Education and Conflict

Complexity and chaos





Education And Conflict Complexity And Chaos

Frances Vavrus, Lesley Bartlett

Education And Conflict Complexity And Chaos:

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 Contested Role of Education in Conflict and Fragility Zehavit Gross, Lynn Davies, 2015-06-17 This book brings together new thinking on education s complex and evolving role in conflict and fragility The changing nature of conflict from inter to intra state and with shifting geopolitical power balances demands a reconceptualization of where education is positioned Claims that education on its own can be an agent of conflict transformation are disputed Deliberate attempts at peace education are not without critics and controversies This collection aims to generate new realism from empirical and reflective accounts in a variety of countries and political contexts as well as provide innovative methodological approaches to the study of education and conflict The particular distinctiveness of the volume is the emphasis on contested it includes the debates and disagreements on the many faces of education in conflict as well as material on teaching controversial issues in fragile contexts Crucially it underscores how education itself exists within highly contested projects of state nation and region building As well as overview comparative chapters the collection encompasses a range of specific contexts geographically and educationally Algeria Canada El Salvador Israel Kenya Mexico Morocco Nepal Tunisia UK and US with settings that include schools higher education and refugee camps Focuses range from analyses of education in historical conflicts to contemporary issues such as post Arab Spring transformations Perennial concerns about religion colonialism protest

integration cohesion emergencies globalization and narrative are given new slants Yet in spite of the debates a cross cutting consensus emerges as the crucial need for critical pedagogy and critical theory if education is to make any mark at all on conflict and fragility Education, Conflict and Development Julia Paulson, 2011-05-16 Under various names education and conflict education and fragility education and insecurity etc the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict This work has highlighted the struggle for education during and following periods of instability and demonstrated the degree to which communities affected by conflict prioritize educational opportunities It has also offered powerful normative arguments for the importance of quality education for peacebuilding reconciliation postconflict reconstruction and development In many instances however these important insights are derived less from rigorous research and scholarship in the social sciences than from the delivery and evaluation of educational programming in situations affected by conflict This volume therefore seeks to broaden enquiry into education and conflict by exploring through conceptual and empirical work its linkages to broader theories and practices of development and peacebuilding The volume begins with a conceptual and theoretical section followed by a series of international case studies before closing with three chapters focused on the case of Northern Uganda Contributors present a diverse set of studies that together deepen understandings of the ways the education functions in various situations affected by conflict and the ways in which it might best be mobilized to contribute towards peacebuilding and development

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 Childrenis 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 conservatisms 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 This Handbook outlines the current state

of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field **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 Otrel-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 International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-12-05 The century 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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