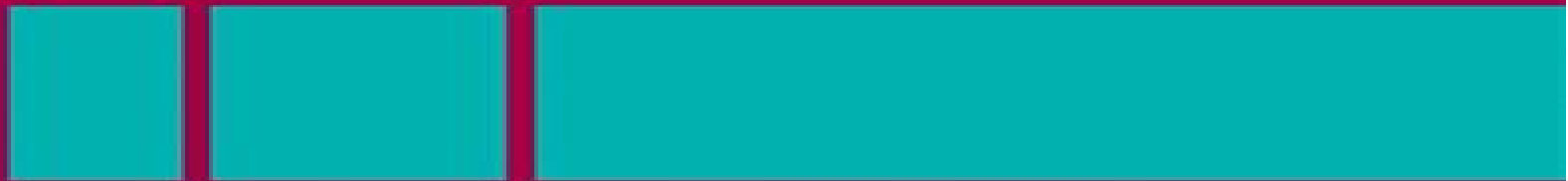


Education and Conflict

Complexity and chaos



LYNN DAVIES



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Education and Conflict Lynn Davies, 2004 First place winner of the Society for Education Studies 2005 book prize Education and Conflict is a critical review of education in an international context Based on the author's extensive research and experience of education in several areas afflicted by conflict the book explores the relationship between schooling and social conflict and looks at conflict internal to schools It posits a direct link between the ethos of a school and the attitudes of future citizens towards others It also looks at the nature and purpose of peace education and war education and addresses the role of gender and masculinity In five lucid vigorously argued sections the author brings this thought provoking and original piece of work to life by Setting out the terms of the debate defining conflict and peace and outlining the relevant aspects of complexity theory for education Exploring the sources of conflict and their relations to schooling in terms of gender masculinity pluralism nationalism and identity Focusing on the direct education war interface Examining educational responses to conflict Highlighting conflict resolution within the school itself This is the first time that so many aspects of conflict and education have been brought together in one sustained argument With its crucial exposure of the currently culpable role of formal schooling in maintaining conflict this book will be a powerful and essential read for educational policy makers managers teachers and researchers dealing with conflict in their own contexts Education, Conflict and Reconciliation Fiona Leach, Máiréad Dunne, 2007 This collection brings together academic contributions from specialists working in a newly emergent area of study that of education in situations of conflict It seeks to promote understanding of the complex ways in which education can play both a reproductive and a transformative role in such circumstances **Peace Education in Conflict and Post-Conflict Societies** C. McGlynn, 2009-04-13 This collection of peace education efforts in conflict and post conflict societies brings together an international group of scholars to offer the very latest theoretical and pedagogical developments Rather than focus on ad hoc peace education efforts this book investigates the need for long term systemic approaches and innovative pedagogies *Education and Ethno-Politics* Kelsey Shanks, 2015-11-19 The Iraqi Disputed Territories consist of 15 districts stretching across four northern governorates While an administrative solution for the disputed territories remains evasive minority groups across the region have been pulled into a clash over demographic composition as each disputed district faces ethnically defined claims Meanwhile inter ethnic communal tensions are rising and questions of identity increasingly overshadow day to day life There has been little research on the impact of heightened identity politics on the everyday lives of citizens Regardless of the final administrative outcome the multi ethnic population of the region requires services and systems of co existence and in the fragile ethno political environment of the disputed territories the way in which the education system manages ethnic diversity is crucial It is within this context that Education and Ethno Politics examines the development of education systems across the region post 2003 Drawing on over 50 interviews with regional education officials and community representatives the book presents the impact of amplified ethno

politics on the reconstruction of education in Iraq It provides the first academic exploration into education in the region exploring the significance of cultural reproduction and the link between demands for ethnically specific education societal security and the wider political contestation over the territory A comprehensive analysis of the powerful role of education in identity based conflicts this book offers a highly insightful examination of Iraq s past and present as well as formulating policy recommendations for its future It is an essential resource for students scholars and policy makers with focus on the Middle East specifically Iraqi and Kurdish studies as well as those interested in Education policy and Conflict studies

Indigenous Studies: Breakthroughs in Research and Practice Management Association, Information

Resources,2019-10-11 Global interest in indigenous studies has been rapidly growing as researchers realize the importance of understanding the impact indigenous communities can have on the economy development education and more As the use acceptance and popularity of indigenous knowledge increases it is crucial to explore how this community based knowledge provides deeper insights understanding and influence on such things as decision making and problem solving Indigenous Studies Breakthroughs in Research and Practice examines the politics culture language history socio economic development methodologies and contemporary experiences of indigenous peoples from around the world as well as how contemporary issues impact these indigenous communities on a local national and global scale Highlighting a range of topics such as local narratives intergenerational cultural transfer and ethnicity and identity this publication is an ideal reference source for sociologists policymakers anthropologists instructors researchers academicians and graduate level students in a variety of fields *Political and Social Influences on the Education of Children* Gwyneth Owen-Jackson,2015-11-06 This book investigates the effects of social and political change on the provision of primary education in post communist and post war contexts Focusing on Bosnia and Herzegovina the author considers educational developments in post communist countries of central and Eastern Europe the effects of the civil conflict that occurred 1992 95 and the consequences of the peace settlement In order to present a picture of the development of primary education in Bosnia and Herzegovina and the importance of political ideology on education provision chapters discuss instances of the impact of external political influences educational provision being drawn from neighbouring countries and illustrate how the political war is continuing Political and Social Influences on the Education of Children provides insights into lessons learned for education in countries with a changing political state and considers what the future might hold for primary education provision in Bosnia and Herzegovina Political and Social Influences on the Education of Children is key reading for researchers scholars and postgraduate students interested in educational developments in post communist countries and education in areas of conflict This book will also appeal to those interested in the political and social history of the region **Gender, Religion and Education in a Chaotic Postmodern World** Zehavit Gross,Lynn Davies,Al-Khansaa Diab,2012-12-04 The immense changes that the world is undergoing in terms of globalization and migration of peoples have had a profound effect on cultures and

identities The question is whether this means shifts in religious identities for women and men in different contexts whether such shifts are seen as beneficial negative or insufficient or whether social change actually means new conservatism or even fundamentalisms Surrounding these questions is the role of education is in any change or new contradiction This unique book enhances an interdisciplinary discourse about the complex intersections between gender religion and education in the contemporary world Literature in the social sciences and humanities have expanded our understanding of women's involvement in almost every aspect of life yet the combined religious educational aspect is still an under studied and often under theorized field of research How people experience their religious identity in a new context or country is also a theme now needing more complex attention Questions of the body visibility and invisibility are receiving new treatments This book fills these gaps The book provides a strong comparative perspective with 15 countries or contexts represented The context of education and learning covers schools higher education non formal education religious institutions adult literacy curriculum and textbooks Overall the book reveals a great complexity and often contradiction in modern negotiations of religion and secularism by girls and boys women and men and a range of possibilities for change It provides a theoretical and practical resource for researchers religious and educational institutions policy makers and teachers

Education and Global Justice Michele Schweisfurth, Clive Harber, 2014-06-11 *Education and Global Justice* discusses key themes concerning the relationship between education and global justice in a varied series of highly relevant national contexts Major international issues such as war conflict and peace social justice and injustice multicultural education inclusion privatisation and democracy are explored in relation to the Middle East Colombia South Korea India Uganda and Pakistan An interdisciplinary approach is also taken to explore both the nature of global justice and the possibilities for education for global justice in the future Some of the contents of the book may surprise or even shock readers who like to think that education is inherently and solely a force for good in an unjust world Instead in discussing the realities resistances and challenges facing education for global justice the contributors show that education can be harmful to individuals and societies while maintaining a hopeful view of education's potential to contribute to greater global social justice This book was originally published as a special issue of *Educational Review*

Critical Issues in Peace and Education Peter Pericles Trifonas, Bryan Wright, 2014-04-04 This collection asks theorists and educational practitioners from around the world influenced by the schools of feminist pedagogy critical pedagogy anti racist or postcolonial pedagogy and gay and lesbian pedagogy to reflect upon the possibilities of articulating a curriculum of difference that critically examines the cross cultural issues of peace and education that are at the forefront of global education issues today Contributors examine the conceptualizations of peace and education within between and across cultures through the conceptualization of pedagogical possibilities that create an openness toward the horizons of the other within communal formations of difference permeating the public sphere They take up new ways of questions related to globalization difference community identity peace democracy sexuality ethics conflict politics

feminism technology language rights cultural politics Marxism and deconstruction that have a vast literary history in and outside the area of education This volume makes a significant contribution to the question of difference and its quintessential role in peace education for the new millennium **Education Quality and Social Justice in the Global South** Leon

Tikly, Angeline M. Barrett, 2013-06-07 How we understand education quality is inextricably linked with perspectives on social justice Questions of inclusion relevance and democracy in education are increasingly contested most especially in the global South and improving the quality of education particularly for the most disadvantaged has become a topic of fundamental concern for education policy makers practitioners and the international development community The reality experienced by many learners continues to be of inadequately prepared and poorly motivated teachers struggling to deliver a rapidly changing curriculum without sufficient support and often using outmoded teaching methods in over crowded or dilapidated classrooms Education Quality and Social Justice in the South includes contributions from leading scholars in the field of education and development The text draws upon state of the art evidence from the five year EdQual research programme which focuses upon raising achievement in low income countries and demonstrates how systems of high quality universal education can be sustained By exploring recent research initiatives to improve education quality the importance of supporting local policy makers educators and parents as agents of change and students as active inquirers is highlighted and the challenge of taking successful initiatives to scale is explained The book is divided into three main parts Framing Education Quality Planning and Policies for Quality Implementing Quality in Schools Education Quality and Social Justice in the South argues that implementing a high quality of education using theories of social justice can inform the understanding of inclusion relevance and democracy in education The book should be essential reading for both students and researchers within the fields of international and comparative education along with educational policy poverty and development studies

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cinthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of

social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover *Doing Comparative Case Studies* Frances Vavrus, Lesley Bartlett, 2022-07-07 Comparative Case Studies New Designs and Directions extends the comparative case study methodology established by Bartlett and Vavrus and employed in many areas of social research especially in education This volume unites a diverse international group of education scholars whose work exemplifies the affordances and constraints of the comparative case study CCS approach and offers new theoretical and empirical directions for researchers In 11 engaging chapters experts in comparative education early childhood education peace education refugee education special education and teacher education discuss their use of the CCS approach to produce new ways of knowing and to address challenges of multi scalar and multi sited research The first section Conceptualizing Cases and Case Selection emphasizes the importance of carefully selecting cases during different phases of research while continuously reflecting on how these choices influence the findings The second section Balancing Specificity and Generalizability addresses the challenge of balancing the need for rich deep data while including multiple sites The third section Enabling Processual Analysis across Sites and Scales demonstrates the fit between the CCS approach and qualitative research that unfolds over time and space Addressing the Transversal Axis the fourth section showcases research with a strong temporal dimension The final section New Directions suggests inspiring and innovative methods Offering rich methodological examples and provocative discussion questions this volume will appeal to undergraduate and graduate students in education and research design courses and to scholars and policymakers in diverse fields seeking to design studies of complex phenomena at different sites and scales *Transitional Justice and Education* Clara Ramírez-Barat, Martina Schulze, 2018-07-16 This volume addresses the role and importance of education for processes of transitional justice In the aftermath of conflict and mass violence education has been one of the tools with which societies have sought to achieve positive transformation While education has the potential to trigger maintain and exacerbate conflict it has also been designed to promote a deeper more nuanced understanding of the past and to advance reconciliation peacebuilding and prevention The original contributions in the book reflect on lessons learned from education policies of the past in post conflict societies and seek innovative sustainable and context sensitive grassroots approaches designed to advocate critical thinking values of inclusion and tolerance and ultimately a culture of peace *Economics, Aid and Education* Suzanne Majhanovich, Macleans A. Geo-JaJa, 2013-11-04 It is impossible to discuss economics development or education in a world wide context without considering the effects of markets or globalization on these issues that have such an impact on humanity Neoliberalism has had profound consequences for education worldwide particularly in the developing world The chapters in this volume include both case studies for specific countries as well as reflections on economic and educational priorities in a globalized world How development aid is delivered provisioned and under what conditions is debated in several chapters Similarly development as well as poverty are conceived in multi dimensionalities depending on

the context In addition the issue of what quality education has come to mean in a globalized age is also addressed The contrast between discourses of humanistic approaches to education and those of neoliberalism as propounded by the World Bank informs discussions throughout the volume The collection of papers in Economics Aid and Education Implications for Development provides a roadmap for policy makers in developing countries as well as for comparativists to the key issues and challenges of globalization marketization and internationalization of education in a period of economic crisis This book explores the contributions of globalization and the roadmaps developed as vehicles for societal transformation Contributors from all parts of the globe discuss the expanding role of the World Bank s market reforms in education in developing countries In a detailed and practical way the authors question false assumptions of education aid and underline the challenges of funding gaps related to development in education

Partnerships in Education Kathrin Otrrel-Cass,Karen J.

C. Laing,Janet Wolf,2022-05-30 This book contains a series of unique international contributions that explore risk in partnerships involving education Presenting a range of theoretical methodological and practical perspectives the book discusses aspects such as the role of motivation leadership process and context in such partnerships and provides examples of research methods for examining them It illuminates the different histories and disciplinary backgrounds of partners showing that risk can reside in the different expectations understandings and interpretations that each partner brings to educational partnerships The eighteen chapters discuss critical examinations of educational partnerships from very different perspectives including formal learning institutions and community partners and include the voices from children students teachers and policy makers The book provides insights for everyone who is considering the challenges that can arise in partnerships and will be useful for researchers at different levels and those who are planning to forge new partnerships or think about what may present itself to be a challenge and how to address and overcome such challenges

International Education Aid in Developing Asia I-Hsuan Cheng,Sheng-Ju Chan,2015-05-22 This book provides an Asian perspective on the timely urgent questions of how international education aid and development should move forward and what development roles Asia should play especially following the end of the UN Millennium Development Goals MDGs and Education for All EFA in 2015 To answer these questions four separate but interwoven parts which analyze and anchor education MDGs and EFA policies and practices by means of diverse case studies of donor states recipient states and states with a dual and transitional role in Asia are addressed On the basis of the analyses a clearer and concrete direction for effectively and sustainably extending international education aid and development beyond 2015 can be derived

The United Nations and Higher Education Kevin Kester,2020-04-01 In this book Kevin Kester details how the United Nations promotion of higher education for peace and international understanding sometimes unintentionally contributes to the reproduction of conflict and violence across diverse cultures He shows this through an indepth examination of peace curricula pedagogy and policy in one United Nations higher education institution where he indicates how dominant philosophical and pedagogical models that signify

acceptable peace education ultimately undermine the very goals of educational peacebuilding Kester contends that theoretical and pedagogical training must develop beyond the dominant psycho social rational and state centric assumptions that permeate the field today if higher education is to better contribute to personal and societal peacebuilding Drawing from the fields of educational philosophy and sociology he argues for new concepts of poststructural violence and second order reflexivity that can assist scholars in reducing conflict and building peace in lasting ways He complements his fieldwork findings with personal reflections throughout the book to reimagine the transformative possibilities of peacebuilding education for the 21st century International Handbook on Globalisation, Education and Policy Research Joseph

Zajda,2005-12-05 The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels **Diversity, Intercultural Encounters, and**

Education Susana Gonçalves,Markus A. Carpenter,2013-01-04 This book concerns the challenges and tensions rising from mass migration flows unbalanced north south and east west relations and the increasing multicultural nature of society The scope of the book s theme is global addressing diversity and identity intercultural encounters and conflict and the interrogations of a new socio political order or paradigm Thus it highlights some of the most poignant and challenging outcomes of cultural diversity faced more or less palpably by everyone everywhere in today s societies The book s theme of multi and pluriculturality is of particular current interest in the academic socio political economic and entrepreneurial spheres It covers Western and non Western perspectives representing a valuable resource in terms of international dialogue and experimentation The chapters are complimentary completing a rigorous theoretical framework offering detailed presentation and analysis of the phenomenon of diversity as encountered in society and the educational setting and at large viewed in a multidisciplinary multiperspective fashion Among the theories and concepts represented are those intrinsic to

sociology psychology political science economics history literature pedagogy communication and linguistics **The Palgrave Handbook of Disciplinary and Regional Approaches to Peace** Oliver Richmond, Sandra Pogodda, Jasmin Ramovic, 2016-03-15 In this handbook a diverse range of leading scholars consider the social cultural economic political and developmental underpinnings of peace This handbook is a much needed response to the failures of contemporary peacebuilding missions and narrow disciplinary debates both of which have outlined the need for more interdisciplinary work in International Relations and Peace and Conflict studies Scholars students and policymakers are often disillusioned with universalist and northern dominated approaches and a better understanding of the variations of peace and its building blocks across different regions is required Collectively these chapters promote a more differentiated notion of peace employing comparative analysis to explain how peace is debated and contested

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