

Role of universities in strengthening values of freedom of thought, democracy and human rights

UNICA - The social dimension of higher education and the social responsibility of universities: experiences and challenges
Budapest, 2017

Zoltán Fleck
ELTE Faculty of Law

“Legislation cannot change the heart, but it can
restrain the heartless.”

– *M. L. King*



#Istand
withCEU
#aCEUval
vagyok

#Istand
withCEU
#aCEUval
vagyok

GLOBAL
ND POWER
ION
OPEN
RELATION
SUSTAINABLE
POSITIVE

Isolatedness - Overspecialisation

“Bildung”



Wilhelm v. Humboldt

22.6.1767 - 8.4.1835



John Dewey
1859 - 1952

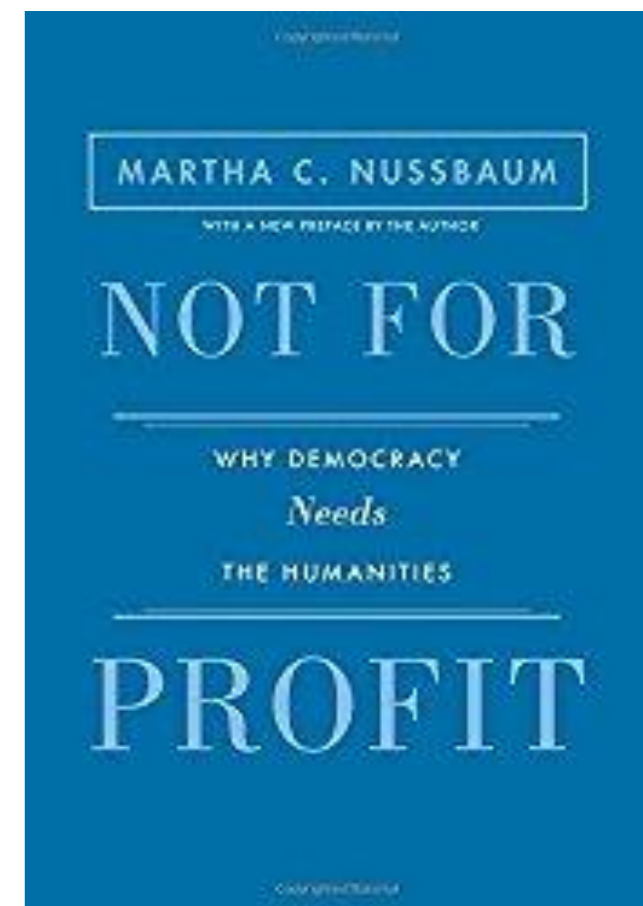
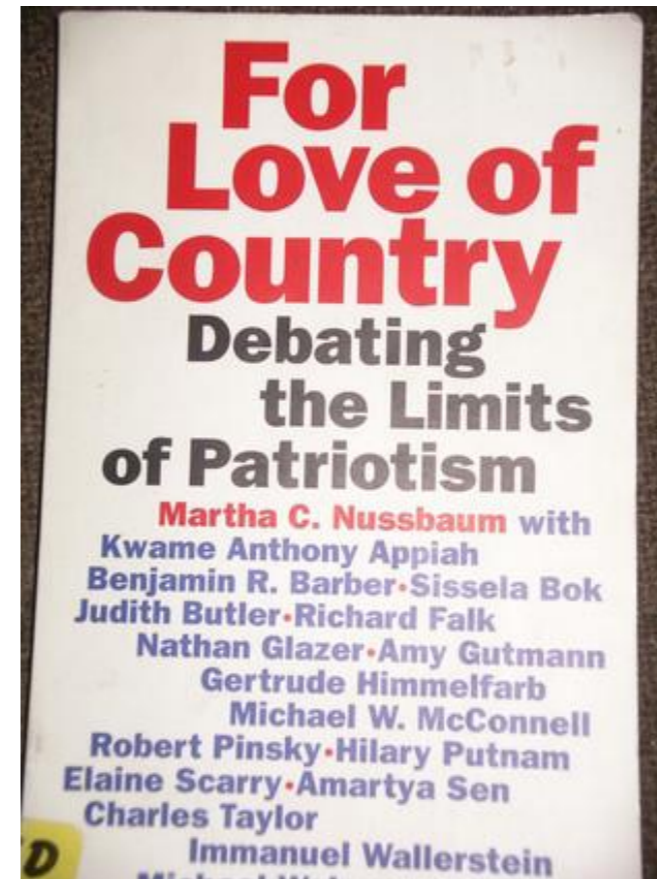
- History
- Educating democracy and freedom of thought
- Human rights as *imagination*
- Idea of university

praesidium

academia

ingluno batava

libertatis

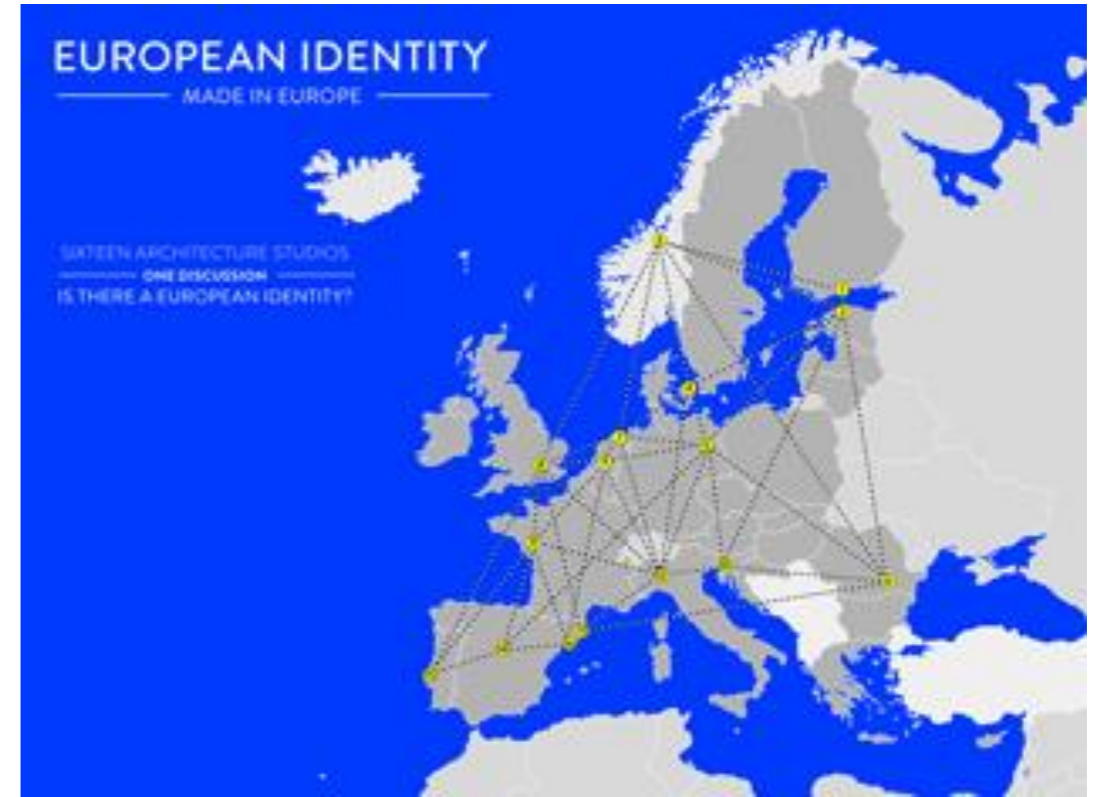


“...if we fail to educate children to cross those boundaries in their minds and imaginations, we are tacitly giving them the message that we don't really mean what we say. We say that respect should be accorded to humanity as such, but we really mean that Americans as such are worthy of special respect. And that, I think, is a story that Americans have told for far too long.”



EUROPEAN IDENTITY THROUGH ART

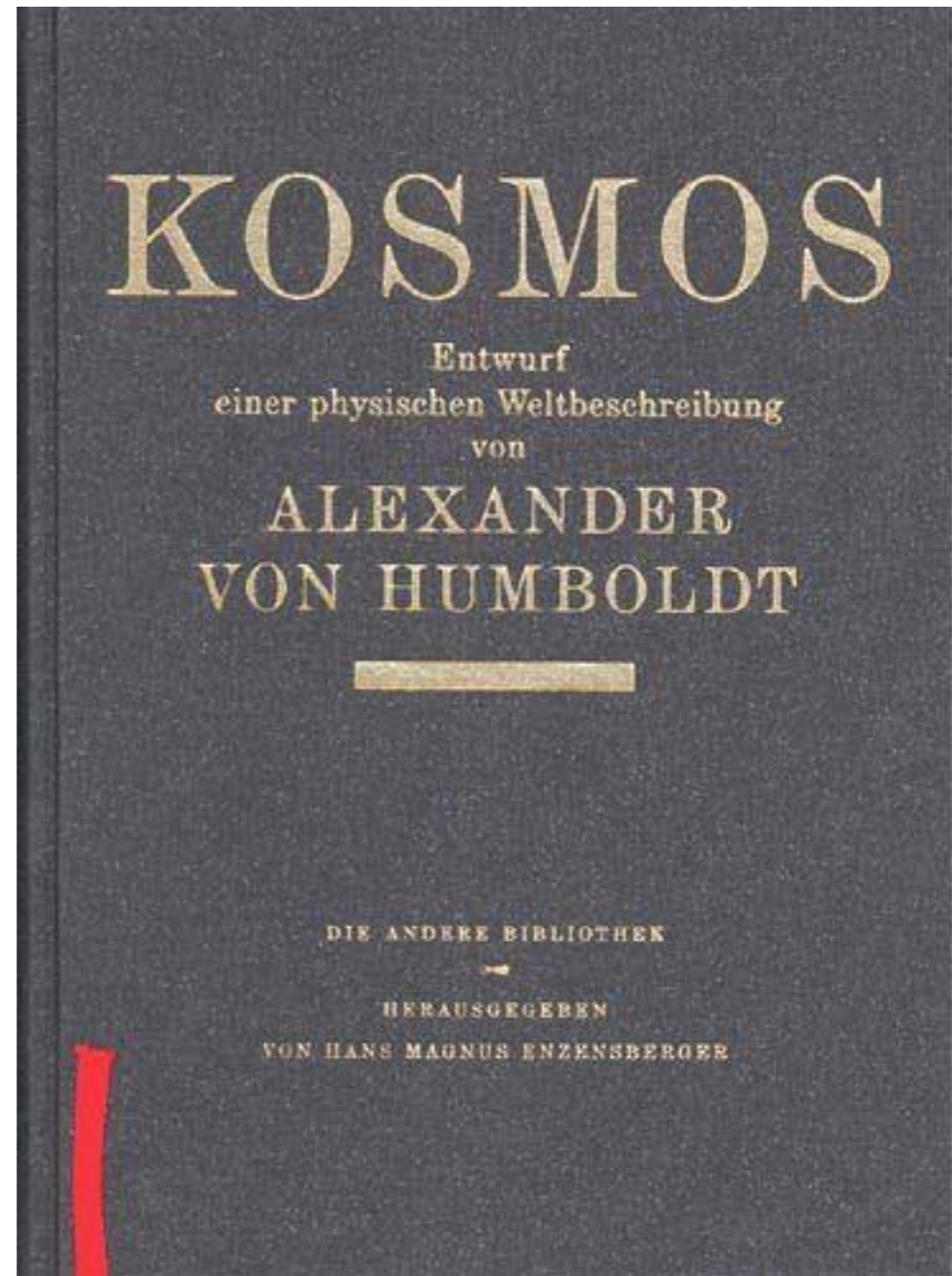
GREECE | FRANCE | ITALY
CZECH REPUBLIC | POLAND
PORTUGAL

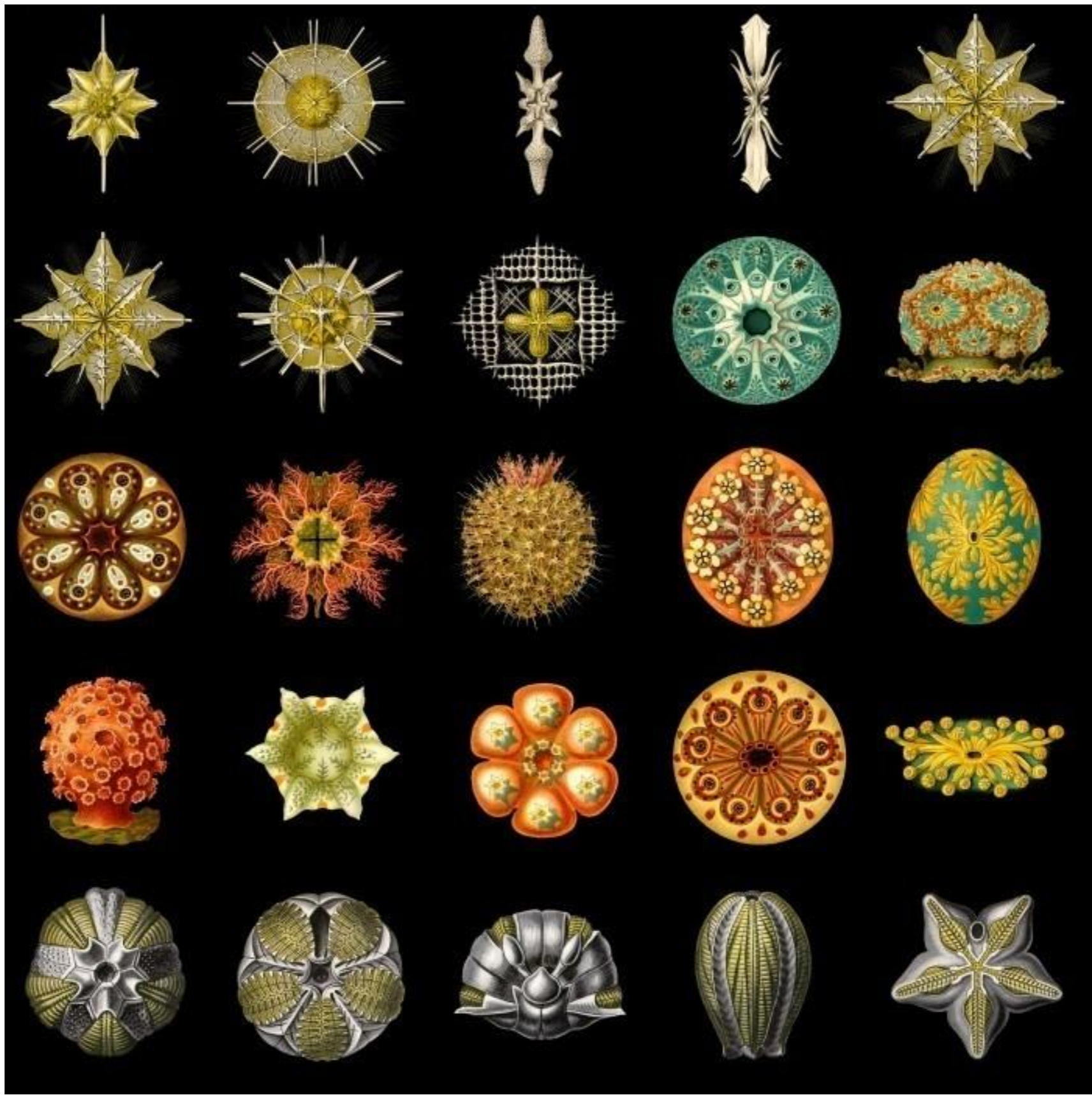


Post-national citizenship education

(source: Avril Keating: Educating Europe's citizens...)

geographical focus	region, the world
citizenship	focus on regional and international organizations
human rights	based on regional and global-level definitions of membership, global issues
values	civic, universal values: diversity, environment, solidarity, equity
skills	cooperation, awareness of social construction of knowledge and culture, critical thinking





Ernst Haeckel: Kunstformen der Natur (1899)

RONALD
DWORKIN



JUSTICE FOR
HEDGEHOGS