

EDUCATION OF MINORITIES AND PEACE EDUCATION IN PLURALISTIC SOCIETIES

Yaacov Iram

Education Of Minorities And Peace Education In Pluralistic Societies

**Terence Lovat, Ron Toomey, Neville
Clement, Kerry Dally**



Education Of Minorities And Peace Education In Pluralistic Societies:

Education of Minorities and Peace Education in Pluralistic Societies Yaacov Iram, 2003-05-30 The existence of minorities will grow in most countries of the world because of sociopolitical upheaval and economic crisis both of which result in waves of migration Contributors to this volume discuss the task of education to alleviate the problems arising from the mix of peoples of various ethnic cultural linguistic and religious backgrounds No education system alone can create a just and equal society and education by itself is not enough to achieve peace Nevertheless educational efforts assisted by other institutional commitments and actions are essential in order to create an atmosphere of justice mutual recognition and acceptance as preconditions for peaceful coexistence within groups and between people As a result of worldwide migration in reaction to wars and other geopolitical conflicts as well as economic crisis many modern nation states consist of a mix of people of various ethnic cultural linguistic and religious backgrounds Indeed there are very few countries that are monocultural Here contributors discuss how it is imperative that multicultural education be promoted to achieve awareness then tolerance and finally acceptance of ethnic and other diversity within societies

Building a Peaceful Society Laura L. Finley, 2011-07-01 To truly move toward a more peaceful society it is imperative that peace education better address structural and institutional violence This requires that it be integrated into institutions outside of schools and universities Doing so will be challenging as many of these institutions are structured on domination and control not on partnership and shared power In particular U S criminal justice social services and prevention programs and sport have tended to be dominator modeled This book offers analysis and suggestions for overcoming these challenges and for integrating peace education into important social institutions Creativity will be one of the most useful assets in moving peace education from schools to other institutions This book argues that with creative visioning collaboration and implementation peace education can be integrated into the most challenging situations and provide hope for holistic changes in our society

Encyclopedia of Peace Education Monisha Bajaj, 2008-05-01 The rise of peace education both in scholarship and in practice has yielded numerous documents websites and publications with often divergent perspectives on what the field is does and means The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date so as to provide a common denominator for the various actors involved in advancing peace education internationally Thus this edited volume serves as an essential reference guide that traces the history and emergence of the field highlights foundational concepts contextualizes peace education practice across international and disciplinary borders and suggests new directions for peace educators From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field s most renowned scholars This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non governmental organizations in the field of peace

education **International Handbook of Migration, Minorities and Education** Zvi Bekerman, Thomas Geisen, 2011-10-06 Migrants and minorities are always at risk of being caught in essentialized cultural definitions and being denied the right to express their cultural preferences because they are perceived as threats to social cohesion Migrants and minorities respond to these difficulties in multiple ways as active agents in the pedagogical political social and scientific processes that position them in this or that cultural sphere On the one hand they reject ascribed cultural attributes while striving towards integration in a variety of social spheres e g school and workplace in order to achieve social mobility On the other hand they articulate demands for cultural self determination This discursive duality is met with suspicion by the majority culture For societies with high levels of migration or with substantial minority cultures questions related to the meaning of cultural heterogeneity and the social and cultural limits of learning and communication e g migration education or critical multiculturalism are very important It is precisely here where the chances for new beginnings and new trials become of great importance for educational theorizing which urgently needs to find answers to current questions about individual freedom community cultural affiliations and social and democratic cohesion Answers to these questions must account for both political and learning perspectives at the macro mezzo and micro contextual levels The contributions of this edited volume enhance the knowledge in the field of migrant minority education with a special emphasis on the meaning of culture and social learning for educational processes *SAGE Handbook of Education for Citizenship and Democracy* James Arthur, Ian Davies, Carole Hahn, 2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections The first section deals with key ideas about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning and assessment

Comparative and International Education Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy, Robyn Read, 2017-02-23 In our increasingly globalized world it is vital to explore major issues in education today through an international and intercultural lens Thoroughly updated and expanded this comprehensive new edition introduces students to research in comparative and international education while providing an overview of educational practices in diverse settings Contributors draw on comparative research from the Americas Australia Africa Asia Europe and the Middle East and engage with such themes as the history and philosophy of comparative education the right to education alternative pedagogies gender Indigenous knowledge peacebuilding international assessments and global citizenship The updates to this edition

include new chapters on human rights education and the internationalization of schooling and a greater focus on issues of diversity and social justice education Designed as a resource for teacher education programs each chapter highlights the significance and the implications of the particular topic for teachers Comparative and International Education features a vivid portrayal of global educational practices contributions from preeminent scholars from around the world and invaluable teaching tools including discussion questions video suggestions and further readings This essential collection will be an indispensable resource for teachers teachers in training and students of comparative and international education

Peace and Conflict Studies Research Laura L. Finley, Robin Cooper, 2014-05-01 This edited book is a new and valuable resource for students teachers and practitioners providing a detailed exploration of how qualitative research can be applied in the field of peace and conflict studies This book explores considerations and components of designing conducting and reporting qualitative research in this field and also provide exemplars of recent empirical research in peace and conflict studies that employed qualitative methods Scholars and researchers in peace and conflict studies and peace education face unique challenges in teaching designing and conducting qualitative research in these fields This edited book discusses tips in designing qualitative studies in this area and for teaching emerging peace researchers best practices of qualitative inquiry In addition the book discusses some of the trends challenges and opportunities associated with research in peace and conflict studies and peace education Written at a level appropriate for both graduate students and active researchers the primary audience for this book is those teaching and learning about the application of qualitative methods to peace and conflict studies as well as those conducting research in this field There are currently approximately 230 graduate programs in peace and conflict studies This book also provides a useful tool for researchers and students in other academic disciplines who are interested in qualitative research Such disciplines might include education sociology criminology gender studies psychology political science and others

Educating Toward a Culture of Peace Yaacov Iram, 2006-06-01 This volume on Education towards a Culture of Peace is a timely undertaking since the United Nations has proclaimed the years 2001 2010 as the International Decade for a Culture of Peace and Non Violence for the Children of the World A culture of peace as defined by the UN is a set of values attitudes modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals groups and nations UN Resolutions A RES 52 13 1998 Culture of Peace and A RES 53 243 1999 Declaration and Programme of Action on a Culture of Peace Most of the chapters in this book are based on lectures that were presented at the International Conference Education towards a Culture of Peace This conference was convened on 1 3 December 2003 by the The Josef Burg Chair in Education for Human Values Tolerance and Peace UNESCO Chair on Human Rights Democracy Peace and Tolerance School of Education at Bar Ilan University Israel This conference was held under the auspices of Israel National Commission for UNESCO and supported also by the Ministry of Foreign Affairs Jerusalem The office of Public Affairs of the US Embassy Tel Aviv Fulbright United

States Israel Educational Foundation Teaching Peace Through Popular Culture Laura L. Finley, Joanie Connors, Barbara Wien, 2015-03-01 Authored by scholars from a variety of disciplines including English Theology Philosophy Communications Sociology Humanities and Peace Studies this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace Chapters discuss documentary and feature film music television literature and more providing both educators and the general public with a timely and useful tool From popular dystopian novels like The Hunger Games to feature films like The Matrix to modern rap and hip hop music contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators Additionally each chapter project synopses and teaching ideas as well as recommended resources *Education in Eastern Europe and Eurasia* Nadiya Ivanenko, 2014-05-16 Education in Eastern Europe and Eurasia provides an essential reference resource to education development and key education issues in the region Academics and researchers working closely in the field cover education and educational development in Belarus Moldova Russia Turkey Ukraine Armenia Azerbaijan Georgia and Israel Each chapter provides an overview of the development of education in the particular country focusing on contemporary education policies and some of the problems these countries face in implementing educational reform The book also covers the social and political issues which impact on the education system and schooling and governments responses to recent local regional and global events *Think, Care, Act* Susan Gelber Cannon, 2011-12-01 Committed to teaching for peace and justice the author brings to life a teaching approach that empowers youth to think critically and creatively about historical current and future issues to care about classmates and neighbors as well as the global community to act locally and globally for the greater good Think Care Act Teaching for a Peaceful Future is readable practical conversational and intimate It will inspire readers to build a just and peaceful world Think Care Act depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace The author uses three imperatives think care act to infuse required curricula with peace character and multicultural concepts in daily activities throughout the year Chapters address critical and creative thinking media and political literacy compassionate classroom and school climate explorations of racism gender issues civil discourse global citizenship war and peace and school community and global social action projects Chapters include rationales lesson expectations and classroom play by play Students feedback about the impact of lessons is also featured With its combination of theory and practice Think Care Act is unique It will motivate teachers education students and scholars to employ think care act frameworks to empower students to build a peaceful future There is a Crack in Everything—Education and Religion in a Secular Age K. H. (Ina) ter Avest, 2019-11-22 There are two constants in academic and theological discourse throughout history they are the debate around secularization and the dialogue concerning the intersection of religion and education Each age has had its debate about modernizing forces that drive concerns of impending secularization In this publication this theme is approached from perspectives of teachers of

students of policy makers and situated in a politico historical context Aware of the fact that in today s plural societies one sacred canopy is non existent anymore cracks of the sacred canopy canopies are described as well as the light that gets in the possible and challenging ways out are roughly sketched *Education as Humanisation* Scherto Gill,Ulrike Niens,2017-10-02 Over the past decades there has been a consistent and poignant ambiguity with regard to the role of education in the context of post conflict and divided societies working towards building peace Most recently global developments including the after effects of the Arab Spring the devastating wars in Syria and the refugee crisis in Europe have directed our attention once more to the part that education can play in building peace at many levels In this context it is timely to create a space for a focused inquiry and scholarly debate about peace oriented pedagogies and how they might affect the post conflict reconstruction in divergent settings Thus both the subject and the content of this book are important in the light of the current needs in many societies emerging from conflicted community relations In particular they propose a refreshing and transformative view of peace based on a humanising conception of education and dialogic pedagogy as a key avenue for peacebuilding Through both conceptual inquiries and empirical case studies the book will appeal to educational thinkers researchers practitioners policy makers NGO workers and the public in re examining some of the key concepts identifying pivotal underlying issues in the field Furthermore by offering a principled persuasive conceptual framework and by problematising implementations and interventions in practice this book can serve to provoke more appraisals evaluations and constructive critiques of humanisation and dialogic pedagogy in peacebuilding education This book was originally published as a special issue of Compare A Journal of Comparative and International Education Second International Research Handbook on Values Education and Student Wellbeing Terence Lovat,Ron Toomey,Neville Clement,Kerry Dally,2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student s affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text Values Pedagogy and Student Achievement A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled

Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers *International Perspectives on Social Justice in Mathematics Education* Bharath Sriraman,2007-12-01

International Perspectives and Research on Social Justice in Mathematics Education is the highly acclaimed inaugural monograph of The Montana Mathematics Enthusiast now available through IAP The book covers prescient social political and ethical issues for the domain of education in general and mathematics education in particular from the perspectives of critical theory feminist theory and social justice research The major themes in the book are 1 relevant mathematics teaching and learning practices for minority and marginalized students in Australia Brazil South Africa Israel Palestine and the United States 2 closing the achievement gap in the U K U S and Iceland across classes ethnicities and gender and 3 the political dimensions of mathematics The fourteen chapters are written by leading researchers in the international community interested and active in research issues of equity and social justice Common Interests, Uncommon Goals Vandra

Masemann,Mark Bray, Maria Manzon,2008-03-01 The World Council of Comparative Education Societies WCCES was established in 1970 as an umbrella body which brought together five national and regional comparative education societies Over the decades it greatly expanded and now embraces three dozen societies This book presents histories of the WCCES and its member societies It shows ways in which the field has changed over the decades and the forces which have shaped it in different parts of the world **Women in Islam** Terence Lovat,2012-06-12 The role of women in Islamic societies not to mention in the religion itself is a defining issue It is also one that remains resistant to universal dogma with a wide range of responses to women s social roles across the Islamic world Reflecting this heterogeneity the editor of this volume has assembled the latest research on the issue which combines contemporary with historical data The material comes from around the world as well as from Muslim and non Muslim researchers It takes in work from majority Muslim nations such as Bangladesh Iran Iraq Lebanon Pakistan Palestine Tunisia and Turkey as well as countries with troubled interfaith relations such as India and Israel Nations with minority Muslim populations such as France the UK Canada and Australia are also represented The work also features varying Islamic sub groups such as the two main ones Sunni and Shi a as well as less well known populations such as the Ismaili Muslims In each case the work is underpinned by the very latest socio theological insights and empirical data **Emotion and Traumatic Conflict** Michalinos Zembylas,2015-07-01 Emotion and Traumatic Conflict not only offers an analysis of the emotional consequences of traumatic conflict in schools it also develops an

innovative compelling and cross disciplinary perspective on the entanglement of emotion power politics trauma healing and critical education **Schooling and Difference in Africa** George Jerry Sefa Dei,Riyad Ahmed Shahjahan,Sharon Eblaghie

Bahador,Alireza Asgharzadeh,2006-01-01 Since the 1950s when most African countries gained political independence schooling has presented very difficult challenges In the discussion of these challenges however the issue of diversity has received relatively little attention Schooling and Difference in Africa aims to understand how differences such as ethnicity class gender language religion and disability play out in African schools systems and more specifically in Ghana Together George J Sefa Dei Alireza Asgharzadeh Sharon Eblaghie Bahador and Riyad Ahmed Shahjahan promote educational inclusion in the context of African schooling The aspects of diversity explored in this study include minority majority relations race ethnicity gender language class religion and physical dis ability The authors build their analyses of these issues around a series of interviews which project a perspective that policy makers and administrators rarely seek out By studying the challenges of inclusive education in Ghana and further by making comparisons with the Canadian context this volume seeks to shed light on the ongoing struggle for an empowering school system in Africa and elsewhere **Chadwick F. Alger**

Chadwick F Alger,2013-08-13 This volume honors the lifetime achievements of distinguished scholar Chadwick F Alger on the occasion of his 90th birthday Carolyn Stephenson presents Prof Alger as a Pioneer in the Study of the Political Process and on NGO Participation in the United Nations Part 1 offers an autobiographical note and a comprehensive bibliography of his academic publications Part II includes three texts on The Political Process in the UN namely The Researcher in the United Nations Evolution of a Research Strategy Interaction in a Committee of the United Nations General Assembly and Interaction and Negotiation in a Committee of the UN GA In Part III which focuses on Civil Society Organizations in the UN System NGOs three chapters deal with Evolving Roles of NGOs in Member State Decision making in the UN System The Roles of NGOs in the UN System From Article 71 to a People s Millennium Assembly and Strengthening relations between NGOs and the UN system Towards a research agenda

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kaurismäki and written by michel marc bouchard who after writing the screenplay for the film wrote his stage play christine la reine garçon which enjoyed a successful run in 2012 at montreal s théâtre du nouveau

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