology, Salma K. Jayyusi brings together a list of distinguished scholars to reflect the range and depth of Arab thinking on this subject. Translated from the best-selling Arabic edition, this work offers English readers a fresh and original insight into the rich literature of human rights. Leading Arab intellectuals have made contributions on topics ranging from civil and political rights to the rights of women. They write from a number of perspectives: Islamic,

secular, generalist, regionalist, historical and political, bringing together ideas which will challenge and enlighten anyone interested in human rights and the modern Arab world.

Religious Freedom in Islam

Over the past five decades, both peace education and human rights education have emerged distinctly and separately as global fields of scholarship and practice. Promoted through multiple efforts (the United Nations, civil society, grassroots educators), both of these fields consider content, processes, and educational structures that seek to dismantle various forms of violence, as well as move towards cultures of peace, justice and human rights. Educating for Peace and Human Rights Education introduces students and educators to the challenges and possibilities of implementing peace and human rights education in diverse global sites. The book untangles the core concepts that define both fields, unpacking their histories and conceptual foundations, and presents models and key research findings to help consider their intersections, convergences, and divergences. Including an annotated bibliography, the book sets forth a comprehensive research agenda, allowing emerging and seasoned scholars the opportunity to situate their research in conversation with the global fields of peace and human rights education.

The Universal Declaration of Human Rights and the Challenge of Religion

This book advances practical protection of human rights, and challenge claims of western monopoly of human rights discourse.

Islamic Schooling in the West

Knowledge and Education in Classical Islam: Religious Learning between Continuity and Change offers fascinating new insights into key issues of learning and human development in classical Islam, including their shared characteristics, influence, and interdependence with historical, non-Muslim educational cultures.

Teaching Human Rights

"Traditional Islamic Ethics: The Concept of Virtue and its Implications for Human Rights" concentrates on the subject of Islam and modernity and Islam and human rights, a topic that has become popular and relevant with the rise of globalization and the interest in Islamic extremism and human rights. This book distinguishes itself by operating within the framework of the traditional school of thought or 'Islamic Traditionalism'. In doing so, it draws on Islam's 1400-year-old spiritual and intellectual tradition and its understanding of ethics and virtue, along with truth, justice, freedom, and equality. This book argues that Islam's pre-modern approach is indispensable in creating an organic and integral human rights model for Muslims. The first section argues that the current understanding and implementation of international human rights needs to be more flexible and inclusive if it truly aims to be universal in scope; this is because 'The Universal Declaration' and its offshoots are still underpinned by secular-liberal principles, and therefore, are at odds with other cultural traditions. To this end, this section critically explores popular human rights histories and contemporary ethical theories that attempt to justify human rights. The second section of this book provides a general overview on the subject of 'Islam and Human Rights'. After explaining some of the main problems, this section examines various solutions offered by Muslim academics and scholars, focusing on four different types of Muslim responses to modernity and human rights: liberal, progressive, traditional, and fundamentalist. It concludes that there are 'spaces of convergence' between modern-liberal ethics and traditional Islamic virtue ethics while maintaining that there are also fundamental differences and that these differences should be welcomed by human rights theorists and advocates. The book's intended audience is primarily post-graduate students and professional academics in the fields of Human Rights, Ethical Philosophy, and Islamic Studies (modern Islamic thought, Sufism, Islamic theology, Islamic Philosophy, and Traditionalism). It will also appeal to anyone interested in the subject of Islam and modernity in general and Islam and human rights in particular.

Human Rights in Arab Thought

Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers advocates the revamp of the madrasah system and a review of the Islamic curriculum across Muslim countries and emphasises training needs for Islamic teachers for modern instructional practice. Islamic schools

across Muslim countries face 21st-century challenges and teachers need continuing professional development to help them keep abreast of modern teaching practice. Books, papers, educators and parents have consistently called for curriculum change to transform teaching and learning in Islamic schools. Divided into three unique parts, Part 1 of the volume focusses on content knowledge, pedagogy and teaching methods; Part 2 highlights professional development, responsibilities and lifelong learning; and Part 3 comprises chapters on Islamic curriculum review, reform and Islamisation of knowledge. Scholars from the United States, United Kingdom, Europe, Canada, Australia, New Zealand, Asia and Africa review the Islamic curriculum to highlight areas for further improvement and provide modern techniques and methods of teaching for pedagogical best practices and effective outcomes in Islamic schools. With these contributions, this volume will be of interest to OIC countries, Islamic student teachers and Islamic teachers who work in international and local settings.

Educating for Peace and Human Rights

WINNER: Cheryl Frank Memorial Prize, International Association of Critical Realism. A Fresh Look at Islam in a Multi-Faith World provides a comprehensively theorised and practical approach to thinking systematically and deeply about Islam and Muslims in a multi-faith world. It makes the case for a contemporary educational philosophy to help young Muslims surmount the challenges of post-modernity and to transcend the hiatuses and obstacles that they face in their interaction and relationships with non-Muslims and visa-versa. It argues that the philosophy of critical realism in its original, dialectical and metaReal moments so fittingly 'underlabours' (Bhaskar, 1975) for the contemporary interpretation, clarification and conceptual deepening of Islamic doctrine, practice and education as to suggest a distinctive branch of critical realist philosophy, specifically suited for this purpose. This approach is called Islamic Critical Realism. The book proceeds to explain how this Islamic Critical Realist approach can serve the interpretation of the consensual elements of Islamic doctrine, such as the six elements of Islamic belief and the five 'pillars' of Islamic practice, so that these essential features of the Muslim way of life can help Muslim young people to contribute positively to life in multi-faith liberal democracies in a globalising world. Finally, the book shows how this Islamic Critical Realist approach can be brought to bear in humanities classrooms by history, religious education and citizenship teachers to help Muslim young people engage informatively and transformatively with themselves and others in multi-faith contexts.

Decolonizing Human Rights

Deepening the discussion of the relationship between Islamic law and human rights, this volume gathers leading experts in both fields to examine how each system protects and limits fundamental freedoms. From gender equality to freedom of religion the book explores the main flashpoints in the debate, examining the operation of the law in context.

Human Rights in Islam [Mawdudi]

Knowledge and Education in Classical Islam: Religious Learning between Continuity and Change (2 vols)