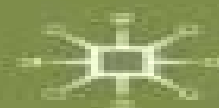


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EDUCATION IN DIVIDED SOCIETIES

TONY GALLAGHER



Education In Divided Societies

TD Snyder



Education In Divided Societies:

Education in Divided Societies T. Gallagher, 2004-10-18 All societies contain ethnic divisions. Traditionally, education has acted to promote social integration, but with the acknowledgement of diversity, do we know which system best promotes positive inter-community relations? *Education in Divided Societies* examines the experience of a range of systems, including those which provide common schools and those which place minorities in separate schools. The book argues that structures do not guarantee outcomes and that processes of dialogue and interconnected social systems provide the route to the future.

Education and the Development of Social Integration in Divided Societies Colin Irwin, 1991 **Activist**

Pedagogy and Shared Education in Divided Societies, 2022-02-14 Collaborative engagement between activist academics from Israel and Northern Ireland highlighted the challenges and potential of working through education to promote shared learning and shared life in divided societies. Following these initial explorations, the volume brought together educationalists from Europe, the United States and South Africa to widen the range of experience and insights and broaden the base of the conversation. The result is this book on the role of shared education not only in deeply divided societies but also in places where minorities face discrimination, where migrants face prejudice and barriers, or where society fails to deal positively with cultural diversity. Together, the contributors challenged themselves to develop theoretical and practical paradigms based on practical knowledge and experience to promote activist pedagogies. Their shared purpose was to work for more humane, just and democratic societies in which education offers genuine hope for sustained transformational change. The four main themes around which the book is organized are: educating for democratic multicultural citizenship; models of shared learning; nurturing intercultural competencies; and reconciling dialogue in the face of conflicting narratives. The book draws on a wide range of international perspectives and insights to identify practical strategies for change in local contexts. *Education in divided societies*, 1998 **Education and the Development of Social Integration in Divided Societies** Colin Irwin, 1991

Separate to Unite Guiditta Fontana, 2014 This thesis contributes to theories of conflict regulation by showing that formal education, while furthering the short-term stability of power sharing by reproducing its core narratives and hierarchies, may also plant the seeds of future conflicts. It concludes that consociations may generate consociational education systems which help reproduce the basic building blocks of political consociations: mutually exclusive confessional, ethnic, national and political communities. A paradox characterises consociational education systems: initiatives that promote unity and integration in schools tend to generate backlashes against assimilation. To further social cohesion and transition out of conflict, education reforms need to accommodate the separate institutions and mutually exclusive identity-forming narratives of the local communities in question. **Schools and the politics of religion and diversity in the Republic of Ireland** Karin Fischer, 2016-09-01 Offers an in-depth analysis of the historical, political and ideological backdrop to the denominational education system in the Republic of Ireland. *Education Policy and Power-Sharing in Post-Conflict*

Societies Giuditta Fontana, 2016-08-24 This book explores the nexus between education and politics in Lebanon Northern Ireland and Macedonia drawing from an extensive body of original evidence and literature on power sharing and post conflict education in these post conflict societies as well as the repercussions that emerged from the end of civil war This book demonstrates that education policy affects the resilience of political settlements by helping reproduce and reinforce the mutually exclusive religious ethnic and national communities that participated in conflict and now share political power Using curricula for subjects such as history citizenship education and languages and structures like the existence of state funded separate or common schools Fontana shows that power sharing constrains the scope for specific education reforms and offers some suggestions for effective ones to aid political stability and reconciliation after civil wars **Governing**

Through Pedagogy Jessica Pykett, 2013-09-13 This edited collection brings together researchers from education human geography sociology social policy and political theory in order to consider the idea of the pedagogical state as a means of understanding the strategies employed to re educate citizens The book aims to critically interrogate the cultural practices of governing citizens in contemporary liberal societies Governing through pedagogy can be identified as an emerging tactic by which both state agencies and other non state actors manage administer discipline shape care for and enable liberal citizens Hence discourses of active citizenship participatory democracy community empowerment personalised responsibility behaviour change and community cohesion are productively viewed through the conceptual lens of the pedagogical state Chapters consider the spaces of schools universities the voluntary sector civil society organisations parenting initiatives the media government departments and state agencies as fruitful empirical sites through which pedagogy is worked and re worked This book was originally published as a special issue of *Citizenship Studies* **Human Rights in the Field of**

Comparative Education Heidi Biseth, 2013-02-11 There is no single answer to the question what are human rights The answer depends on whom you ask Several of the papers presented at Fourteenth World Congress of Comparative Education held at Bog azi i University in Istanbul Turkey in June 2010 discussed issues related to human rights from a comparative education viewpoint The nine papers presented in this book spans from policy analysis to practices in classrooms They include analyses of human rights from a regional or country perspective including Greece Jordan the Latin American region Morocco Northern Ireland Portugal the UK the US and Turkey In facilitating a clarification of the ways in which we understand and talk about human rights in the field of comparative education the editors have analysed and visualized the chapter contributions using Marie B n dicte Dembour s categorization of human rights discourses This is a fruitful exercise as it unravels the fact that we do not always mean the same thing when talking about human rights and also sheds light on the issues within human rights to which we are silent issues that we should conceivably be discussing Our engagement in human rights seems to focus on using these rights as leverage to promote our arguments about education not engaging in a more philosophical debate about human rights Human rights can be used as an ethical lingua franca and thus providing a fertile

ground for nuancing our understanding of human rights Since we experience a huge gap between morality and reality an engagement in the ethical perspectives of human rights can help us on the way to closing this gap

Universities and Conflict Juliet Millican, 2017-11-08 This book uses a series of case studies to examine the roles played by universities during situations of conflict peacebuilding and resistance While a body of work dealing with the role of education in conflict does exist this is almost entirely concerned with compulsory education and schooling This book in contrast highlights and promotes the importance of higher education and universities in particular to situations of conflict peacebuilding and resistance Using case studies from Europe Africa Asia and the Middle East this volume considers institutional responses academic responses and student responses illustrating these in chapters written by those who have had direct experience of these issues Looking at a university's tripartite functions of research teaching and service in relation to the different phases or stages of conflict pre conflict violence post conflict and peacebuilding it draws together some of the key contributions a university might make to situations of instability resistance and recovery The book is organised in five sections that deal with conceptual issues institutional responses academic led or discipline specific responses teaching or curriculum led responses and student involvement Aimed at those working in universities or concerned with conflict recovery and peacebuilding it highlights ways in which universities can be a valuable if currently neglected resource This book will be of much interest to students of peace studies conflict resolution education studies and IR in general

Fragile Majorities and Education Marie McAndrew, 2013 How groups growing into majority status respond to old conflicts and increasing ethnic diversity in their societies

Handbook of Moral and Character Education Larry Nucci, Tobias Krettenauer, Winston C. Thompson, 2024-08-16 The Handbook of Moral and Character Education offers a definitive state of the art synthesis of leading scholarship in moral and character education A subject of international interest and the focus of numerous governmental curricular mandates the moral development and character formation of students are increasingly recognized as an essential component of a well rounded schooling experience This comprehensive volume explores the philosophical psychological and educational issues that define the field links robust theoretical and empirical foundations to effective classroom practice highlights implications for civic engagement and social justice and follows the lessons learned from moral and character education into contexts outside of schools Fully revised and updated this third edition features a refreshed research base coverage of digital pedagogies out of school programs and informal learning and discussions about the role of reason emotion cultural processes and citizenship democracy in education Further the book's substantive emphasis on diversity and equity in the field results in greater racial ethnic and geographic representation among contributing authors inclusion of historically marginalized school communities and student identities and coverage of practices such as transformative social and emotional learning SEL restorative justice and education for environmental sustainability

Addressing Ethnic Conflict through Peace Education Z. Bekerman, C. McGlynn, 2007-04-02 This collection on peace education includes contributions from an international group of

scholars representing a wide variety of geographical conflict areas and exemplifying the multiple venues of peace educational labour A strong emphasis is given to integrative and sustained long term peace education efforts Higher Education and Equality of Opportunity Fred A. Lazin,N. Jayaram,Matt Evans,2012-07-10 The movement to broaden access to public universities the dominant strategy during the 1970s and 1980s has largely shifted to enable the marketplace rather than the government to shape the contours of higher education Government funding is being reduced affirmative action and other programs designed to insure broader access are in decline and personal fulfillment is replacing a public good designed to insure greater equality of opportunities This book explores the impact of diminishing government resources and expanding market forces in developing and developed countries to either foster or lessen equality of opportunities in higher education for different racial ethnic religious and gender groupings What are the consequences of a market driven higher education for student access teaching and scholarship Through case studies this book explores issues such as access of minority groups within the larger societies the place of foreign students in a national system and access for students with mental health difficulties and evaluates the success of funding schemes designed to expand opportunities and access The research provides an interesting contrast of the diversity and uniqueness of higher education in the United States France Australia India Israel South Korea The Netherlands Ghana and several other countries while at the same time revealing surprising commonalities These studies reveal world wide trends in higher education including a cutback in government financing a decline in access and a receding of affirmative action This book is an important addition to the literature on higher education during the age of globalization and the decline of government funding of higher education The studies provide important data about the current situation in higher education in countries around the world **Transitioning to Peace** Wilson López López,Laura K. Taylor,2021-09-03 This edited volume highlights how individuals communities and nations are addressing a history of protracted violence in the transition to peace This path is not linear or straightforward The volume integrates research from peace processes and practices spanning over 20 countries Four thematic areas unite these contributions formal transitional justice mechanisms social movements and collective action community driven processes and future oriented initiatives focused on children and youth Across these chapters the volume offers critical insight new methods conceptual models and valuable cross cultural research The chapters in this volume balance locally situated realities of peace as well as cross cutting similarities across contexts This book will be of particular interest to those working for peace on the frontlines as well as global policymakers aiming to learn from other cases Academics in the fields of psychology sociology education peace studies communication community development youth studies and behavioral economics may be particularly interested in this volume **Democratic Citizenship Education in Non-Western Contexts** Serhiy Kovalchuk,Anatoli Rapoport,2020-06-09 This book examines the issues of theorizing citizenship education research in non Western societies that have embarked on democratic development after the fall of authoritarianism and colonialism Despite a proliferation of studies on citizenship and

citizenship education in non Western contexts there has been limited theorization of this research and little discussion of the applicability to such contexts of Western theoretical frameworks This volume addresses these issues through empirical case studies of citizenship conceptions practices and education in South and West Africa Latin America Central Europe and the Middle East The contributors to the volume call into question the uncritical application of Western theoretical frameworks to non Western societies and advocate for the development and wider application of new paradigms rooted in local processes and indigenous knowledge to better understand and theorize citizenship and citizenship education in such societies This volume will be of interest to scholars researchers and practitioners working in the field of comparative and international citizenship education It was originally published as a special issue of Compare A Journal of Comparative and International Education

The Social Construction of Diversity Christiane Harzig, Danielle Juteau, 2006-10-01 Though the composition of the populace of industrial nations has changed dramatically since the 1950s public discourse and scholarship however often remain welded to traditional concepts of national cultures ignoring the multicultural realities of most of today's western societies Through detailed studies this volume shows how the diversity affects the personal lives of individuals how it shapes and changes private national and international relations and to what extent institutions and legal systems are confronted with changing demands from a more culturally diverse clientele Far from being an external factor of society this volume shows diversity has become an integral part of people's lives affecting their personal institutional and economic interaction

Education in the United Kingdom Colin Brock, 2015-01-29 Education in the United Kingdom is a comprehensive critical reference guide to education in England Scotland Wales Northern Ireland The Isle of Man The Channel Islands Gibraltar The Cayman Islands Bermuda Anguilla and The British Overseas Territories Although generically similar in education structures the various components of the United Kingdom have separate systems with some very distinctive differences The chapters written by regional experts offer a review of contemporary national and regional educational structures and policies research innovation and trends Some of the themes covered include issues relating to the partition of Ireland differences between maintained and independent schooling language issues and radical alternatives in teacher education Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this book is an essential reference for researchers scholars international agencies and policy makers

Conflicted Territories: Representations Of Ethnic And Political Disputes In World Literature Dr. Neha Soman, Dr. B. Padmanabhan, 2022-05-24 Conflicted Territories Representations of Ethnic and Political Disputes in World Literature is an attempt to contextualise the diversity and complexity of human territories around the globe through their manifestations in literature and popular culture The unremitting presence of social variables such as indigeneity sovereignty and religion in territorial disputes obfuscates the possibility of conflict resolution due to their sensitive and complex traits This complexity is the kernel of this book in which each chapter explores the implications and dissensions of social variables in stifling global

territorial crises

Unveiling the Magic of Words: A Overview of "**Education In Divided Societies**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Education In Divided Societies**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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