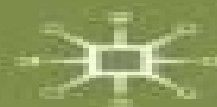


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# EDUCATION IN DIVIDED SOCIETIES

TONY GALLAGHER



# Education In Divided Societies

**R Barnett**



## **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.      **The Economics of Schooling in a Divided Society** V. Borooah, C.

Knox, 2015-05-26 Countries that have suffered ethnic or religious conflict and become segregated societies reflect these divisions in education provision for their children. Northern Ireland is a case study in point where a parallel system of schools

offers education in Catholic maintained schools and Protestant de facto controlled schools While school segregation is the most obvious manifestation of Northern Ireland's fractured society there are more important issues of educational inequality with respect to schools and pupils This book analyses three issues in some detail segregation educational performance and inequality in educational outcomes between schools and between pupils from deprived and affluent family backgrounds Thus far public policies to tackle these issues have been met with limited success The authors consider an alternative approach which they term shared education the aim of which is to improve school performance and in so doing to dismantle some of the barriers between maintained and controlled schools

**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

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 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

**Teacher Education in Plural Societies (RLE Edu N)** Maurice Craft, 2012-04-27 The educational implications of cultural pluralism attracted a good deal of attention in Western societies in the 1970s and 1980s on the grounds of equality and human rights maximising national talent and maintaining social cohesion Maurice Craft and the international contributors to this book highlight the potential of teacher education and in this wide ranging analytical review for its key role in providing for ethnic minority children in respect of access and achievements and also for all children to acquire informed and tolerant attitudes This book makes an important contribution to a small but growing literature concentrating on initial rather than in service teacher education and it brings together papers from experienced specialists from eleven countries worldwide Australia Britain Canada Israel Malaysia Northern Ireland South Africa Spain Sweden The Netherlands and the USA The papers are concerned with the needs both of diverse classrooms and diverse societies and also consider general principles and comparative perspectives Of interest to the specialist and non

specialist alike Teacher Education in Plural Societies An International Review deals with an important and timely issue how best to prepare teachers to meet the needs of both minority and majority culture pupils who are growing up in plural societies

**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

**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

**The Palgrave International Handbook of Education for Citizenship and Social Justice** Andrew Peterson, Robert Hattam, Michalinos Zembylas, James Arthur, 2016-10-20 This state of the art comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale Various educational policies and practices are predicated on notions of social justice yet each of these are explicitly or

implicitly shaped by and in turn themselves shape particular notions of citizenship education for citizenship Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars this Handbook seeks to examine the philosophical psychological social political and cultural backgrounds factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues Split into two sections the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of Education Sociology Social Policy Citizenship Studies and Political Science

*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*

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

**Integrated Education in Conflicted Societies** M. Zembylas, 2013-12-10 Academics and practitioners examine the developing field of integrated education in conflicted societies where children who would normally be educated apart are deliberately educated together They draw on a range of theoretical and practical frameworks providing numerous case studies from Northern Ireland Israel Macedonia and Cyprus

School-to-School Collaboration Paul Wilfred Armstrong, Chris Brown, 2022-09-26 Taking a global perspective the chapters within this book follow a common framework to explore how macro level factors help to create the conditions in which school to school collaboration is likely to succeed or fail on the ground

**Young People's Rights in the Citizenship Education Classroom** Helen Hanna, 2019-06-29 This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel Against the backdrop of a long history of protracted conflict and division the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools Drawing upon extensive qualitative data as well as policy and curriculum documents the author reveals that understandings of education rights can be oriented around three themes minority group representation in the curriculum dealing with difference through pedagogy and preparing young people for life in a divided society This can be mapped onto the 42 A rights framework where education should be acceptable and adaptable However the variety of interpretations held by participants raises questions regarding the universality of international frameworks for education rights and the workability of such frameworks in the national and divided contexts While the contexts of Northern Ireland and Israel have much in common they are rarely compared this book will show that their comparison is as relevant as ever as issues of identity continue to affect everyday school life This book will be of interest to citizenship and history education scholars as well as those who are concerned with the application of international human rights law

**Humor in Pedagogy in Tertiary Education in the Age of COVID-19** Philip Aka, Sencer Yeralan, 2022-07-11 Using the major theories of humor as a point of departure Humor in Pedagogy in Tertiary Education in the Age of COVID 19 Bosnia in Comparative Perspective argues for the expanded use of humor as pedagogy in Bosnian tertiary education unfazed by the pandemic infections of COVID 19 with teachable lessons for other countries It argues that the measures put in place to contain the spread of the pandemic neither foreclosed nor rendered less exigent the drive for more quality education in Bosnia achieved through various means that include creative application of humor in tertiary education Rather than minimize it the era of non classroom based instructions ushered by COVID 19 offers an opportunity to promote intelligible learning by

infusion of humor into every aspect of tertiary instruction from course syllabus to student evaluation of faculty teaching Key highlights of this book include the features of Bosnian self parody that it articulates as material for pedagogy in Bosnian tertiary classrooms the boundaries for judicious use of humor in pedagogy that it spells out and its formulation related to the continued value of humor in the Bosnian tertiary classroom unfazed by the public health challenges of COVID 19 The book is designed as an innovative and less contentious contribution to the debates on educational reforms in postwar Bosnia a contribution focused positively around the quality and quantity of instructions in tertiary institutions in Bosnia



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